

SWEET Report

Winter 2022 Pilot

Wayne State University



Survey of Warrior Educational Engagement and Transformation

Prepared by the Office of Institutional Research and Data Analytics (IRDA)

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SWEET Executive Summary

Survey Goals

The Survey of Warrior Educational Engagement and Transformation (SWEET) gathers student perspectives on how well Wayne State University supports their learning, meets their needs, and creates a climate where they feel welcome, respected, and included. It was collaboratively developed with input from Wayne State faculty, staff, students, and administrators under the leadership of Institutional Effectiveness with the goals of:

1. Informing efforts to improve student learning and student success across the institution.
2. Reducing students' survey fatigue by consolidating questions asked on multiple campus surveys.
3. Providing evidence of our improvement efforts to the Higher Learning Commission, our accrediting body.

The SWEET is a more useful tool than the previously administered National Survey of Student Engagement, which had low response rates and limited applicability to Wayne State's context. In contrast, the SWEET enables us to ask questions specific to our institutional context, align them with our mission and strategic plan, meet data needs of key stakeholders, and reduce survey fatigue by consolidating questions asked by many units and divisions separately.

The survey aligns closely with the commitment in our [mission](#) to preparing a diverse student body to thrive and to the [Teaching, Learning, and Student Success](#) and [Diversity, Equity, and Inclusion](#) focus areas of the 2022-2027 Strategic Plan. It also provides evidence in support of criteria 3, 4, and 5 of the Higher Learning Commission's [criteria for accreditation](#).



SWEET Executive Summary

Survey Topics

Are we building student belonging and a positive climate?

This section addresses student activities and our campus environment, including diversity, intercultural competence, and the treatment and inclusion of self and others.

Are we engaging students in effective learning activities?

This section explores the study habits of our students, as well as their interaction with instructors and coursework. Additionally, we report on students' perceived confidence in skills and knowledge acquired.

Are we identifying student needs?

This section displays responses involving basic needs, such as mental and physical health, wellbeing, finances and financial literacy, and competing time commitments.

Are we providing relevant supports/resources?

In this section we report on health and wellness resources, academic supports, and technology services. Additionally, we investigate career readiness.

Methodology

The SWEET was piloted in Winter 2022; this report summarizes the pilot results. 13,530 undergraduate students received an invitation to respond to the 98-item* survey during a 4-month window beginning March 22nd.

Survey questions were targeted based on student-level, i.e. not all items appeared for all students. The use of skip logic and strategic targeting of items based upon student level reduces survey length in order to promote survey completion and increase response rate.

All student levels received Campus Environment, Learning Activities, Time Commitments, and Support Services sections. All student levels received a portion of the Health and Wellness section; seniors did not receive items on health and wellness services. All students received a portion of the Financial Knowledge section; freshman did not receive items on understanding financial skills. Only seniors received Skills and Instruction. Freshman and seniors received Student Activities. Sophomores, juniors and seniors received Interactions with Others.

*does not include service evaluation questions or five additional items asked if respondent answered yes to holding an on-campus job.

SWEET Executive Summary

Response Rate

The overall response rate was 10% with respondents from the School of Business, College of Education, College of Engineering, College of Fine, Performing and Communication Arts, College of Liberal Arts and Sciences, College of Nursing, Eugene Applebaum College of Pharmacy and Health Sciences, and School of Social Work.

	respondents	
	#	%
Mike Ilitch School of Business	203	14.7
College of Education	103	7.5
College of Engineering	201	14.6
Fine, Performing & Comm. Arts	120	8.7
Liberal Arts & Sciences	636	46.1
College of Nursing	43	3.1
Pharmacy and Health Sciences	19	1.4
School of Social Work	56	4.1
Grand Total	1,381	100

Note: Does not include respondents that opted-out.



SWEET Executive Summary

Key Findings

Are we building student belonging and a positive climate?

Strengths: Over 80% of students:

- ⇒ agreed that interactions with peers and instructors are respectful, that they are likely to encounter diverse people on campus, and that people of all cultures and backgrounds are respected.
- ⇒ indicate they are willing and able to interact comfortably and respectfully and resolve disagreements with people of different backgrounds, including those whose primary language is not English.

Challenges: Fewer than 80% of students:

- ⇒ feel included, respected, and comfortable expressing their ideas and beliefs.
- ⇒ can describe others' customs, traditions, or beliefs, or know others' perspectives on their own customs, traditions, or beliefs.

Are we engaging students in effective learning activities?

Strengths: Over 80% of students:

- ⇒ reported using key strategies for learning: attending class, submitting homework, taking notes, participating in discussions, and completing readings often or always.
- ⇒ grew more interested in a subject due to instructor influence, felt respected by instructors, and found instructors willing to discuss their needs, concerns, and suggestions.
- ⇒ felt confident in the majority of career-readiness skills (i.e., their ability to take responsibility for their actions, adapt to new technology, think critically, problem-solve, communicate effectively in writing, and build effective professional relationships).

Challenges: Fewer than 80% of students:

- ⇒ report using other learning strategies, such as reviewing notes after class; studying with peers and using library resources, instructor office hours, tutoring, or supplemental instruction.
- ⇒ discussed their academic performance, career plans, or other learning opportunities beyond coursework with an instructor.
- ⇒ felt confident at leading a group and advocating for themselves.
- ⇒ report that their on-campus jobs contributed to core career-readiness skills (communication, conflict resolution, teamwork, problem-solving).

SWEET Executive Summary

Key Findings *continued*

Are we identifying student needs?

- ⇒ Our students have many obligations and time commitments that compete with their coursework, including employments, caring for others, and participating in community or social groups.
- ⇒ Students' financial knowledge, resources, and planning vary considerably.
- ⇒ Students reported that physical health (24% of respondents) and mental health (50% of respondents) hindered their success at Wayne State.
 - On average, students sleep 6.5 hours a night.
- ⇒ A substantial number of students reported food, housing, transportation, and clothing insecurity.

Are we providing relevant supports/resources?

- ⇒ Health and wellness resources:
 - Students' awareness of the health and wellness resources on campus varies widely.
 - A relatively small percentage of students (2-30%) make use of the available health and wellness resources.
 - A high percentage of students who did use the health and wellness resources found most to be helpful and accessible, although not for all resources.
- ⇒ Student support services:
 - While most students (>80%) are aware of a small set of student support resources (academic advising, C&IT helpdesk, Career Services, Student Disability Services), many (24-59%) are unaware of the range of other resources available to them.
 - A high percentage of students who did use the student support resources found most to be helpful and accessible, with one outlier that less than half of respondents saw as helpful and accessible.

Next Steps

To encourage active dialogue about and use of the SWEET results, representatives from Institutional Effectiveness will meet with key stakeholder groups to present key findings, solicit interpretation of those findings, and elicit priorities and suggestions for actions to improve student learning and student success. This report will be shared with the campus, followed by divisional reports, and thematic infographics with audience-specific details to foster further discussion and use of the results.

Institutional Effectiveness will also lead a revision of the SWEET based on an analysis of the pilot and feedback from stakeholders in preparation for a full administration of the survey in Winter 2023.

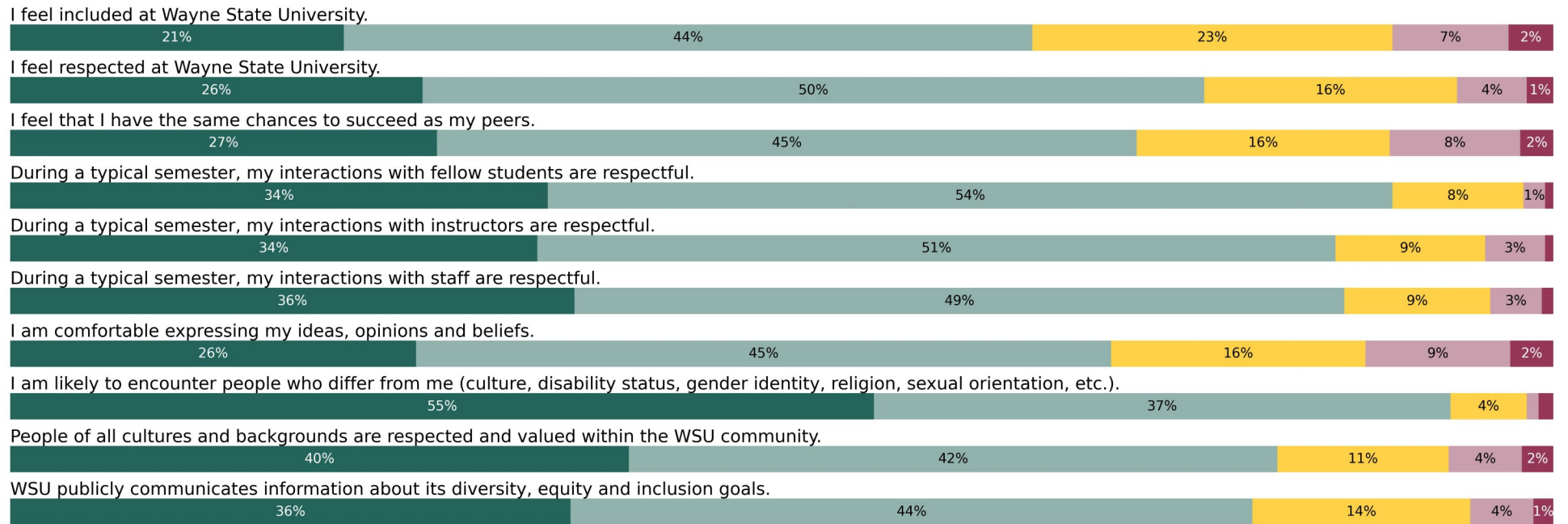


**Are we building student belonging
and a positive climate?**

Campus Environment

Indicate your agreement with the following statements.

