SWEET: SURVEY OF WARRIOR EDUCATIONAL ENGAGEMENT AND TRANSFORMATION
WINTER 2022 PILOT DATA (EXCERPTS)

Prepared by Institutional Effectiveness
Wayne State University

Presentation Goals

Introduce the <u>report</u> of the Winter 2022 SWEET pilot

Get your feedback on the contents, format, and usefulness of the report

Preview next steps for the SWEET

Presentation Overview

- SWEET goals

- SWEET topics

- Methodology

- Excerpts of results

- Next steps for SWEET
  - Feedback survey link (anonymous)

SWEET Goals

Gather	Inform	Reduce	Provide
· Gather 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.	· Inform faculty, staff, and administrator efforts to improve student learning and student success across the institution through relevant data about student experiences.	· Reduce students' survey fatigue by consolidating questions asked on multiple campus surveys.	· Provide evidence of our improvement efforts to the Higher Learning Commission, our accrediting body.

SWEET Development Team

Institutional Effectiveness	Academic Student Affairs	Student Services director	Assistant dean

Academic advisor	Faculty	Student Senate

SWEET Topics

Are we building student belonging and a positive climate?

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?

Students' study habits, interactions with instructors and with coursework, and confidence in their own skills and knowledge.

Are we identifying student needs?

Students' basic needs, mental health, physical health, wellbeing, finances and financial literacy, and competing time commitments.

Are we providing relevant supports/resources?

Students' awareness, use, and evaluation of health and wellness resources, academic supports, and technology services, plus career readiness.

Methodology

Pilot tentatively beginning March 29, 2022

- Open for four months

Invitation sent by email to 13,530 undergraduate students

- Response rate: 10%
- Respondents from Business, Education, Engineering, Fine, Performing & Communication Arts, Liberal Arts and Sciences, Nursing, Pharmacy & Health Sciences, and Social Work

98-item base survey

- All students received Campus Environment, Learning Activities, Time Commitments, and Support Services sections
- Administration of other sections depended on students' class standing (freshman, sophomore, junior, senior)
- Additional items displayed if respondent answered *yes* to using campus services or holding an on-campus job
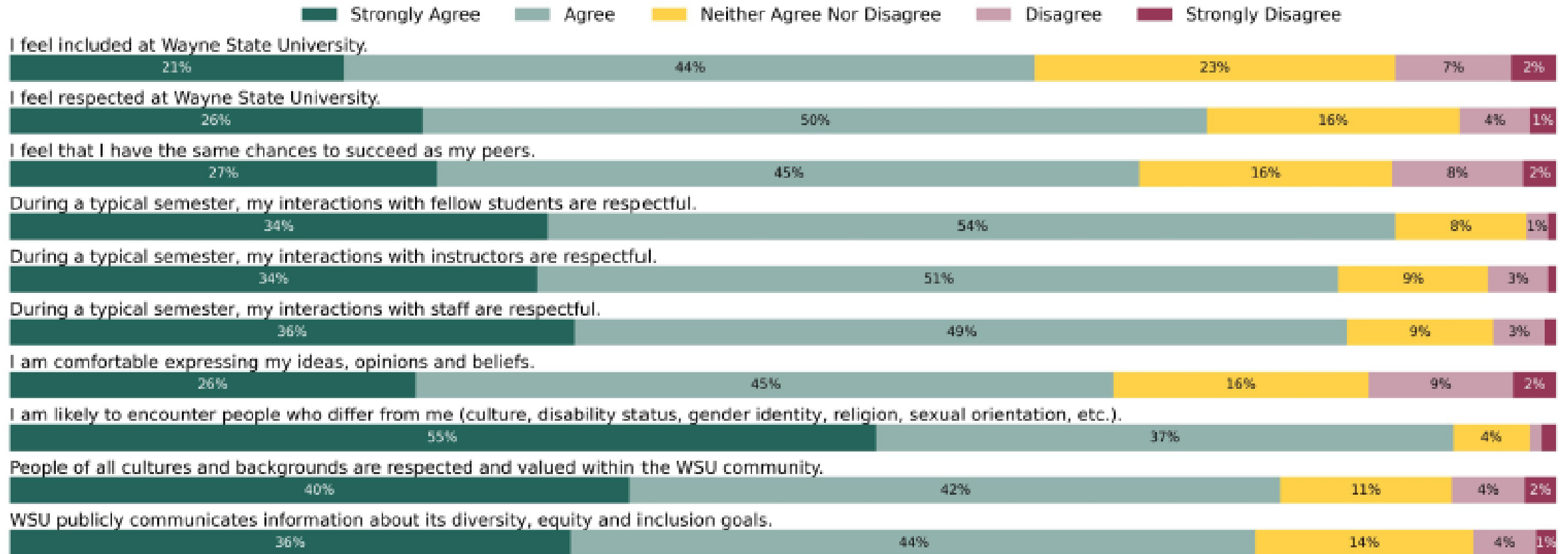
Results Example:
Executive Summary – Key Findings

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.