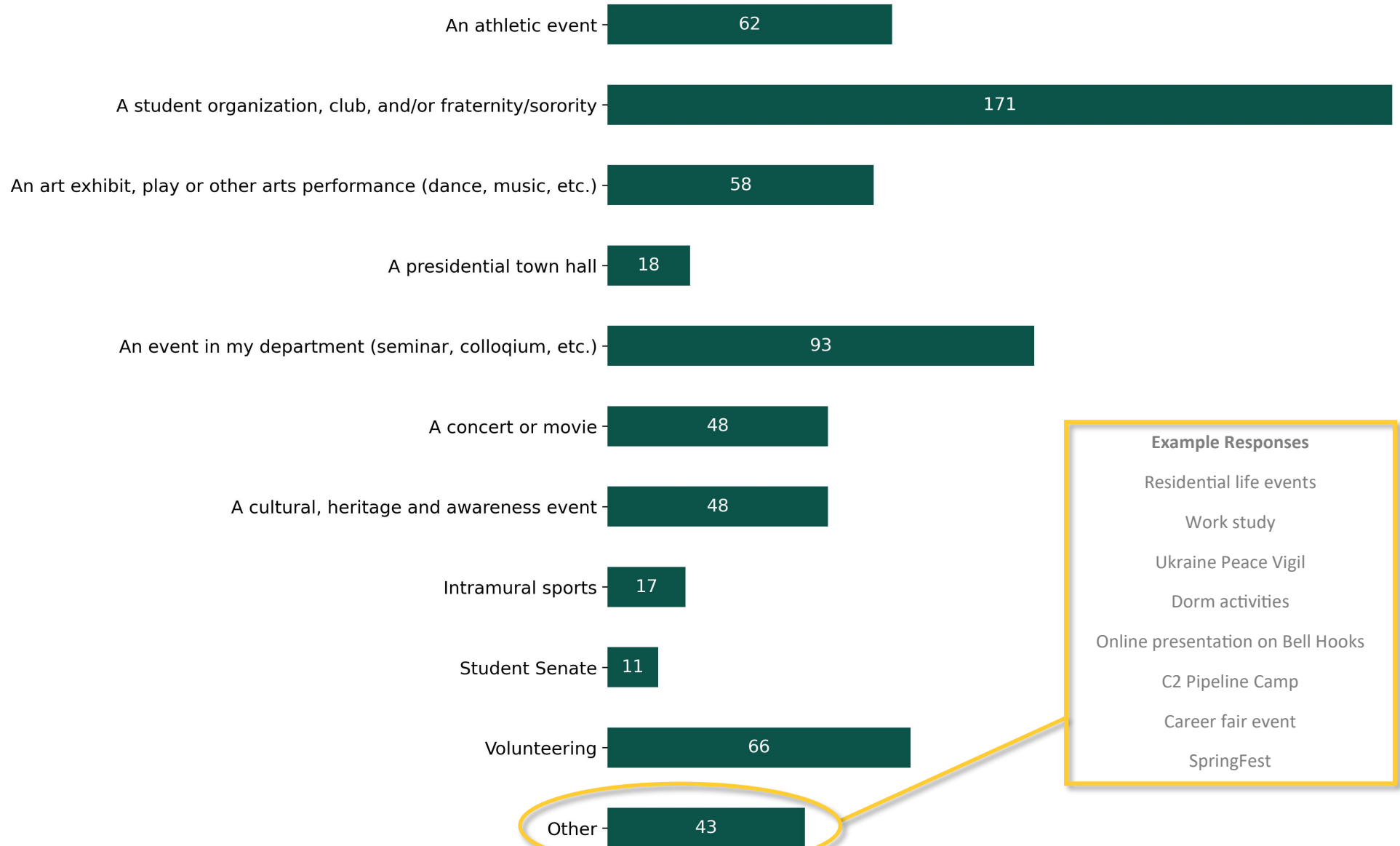
■ Strongly Agree
 ■ Agree
 ■ Neither Agree Nor Disagree
 ■ Disagree
 ■ Strongly Disagree



Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.

Student Activities

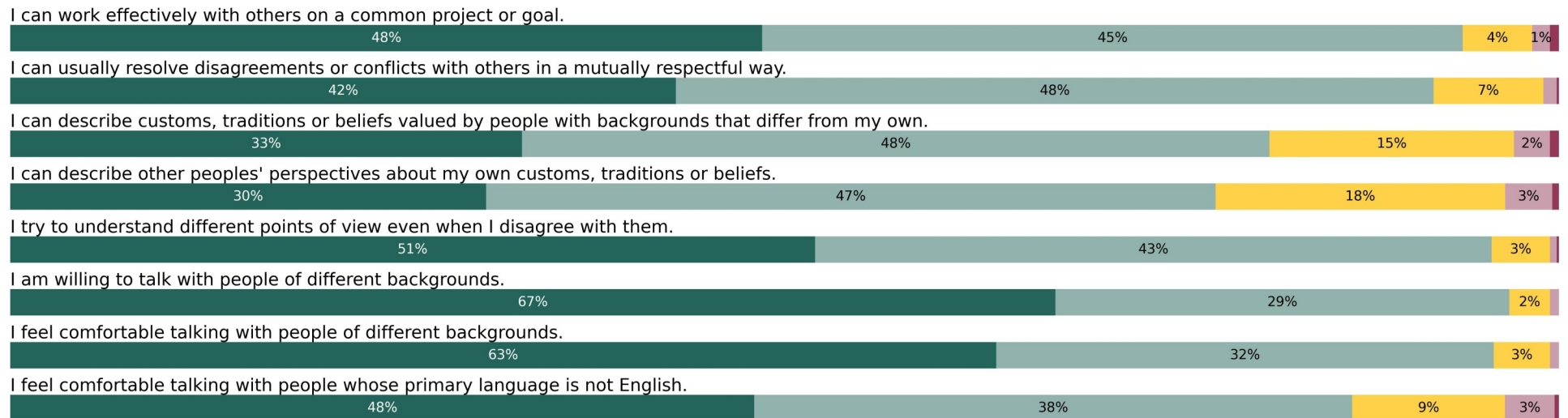
Which of the following campus activities have you participated in or attended this academic year at WSU?



Interactions with Others

Indicate your agreement with the following statements.

■ Strongly Agree
 ■ Agree
 ■ Neither Agree Nor Disagree
 ■ Disagree
 ■ Strongly Disagree



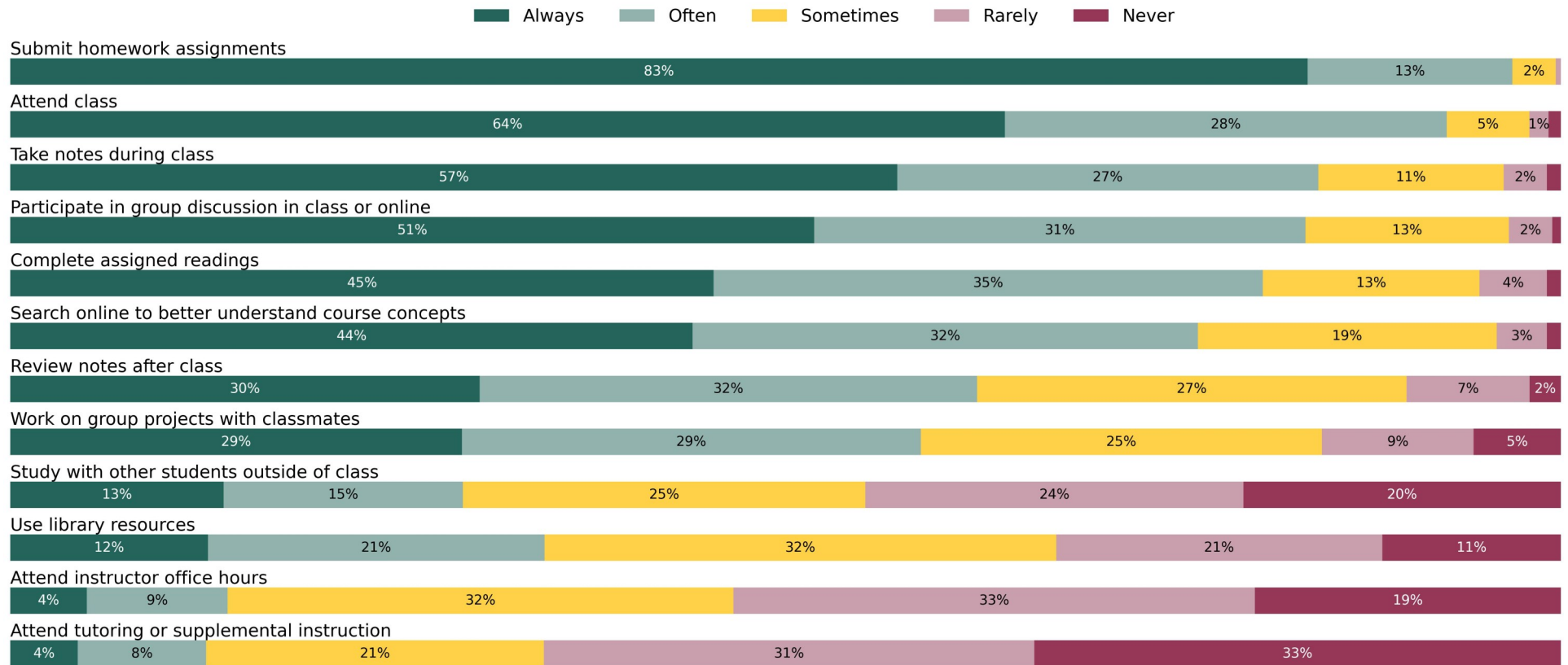
Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.



Are we engaging students in effective learning activities?

Learning Activities

During a typical semester, how often do you engage in the following activities to help you learn course materials?*



I have taken the following types of classes this past year.



*Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.

Learning Activities

How can the university better engage you in the above activities in order to help you learn course materials?

Top Theme

Faculty teaching The need for improved or more flexible teaching methods. Positive and negative responses to the use of group projects. Concerns related to student/instructor communications, evaluations, homework/assignments, and grading. Positive and negative responses to the use of recorded lectures.

Frequent Themes

Resources The need for greater accessibility to resources, including library hours and study areas. Improved resources for commuters and first-year students. The need for improved access to course materials, labs and equipment. The need for additional financial aid, student activities and food/beverages.

Supplemental instruction The need for improved accessibility and communications, especially in relation to tutoring and labs. Additional support for commuters. Improved SI and instructor office hours. The need for additional facilities.

Online courses Positive, negative and neutral reactions to online teaching. Demand for additional flexibility, hybrid courses and online course offerings.

Communications The need for improved distribution of information on student activities, sports/events, tutoring and resources, especially library resources. The need for improvement in communications between faculty, staff and students. Concern over spam/automated emails.

Cost Concern over the cost of course materials, tuition, and parking. The need for more scholarships.

Facilities The need for improved accessibility and hours of operation. The need for additional areas and improved desks.

Minor Themes campus climate; accessibility; curriculum; campus activities; mental health services; advisors/counselors; COVID; accountability; course materials; transportation

Select Student Responses

Faculty teaching (teaching methods):

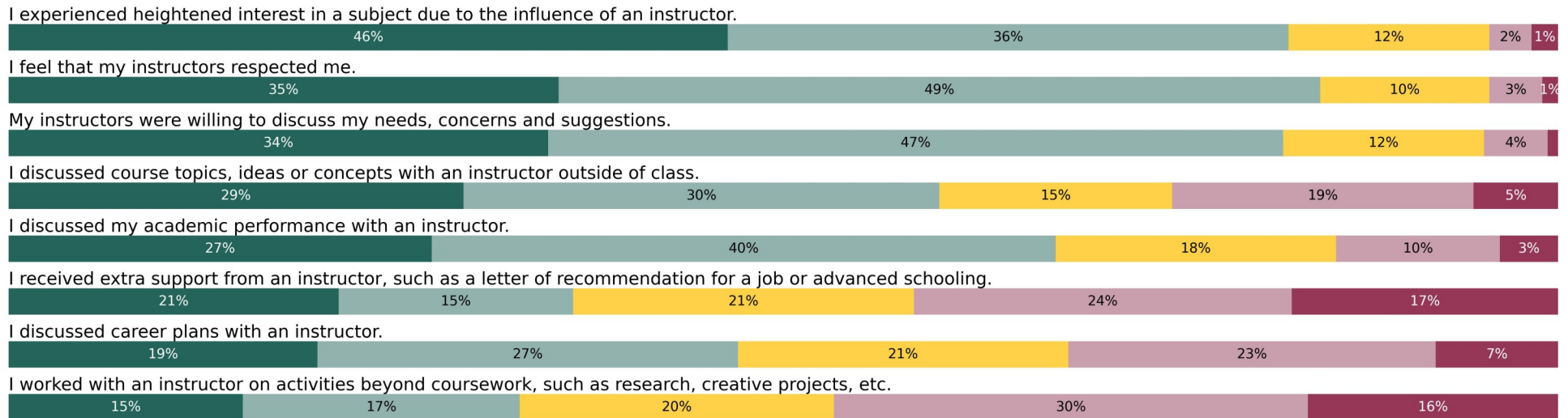
Not teach everything in a memorize and forget manner. Every class I have been in relied on examinations and taught in a style that encouraged students to memorize the material quickly for the exam only to be later forgotten. People learn in different ways. Knowledge can be tested in different ways. Do projects, research assignments, discussions, presentations, anything. Stop relying on exams as methods of testing intelligence. Not only is it stressful, but it rarely promotes long term learning, engagement, or interest for the subject.

One thing one of my professors did this semester was create class discussion assignments on Canvas that we turned in for participation grades. There were required readings and videos for each day we had class, and the assignment was due at the time the class started. This forced us to go over the material before the class and actually look at the readings and videos that we were supposed to. And my professor paid attention to how much material she was putting on each discussion assignment to make sure it wasn't overwhelming. That was a game changer in that class and made me learn a great deal.

Instruction

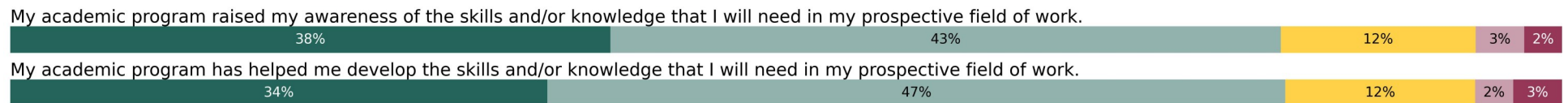
Consider your educational experience this semester and last semester. Indicate your level of agreement with the following:

■ Strongly Agree
 ■ Agree
 ■ Neither Agree Nor Disagree
 ■ Disagree
 ■ Strongly Disagree



Indicate your level of agreement with the following statements.

■ Strongly Agree
 ■ Agree
 ■ Neither Agree Nor Disagree
 ■ Disagree
 ■ Strongly Disagree

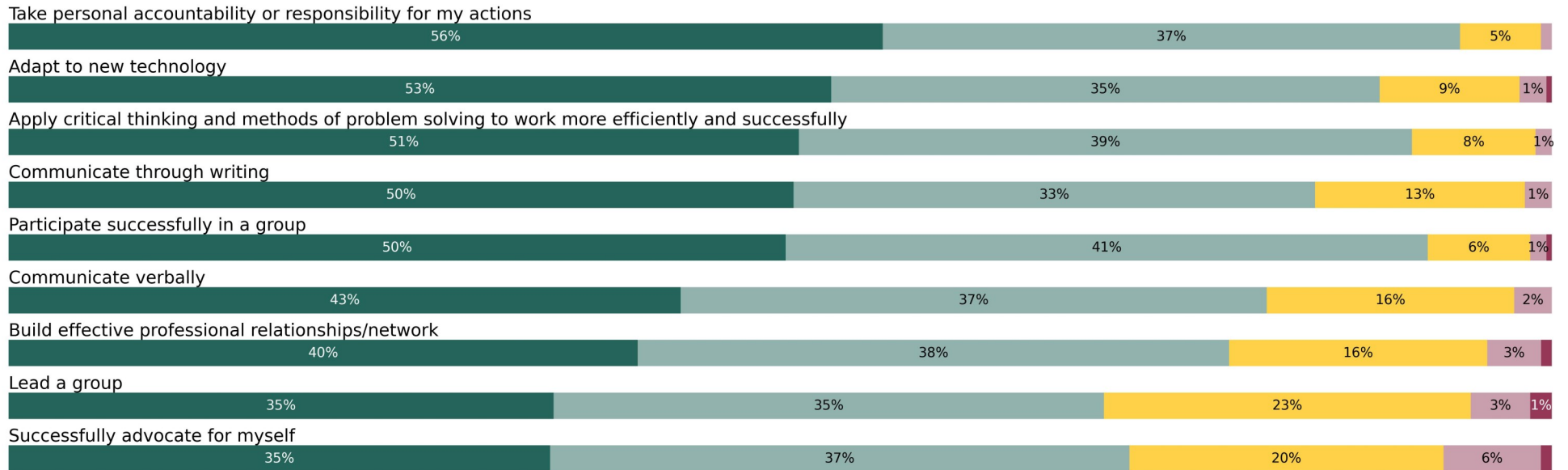


Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.

Skills

How confident do you feel about your ability related to the following?

■ Very Confident
 ■ Confident
 ■ Somewhat Confident
 ■ Not Confident
 ■ Not at All Confident



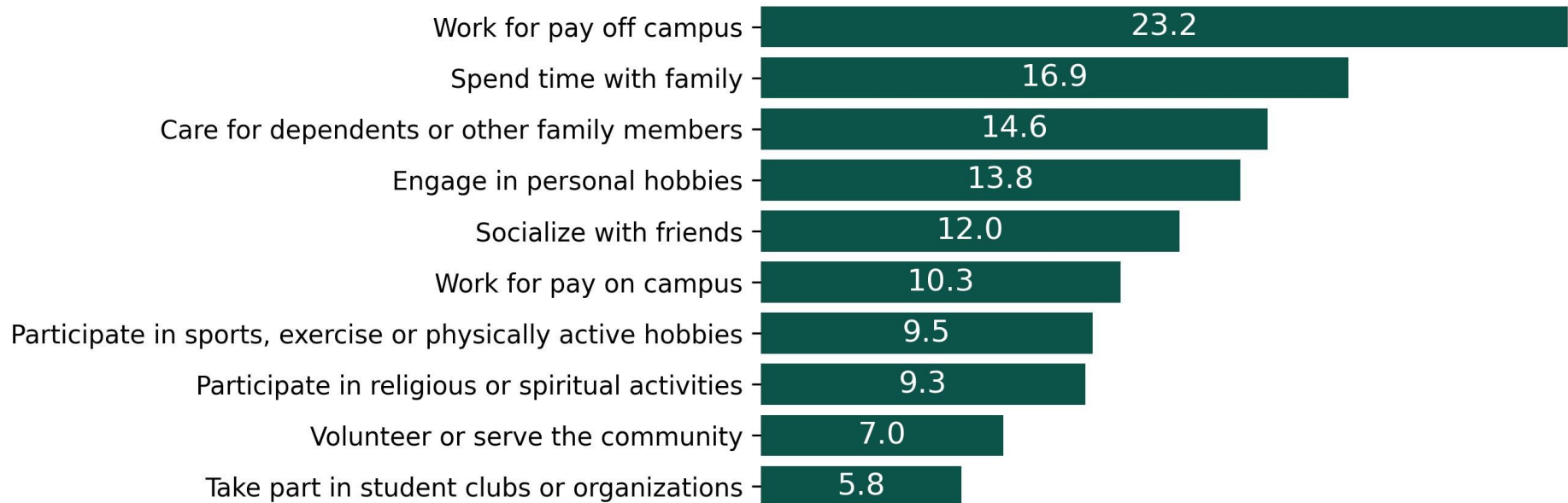
Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.