Results Example:
Campus Environment Section

Results Example:
Student Activities Section (Excerpt)

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

Activity	Count
An athletic event	62
A student organization, club, and/or fraternity/sorority	171
An art exhibit, play or other arts performance (dance, music, etc.)	58
A presidential town hall	18
An event in my department (seminar, colloqium, etc.)	93
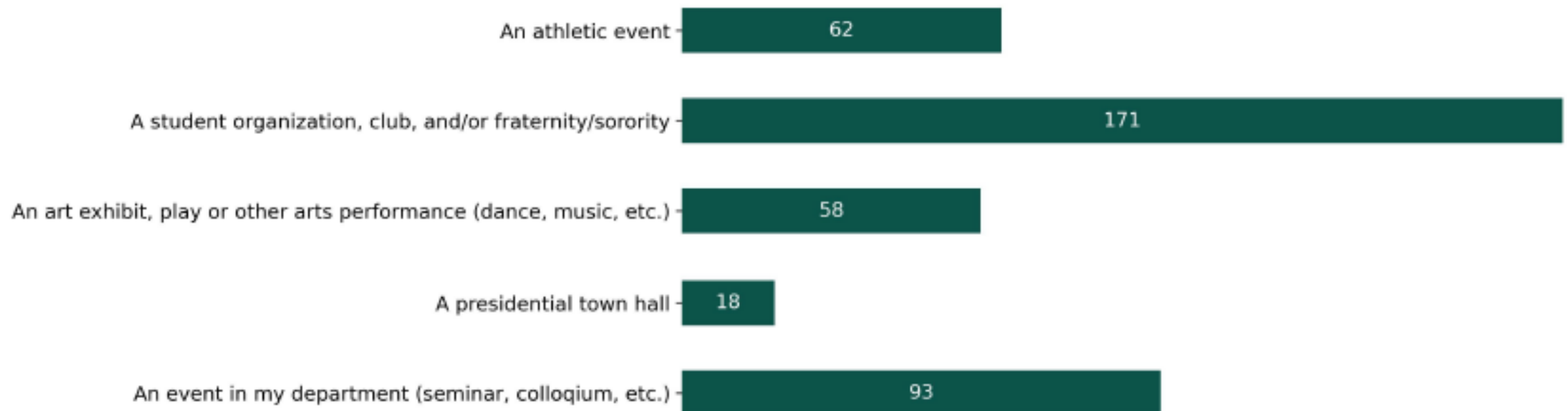
Results Example: Executive Summary – Key Findings