Are we identifying student needs?

Time Commitments

Average number of hours students commit to non-academic activities weekly



Students spend an average of **87.9** hours per week on these non-academic activities.

Note:

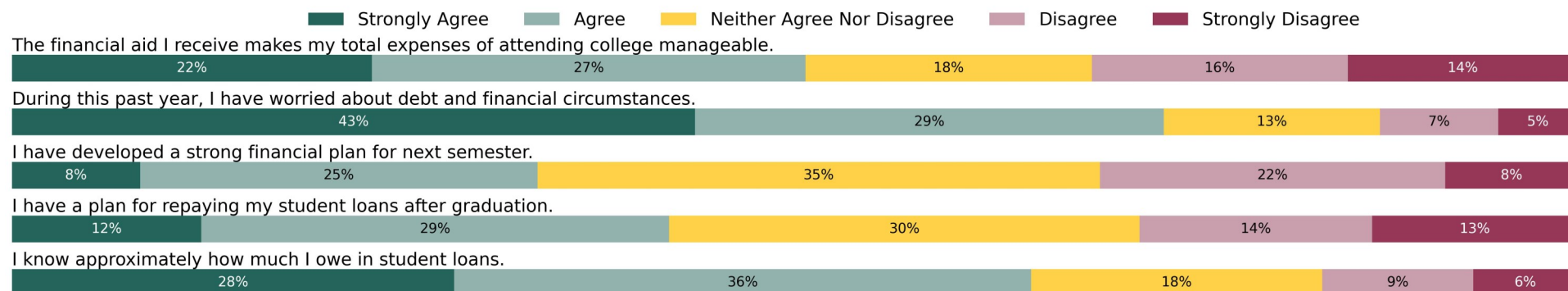
The above chart displays non-academic activities and does not include activities such as class attendance or study time. It is calculated based on the weekly average for each response category. Categories are to be considered mutually exclusive. Students were asked to provide how many hours they participate in each activity during a typical 7-day week while taking classes.

Financial Knowledge and Needs

I understand the following financial skills.



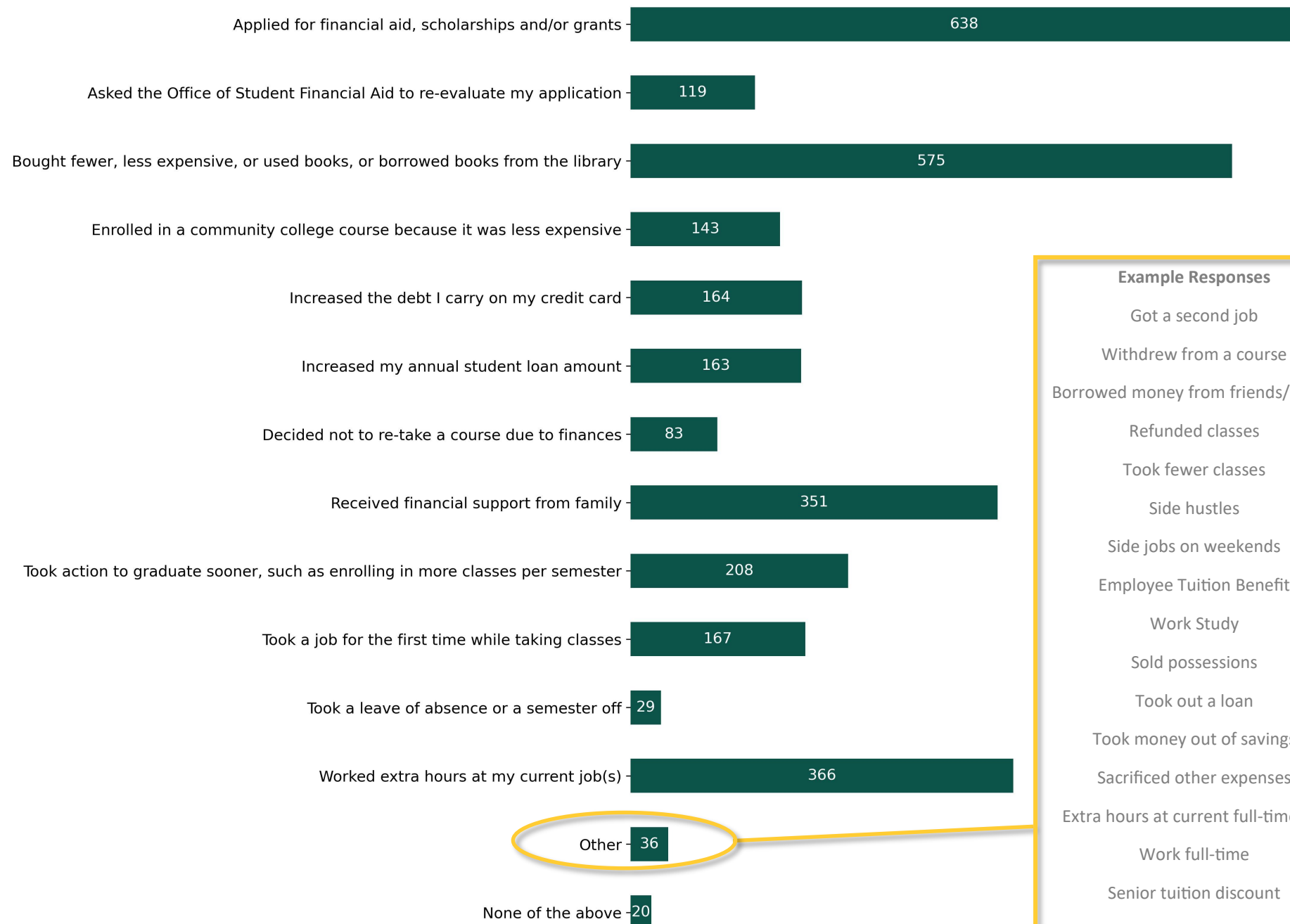
Indicate your agreement with the following statements.*



*Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.

Financial Knowledge and Needs

During this current academic year, which of the following activities did you complete in order to meet college expenses?

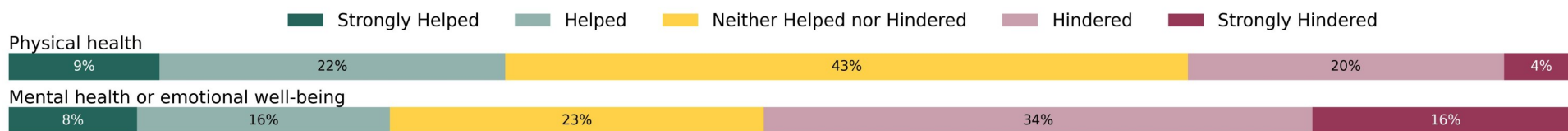


Example Responses

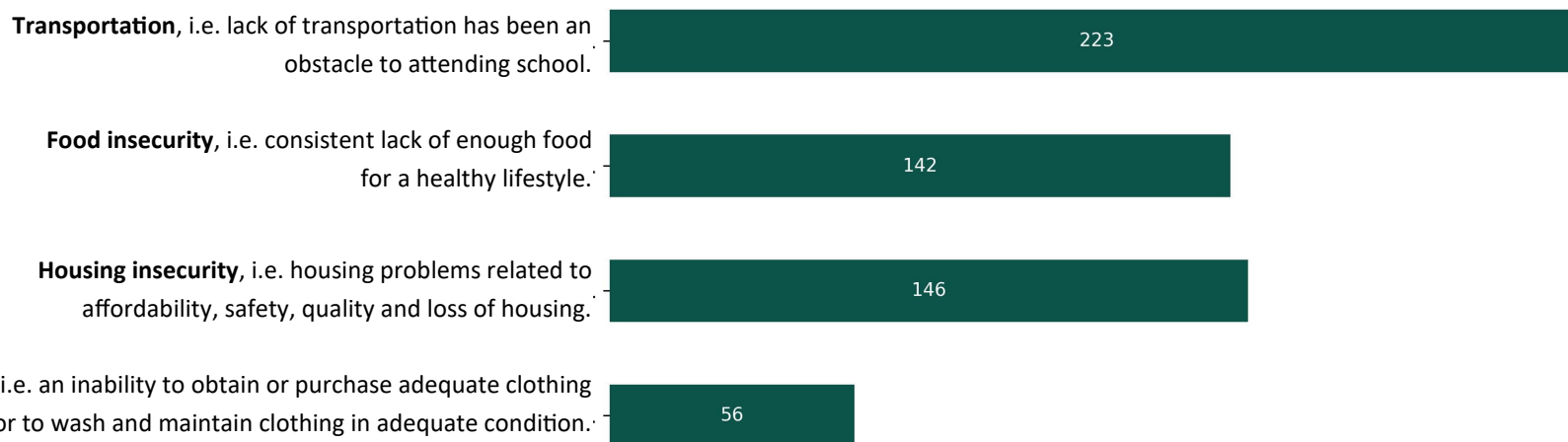
- Got a second job
- Withdrew from a course
- Borrowed money from friends/family
- Refunded classes
- Took fewer classes
- Side hustles
- Side jobs on weekends
- Employee Tuition Benefit
- Work Study
- Sold possessions
- Took out a loan
- Took money out of savings
- Sacrificed other expenses
- Extra hours at current full-time job
- Work full-time
- Senior tuition discount

Health and Wellness

During the past year, how have your health and wellness affected your success at WSU?*



Which of the following challenges have you experienced in the past year?



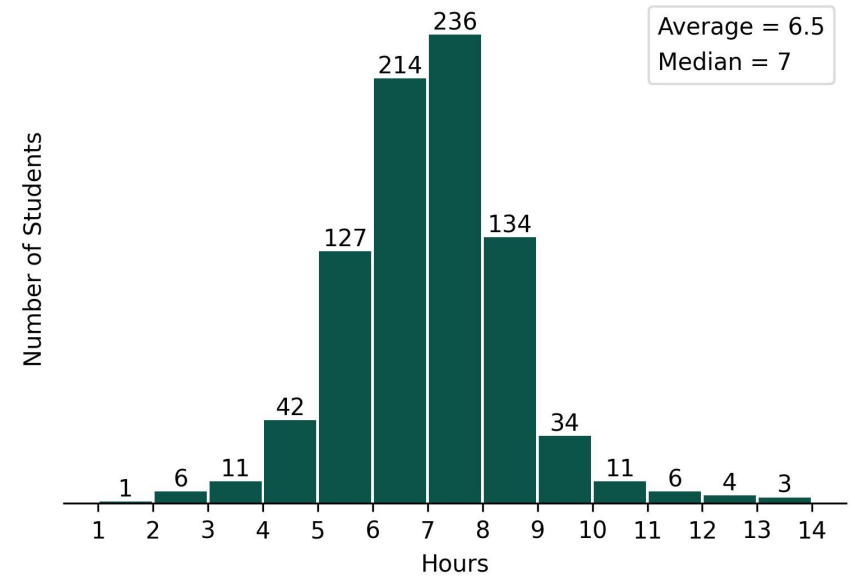
*Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.

Health and Wellness

During a typical semester, how many hours do you sleep per night on average?

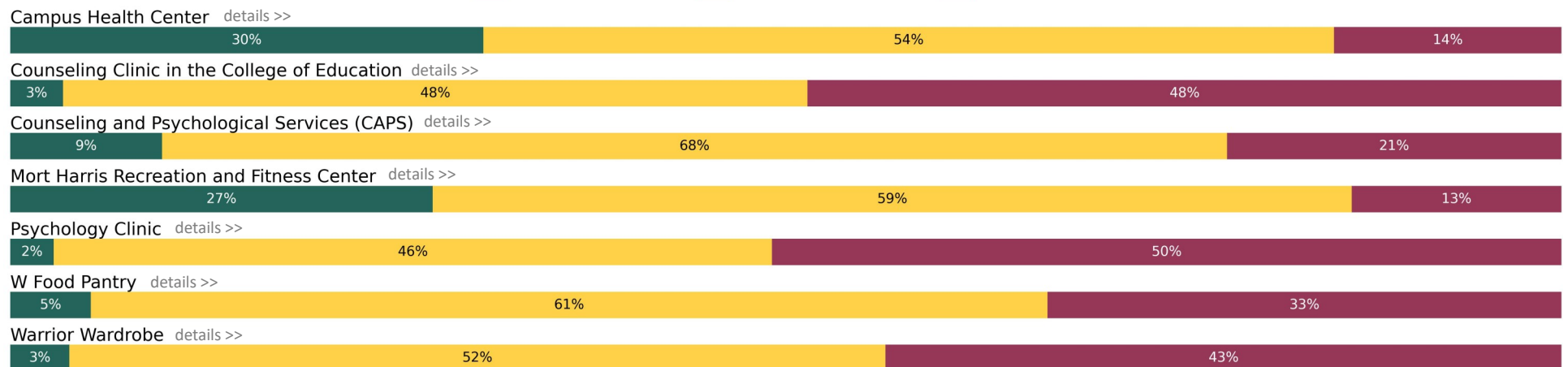


Sleep per night on average (n=829)



How familiar are you with the following health and wellness resources on campus?*

■ I have used this
 ■ I am aware of this
 ■ I am not aware of this



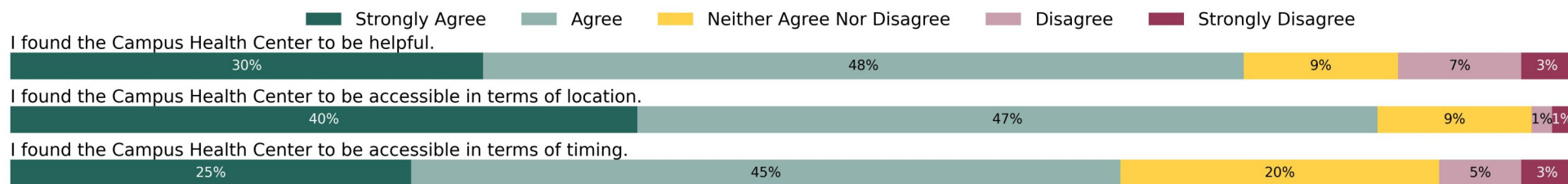
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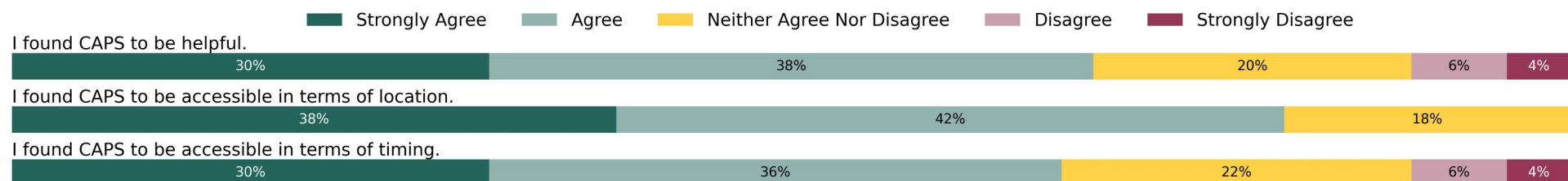
Are we identifying relevant supports/resources?

Health and Wellness - evaluation by students who used the service

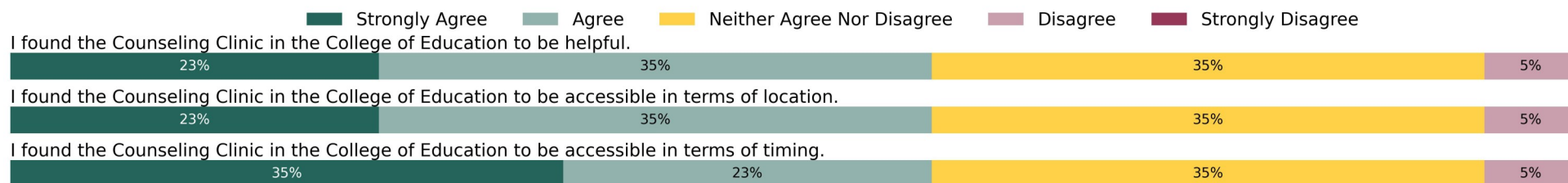
Campus Health Center



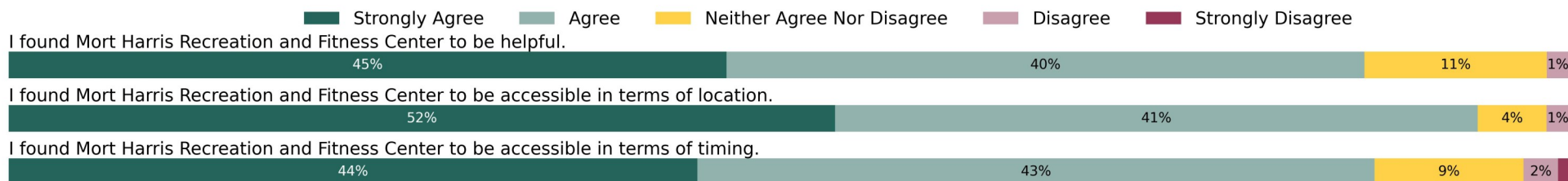
Counseling and Psychology Services (CAPS)



Counseling Clinic in the College of Education



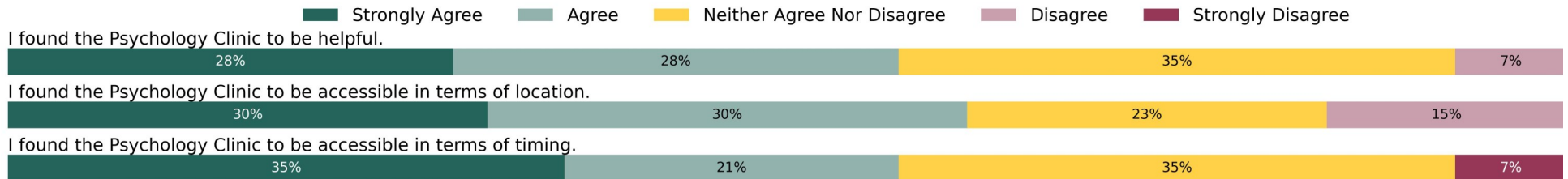
Mort Harris Recreation and Fitness Center



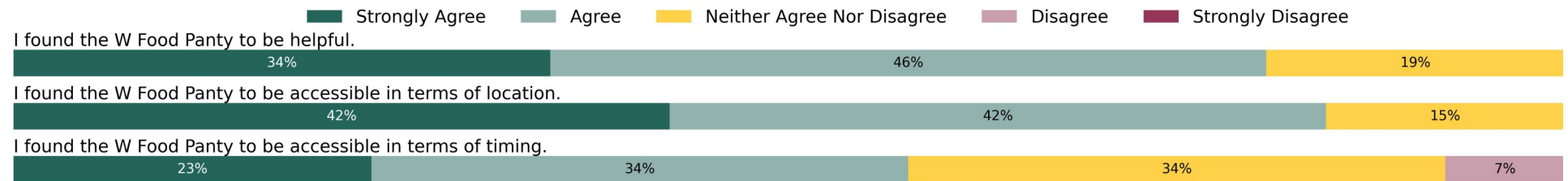
Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.