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.
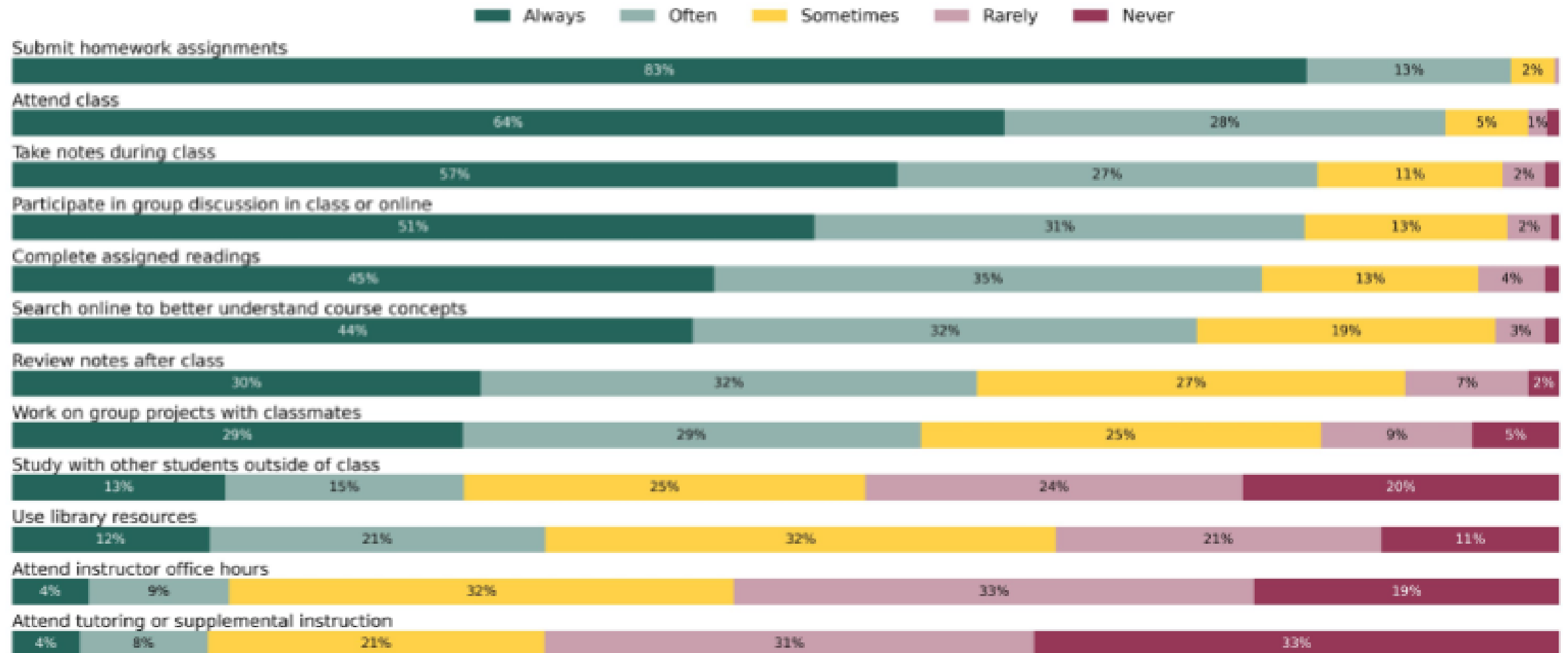 - felt confident in most career-readiness skills (i.e., their ability to take responsibility for their actions, adapt to new technology, think critically, problem-solve, communicate effectively in writing, and build effective professional relationships).

- 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).

Results Example:
Learning Activities Section

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

Legend: ■ Always ■ Often ■ Sometimes ■ Rarely ■ Never

Submit homework assignments
83% | 13% | 2%

Attend class
64% | 28% | 5% | 1%

Take notes during class
57% | 27% | 11% | 2%

Participate in group discussion in class or online
51% | 31% | 13% | 2%

Complete assigned readings
45% | 35% | 13% | 4%

Search online to better understand course concepts
44% | 32% | 19% | 3%

Review notes after class
30% | 32% | 27% | 7% | 2%

Work on group projects with classmates
29% | 29% | 25% | 9% | 5%

Study with other students outside of class
13% | 15% | 25% | 24% | 20%

Use library resources
12% | 21% | 32% | 21% | 11%

Attend instructor office hours
4% | 9% | 32% | 33% | 19%

Attend tutoring or supplemental instruction
4% | 8% | 21% | 31% | 33%

Results Example: Learning Activities Section – Open Response

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.

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.

Results Example: Executive Summary – Key Findings

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.

- A substantial number of students reported food, housing, transportation, and clothing insecurity.

- 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.

Results Example:
Time Commitments Section

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

Activity	Hours
Work for pay off campus	23.2
Spend time with family	16.9
Care for dependents or other family members	14.6
Engage in personal hobbies	13.8
Socialize with friends	12.0
Work for pay on campus	10.3
Participate in sports, exercise or physically active hobbies	9.5
Participate in religious or spiritual activities	9.3
Volunteer or serve the community	7.0
Take part in student clubs or organizations	5.8

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

Results Example:
Financial Knowledge and Needs Section

I understand the following financial skills.

Skill	Value
Saving	588
Budgeting	517
Credit/debit management	525
Protecting myself from fraud/financial scams	536

Indicate your agreement with the following statements.*

Legend: Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree

Statement	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
The financial aid I receive makes my total expenses of attending college manageable.	22%	27%	18%	16%	14%
During this past year, I have worried about debt and financial circumstances.	43%	29%	13%	7%	5%
I have developed a strong financial plan for next semester.	8%	25%	35%	22%	8%
I have a plan for repaying my student loans after graduation.	12%	29%	30%	14%	13%
I know approximately how much I owe in student loans.	28%	36%	18%	9%	6%

Results Example: Wellness Section

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

Challenge	Count
Transportation, i.e. lack of transportation has been an obstacle to attending school.	223
Food insecurity, i.e. consistent lack of enough food for a healthy lifestyle.	142
Housing insecurity, i.e. housing problems related to affordability, safety, quality and loss of housing.	146
Clothing insecurity, i.e. an inability to obtain or purchase adequate clothing or to wash and maintain clothing in adequate condition.	56