Health and Wellness - evaluation by students who used the service

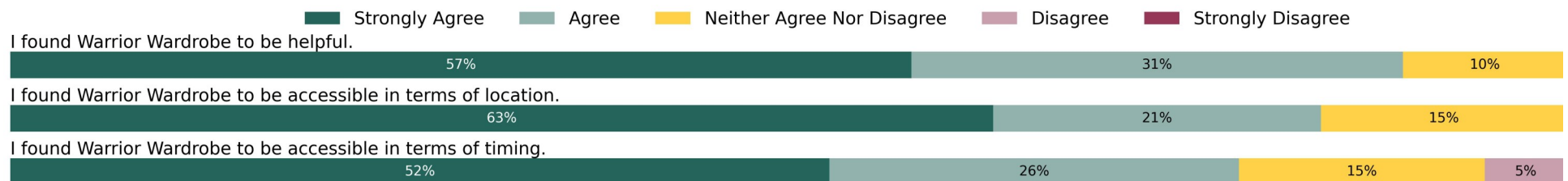
Psychology Clinic



W Food Pantry



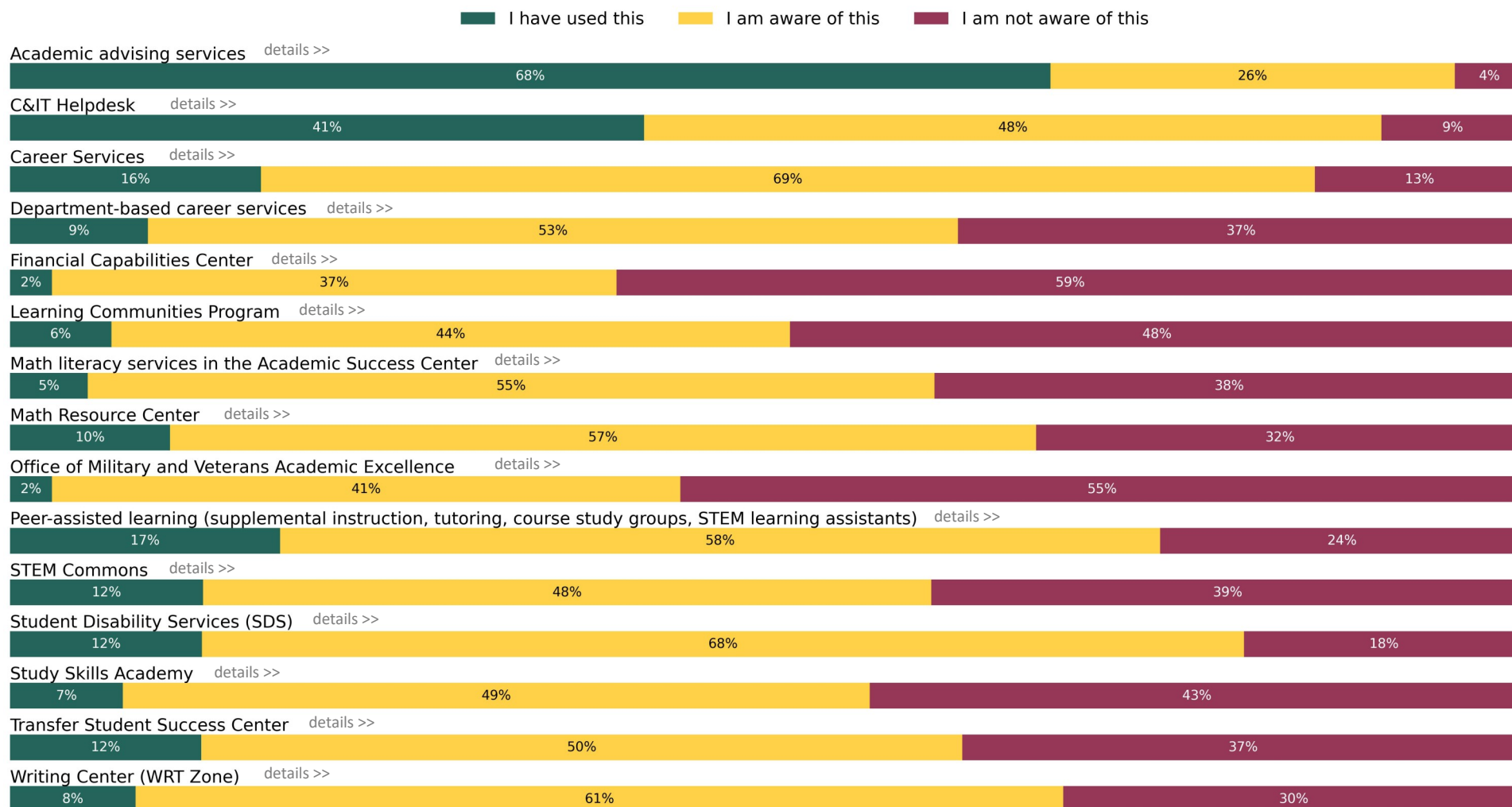
Warrior Wardrobe



Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.

Support Services

How familiar are you with the following support services?

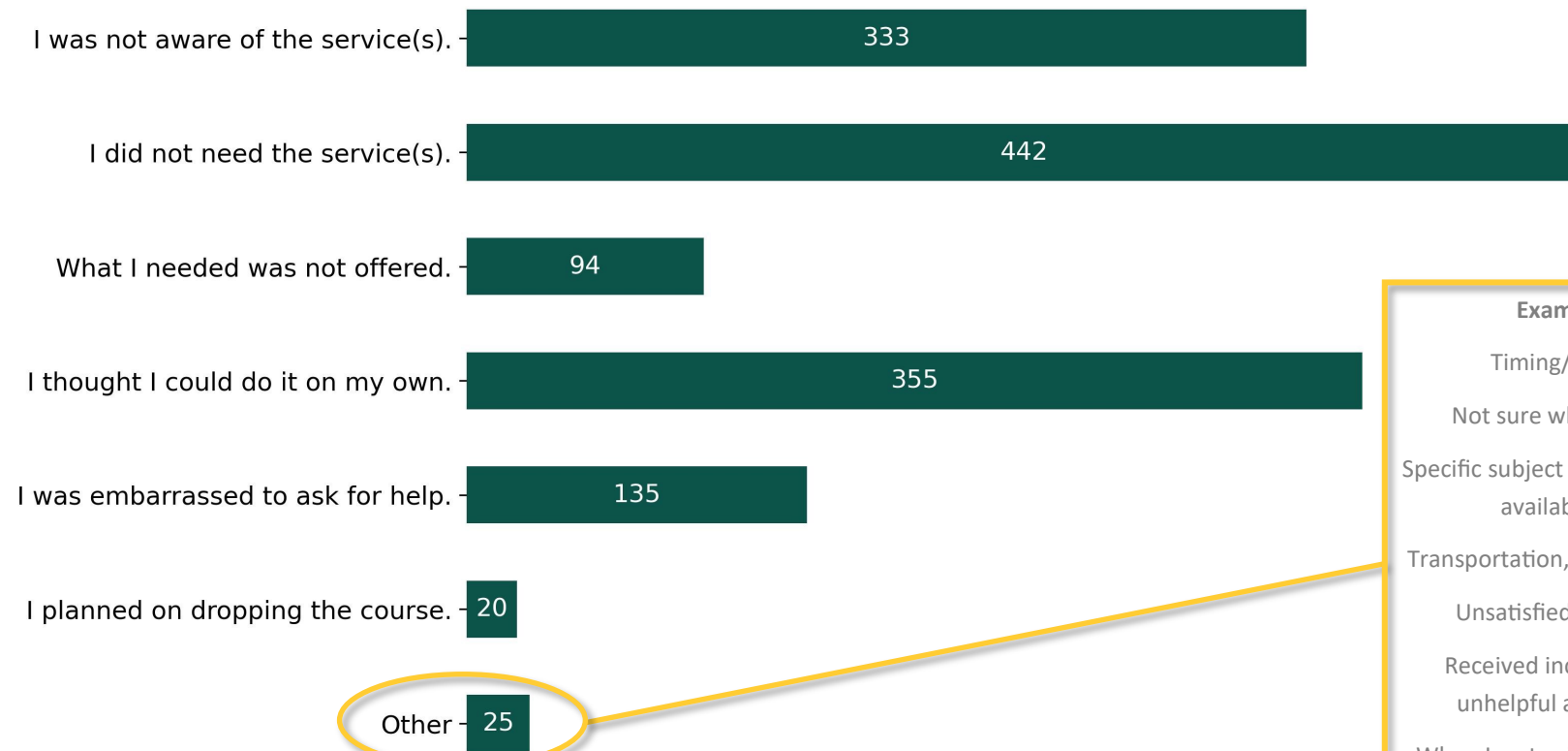


Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.

Support Services



When you don't use learning support services, which of the following reasons apply?



Example Responses

- Timing/scheduling issues
- Not sure what each service does
- Specific subject I needed help with wasn't available for assistance
- Transportation, time & childcare barriers
- Unsatisfied with the experience
- Received incorrect information or unhelpful assistance in the past
- When I go to sign up for appointments, there is nothing available
- Desire for in-person service

Support Services

I wish that the following service(s) had been available.

Top Theme

Learning support

The need for in-person interactions and specialized tutoring by subject and for students with disabilities.
The need for greater accessibility to tutoring, including the need for group study and weekend hours.

Frequent Themes

Advising services

The need for greater flexibility in advisors' hours. Concerns and dissatisfaction with course scheduling.