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

Legend: Strongly Helped | Helped | Neither Helped nor Hindered | Hindered | Strongly Hindered

Physical health

Strongly Helped	Helped	Neither Helped nor Hindered	Hindered	Strongly Hindered
9%	22%	43%	20%	4%

Mental health or emotional well-being

Strongly Helped	Helped	Neither Helped nor Hindered	Hindered	Strongly Hindered
8%	16%	23%	34%	16%

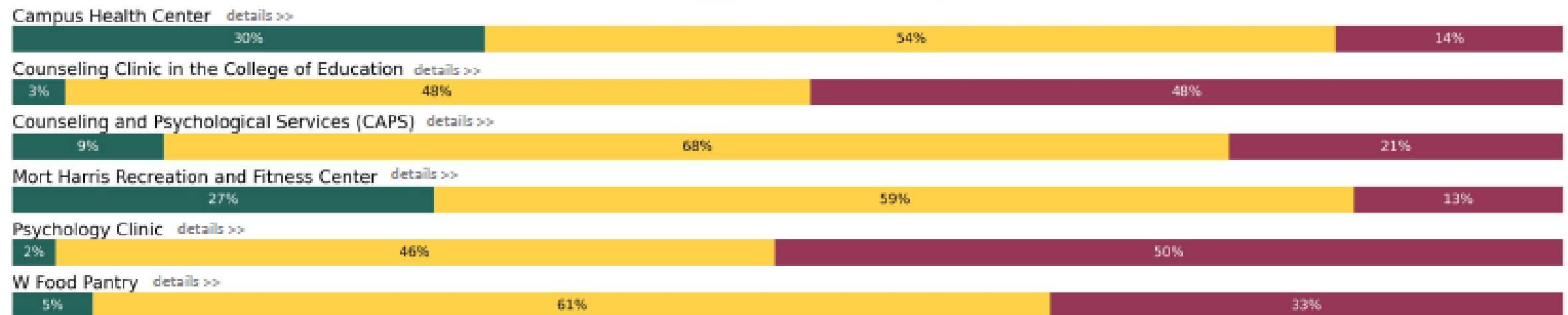# Results Example: Executive Summary – Key Findings

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.
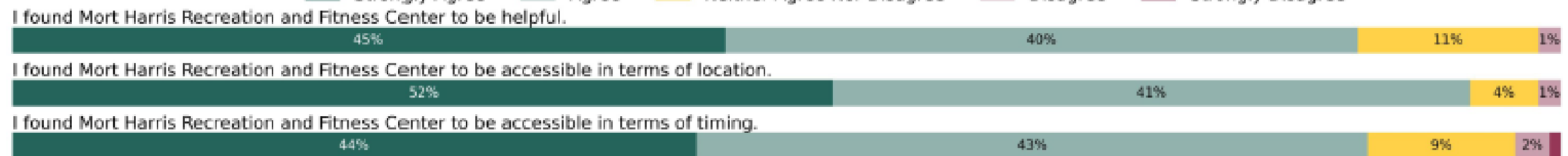
Results Example:
Support Services Section

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

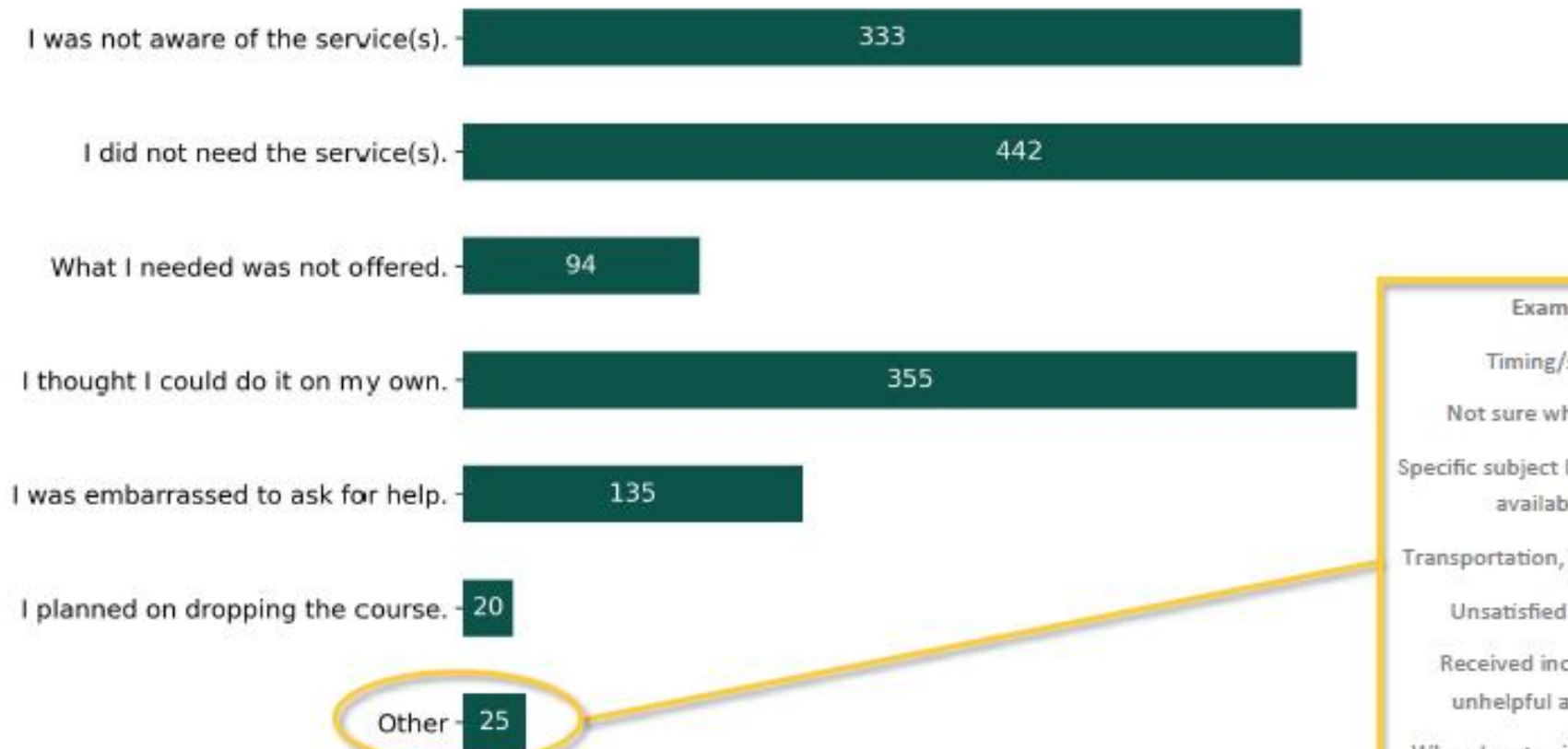Legend: ■ I have used this   ■ I am aware of this   ■ I am not aware of this

Campus Health Center details >>
I have used this	I am aware of this	I am not aware of this
30%	54%	14%

Counseling Clinic in the College of Education details >>
I have used this	I am aware of this	I am not aware of this
3%	48%	48%

Counseling and Psychological Services (CAPS) details >>
I have used this	I am aware of this	I am not aware of this
9%	68%	21%

Mort Harris Recreation and Fitness Center details >>
I have used this	I am aware of this	I am not aware of this
27%	59%	13%

Psychology Clinic details >>
I have used this	I am aware of this	I am not aware of this
2%	46%	50%

W Food Pantry details >>
I have used this	I am aware of this	I am not aware of this
5%	61%	33%

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Mort Harris Recreation and Fitness Center

Legend: ■ Strongly Agree   ■ Agree   ■ Neither Agree Nor Disagree   ■ Disagree   ■ Strongly Disagree

I found Mort Harris Recreation and Fitness Center to be helpful.
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree
45%	40%	11%	1%

I found Mort Harris Recreation and Fitness Center to be accessible in terms of location.
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree
52%	41%	4%	1%

I found Mort Harris Recreation and Fitness Center to be accessible in terms of timing.
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree
44%	43%	9%	2%

Results Example:
Support Services – Not Used

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

I was not aware of the service(s). — 333

I did not need the service(s). — 442

What I needed was not offered. — 94

I thought I could do it on my own. — 355

I was embarrassed to ask for help. — 135

I planned on dropping the course. — 20

Other — 25

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

Results Example:
Support Services – Open Response

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.

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

Next Steps for SWEET

- Broad dissemination of the institutional report to gather your feedback on its format, contents, and usefulness in decision-making
  - Revisions will be made to the report for the 2023 results.
  - [Feedback survey link](#)

- Divisional reports of the pilot data are in progress where response rates allow.

- SWEET will be administered annually in Winter semesters.
  - Tentatively planned for late March 2023 pending IRB approval
  - Results disaggregated by gender and race/ethnicity will be available following the 2023 SWEET administration if response rates are higher.

Contact

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