Health/wellness services

The need for services related to addiction, disabilities, mental health and pregnancy.

Communications

The need for improved distribution of information. Improved relations between instructors, advisors and students.

Financial resources

The need for improved accessibility to financial aid and resources, including scholarships.

Minor Themes

facilities; online courses; student groups; emergency alerts; language support; resources; career services

Select Student Responses

Learning support (specialized tutoring):

Degree based tutor, rather than individual classes

Upper level engineering class tutoring

Adult learning combined with SDS or Study Skills Academy

Advising services:

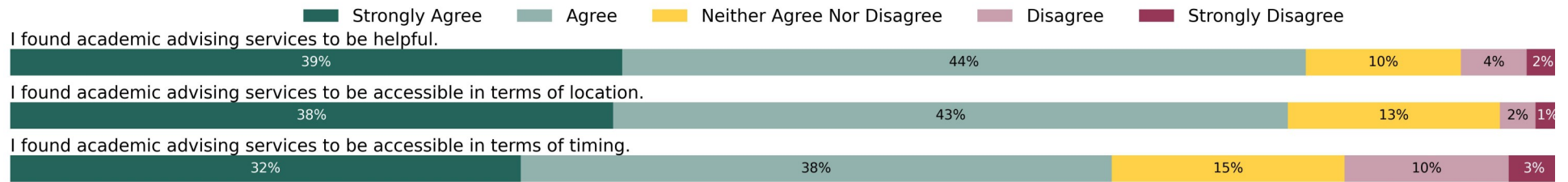
More academic advisors in each discipline to better and further assist with my academic plans.

Communications:

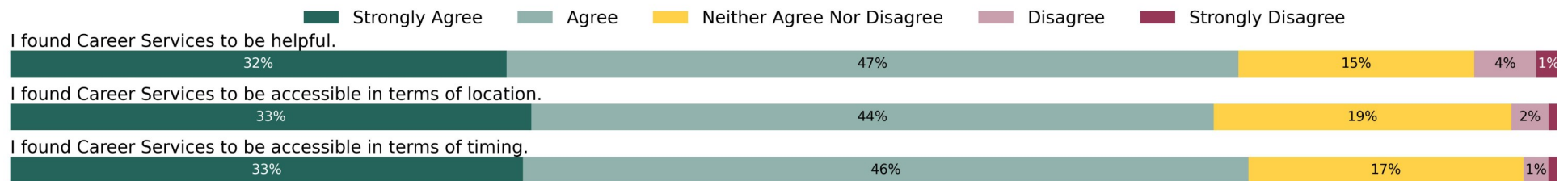
There aren't any services that I wish had been available - I just wish I was aware of them sooner and aware of how to use/access them.

Support Services - evaluation by students who used the service

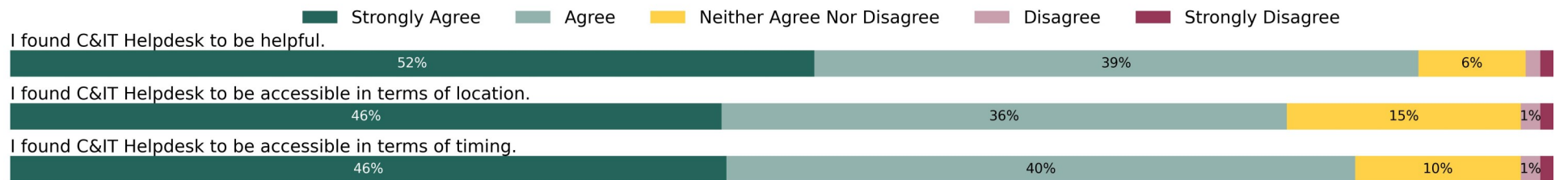
Academic Advising Services



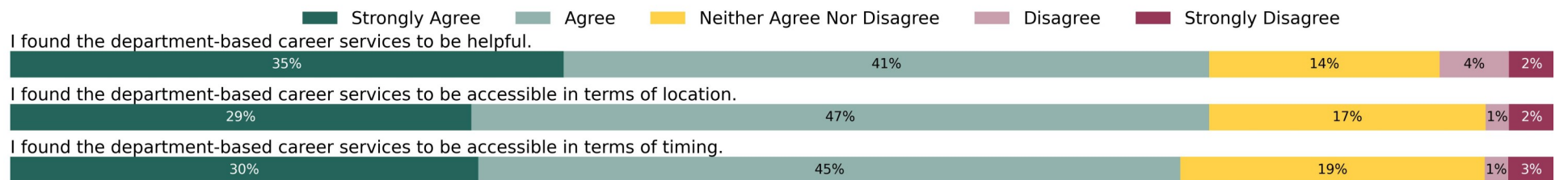
Career Services



C&IT Helpdesk



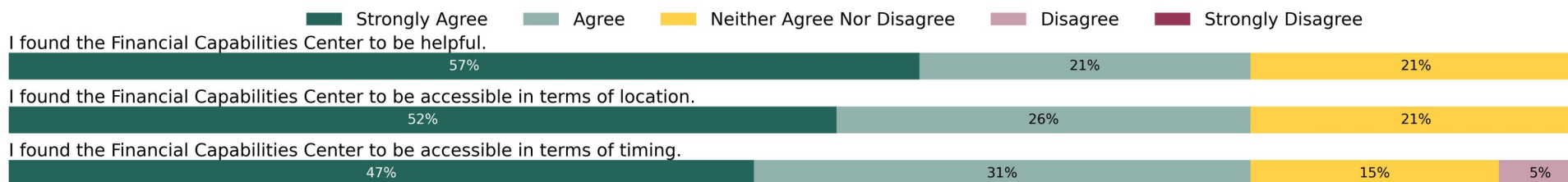
Department-Based Career Services



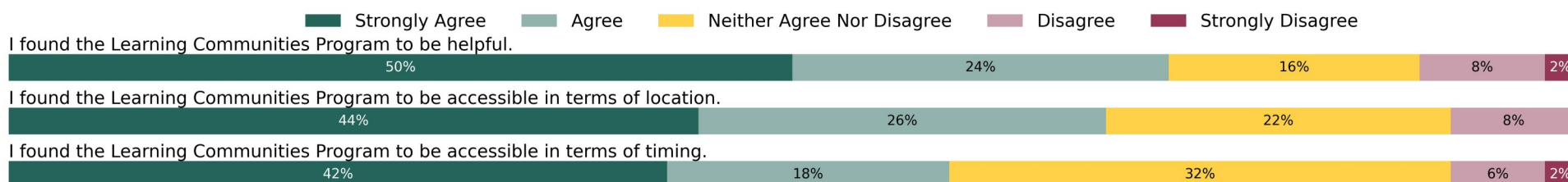
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Support Services - evaluation by students who used the service

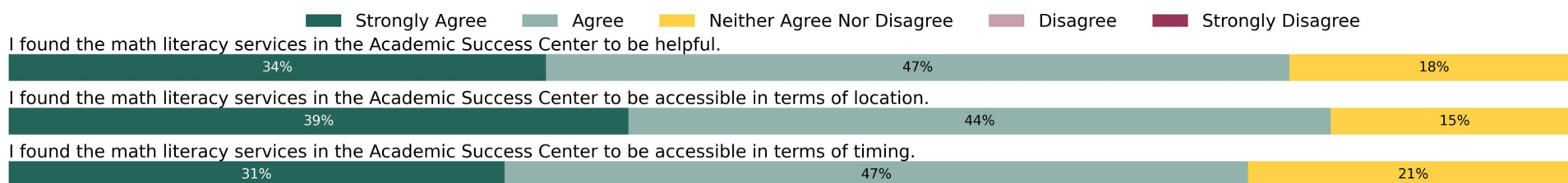
Financial Capabilities Center



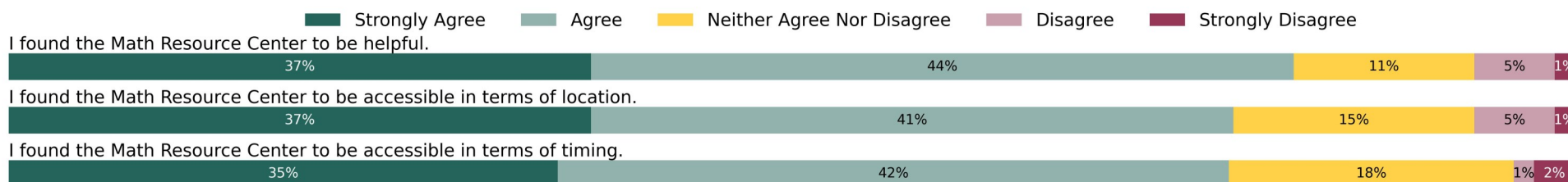
Learning Communities Program



Math Literacy Services in the Academic Success Center



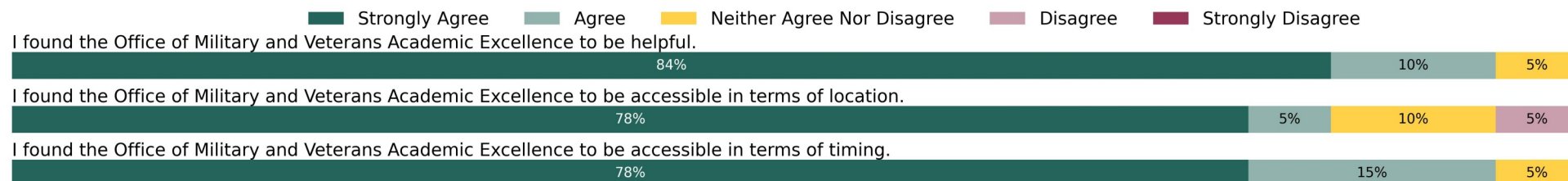
Math Resource Center



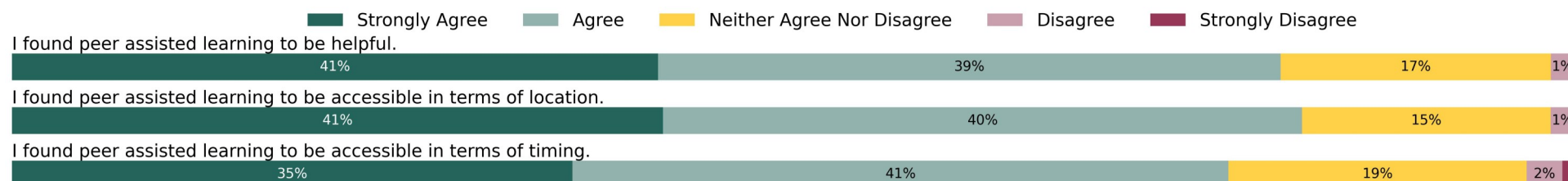
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Support Services - evaluation by students who used the service

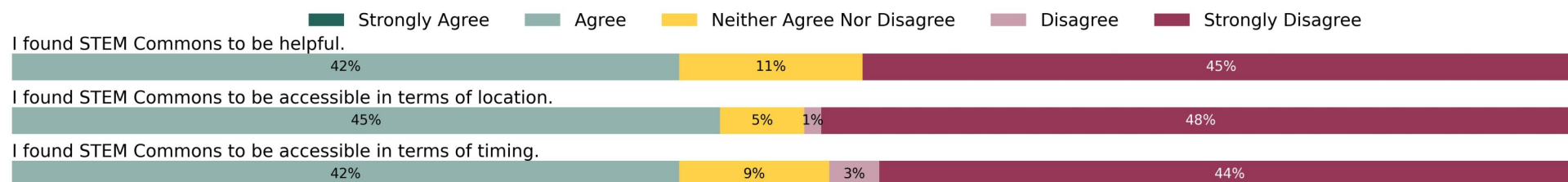
Office of Military and Veterans Academic Excellence (OMVAE)



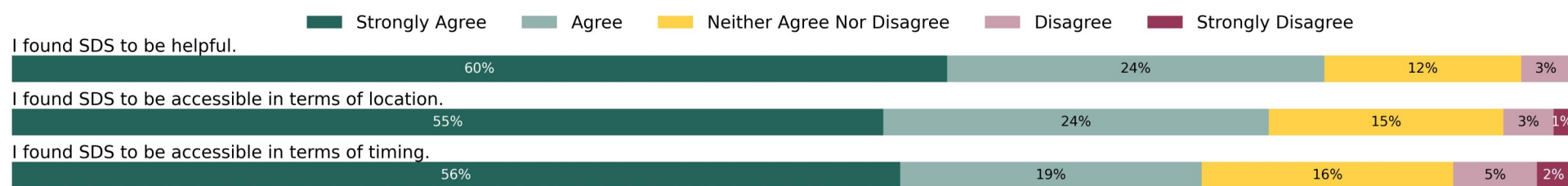
Peer-Assisted Learning (supplemental instruction, tutoring, course study groups, STEM learning assistants)



STEM Commons



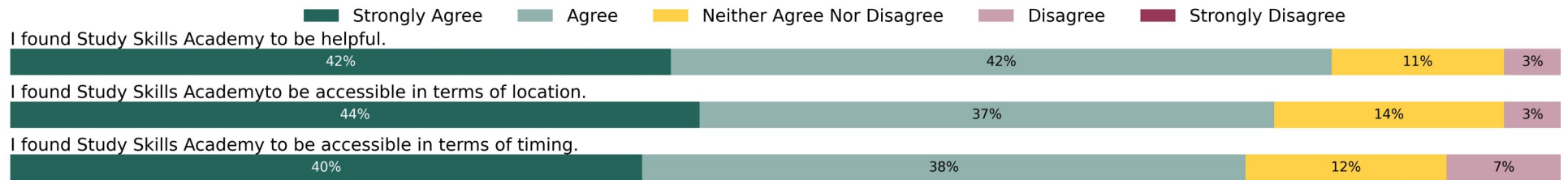
Student Disability Services (SDS)



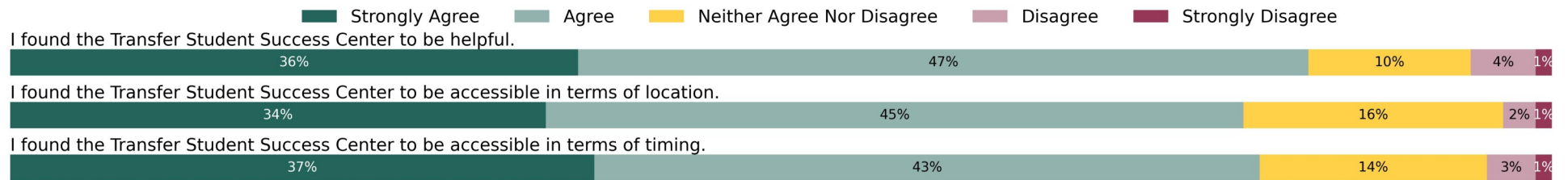
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Support Services - evaluation by students who used the service

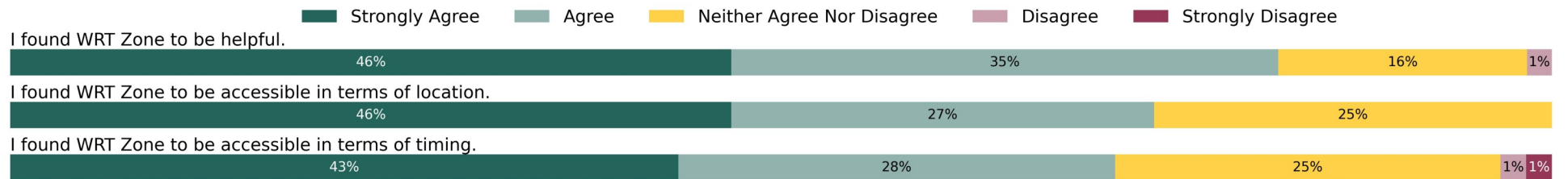
Study Skills Academy



Transfer Student Success Center



Writing Center (WRT Zone)



Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.

Career Opportunities

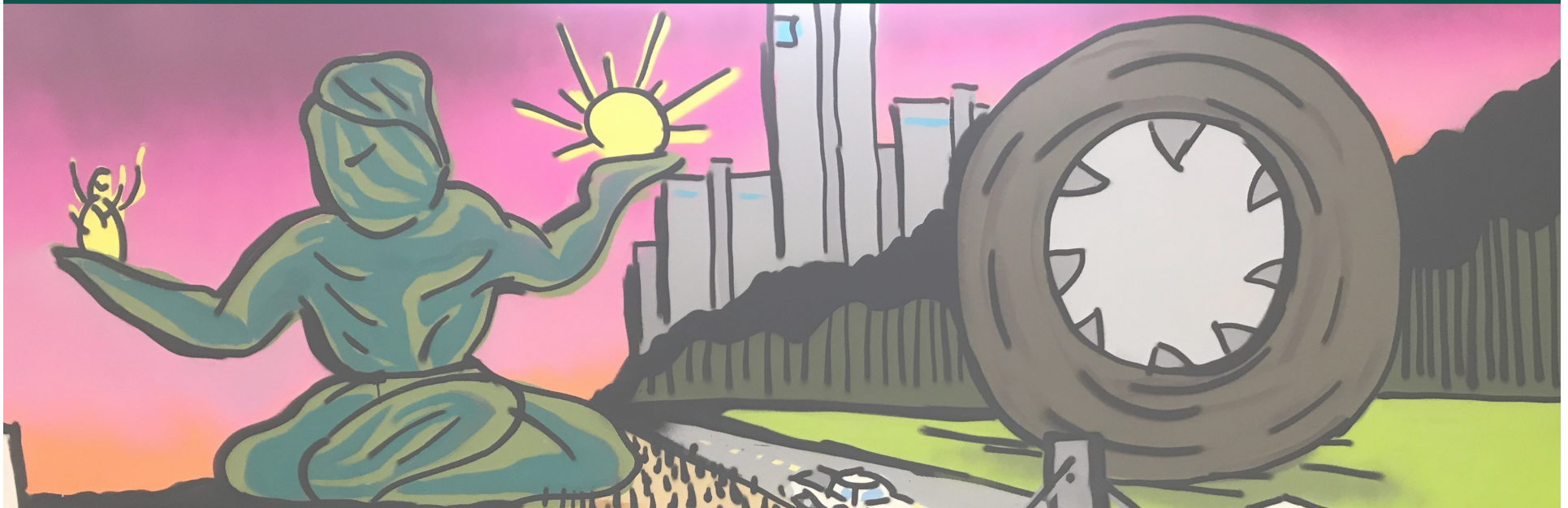
What support have you received to help you prepare for career opportunities?



Example Responses

- I did my own research
- Working on Bachelor's degree, I am retired
- I did not receive any support
- I found my own job and did everything myself
- My field of study is not offered at my level of education

Career Opportunities



I have had an on-campus job at WSU.

Yes No



For those who answered yes to holding an on-campus job,

Strongly Agree Agree Neither Agree Nor Disagree Disagree Strongly Disagree

I can see connections between my on-campus job and major/coursework.



My on-campus job has helped me use critical thinking skills to form opinions and solve problems.



Because of my on-campus job, I can work effectively with individuals from a variety of backgrounds, experiences and cultures.



My on-campus job has helped me improve my oral communication skills.



My on-campus job has helped me improve my written communication skills.



My on-campus job has helped me develop conflict resolution skills.



Note: Data labels are not displayed for categories with less than 1% response rate. Data may not add up to 100% due to rounding.