

Introduction

The National Survey of Student Engagement (NSSE) is administered by hundreds of colleges and universities every year (531 in 2019), and is designed to measure the amount of time and effort students put into their studies and other educationally purposeful activities. Additionally, the instrument measures how the institution deploys resources and organizes the curriculum and other learning opportunities to encourage student participation in activities linked with student learning. NSSE is based on the premise that engaging in a variety of educationally productive activities builds the foundation of skills and dispositions people need to live a productive, satisfying life after college. Temple has administered the NSSE since 2001, with the last two administrations in 2016 and 2019. For more information about NSSE: <http://nsse.indiana.edu/>.

Instrument

NSSE is developed by the Center for Postsecondary Research at the Indiana University School of Education. The NSSE consists of 88 questions which are grouped within ten **Engagement Indicators**: *Higher-Order Learning, Reflective and Integrative Learning, Learning Strategies, Quantitative Reasoning, Collaborative Learning, Discussions with Diverse Others, Student-Faculty Interaction, Effective Teaching Practices, Quality of Interactions, and Supportive Environment*. The report of results is organized around four themes: *Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment*.

Sampling & Response Rates

First-year and senior students (excluding Temple Japan students) enrolled during the Spring 2019 semester were invited to participate in the survey via email and through the Next Steps Channel on TU Portal, with the eligible population consisting of 4,870 first-year and 8,463 senior students. The overall

response rate was 26% (n = 3,512), with 1,514 (31%) of first-year students and 1,998 (24%) of seniors responding. This is a 1-percentage point increase compared to the overall response rate (25%) for the last administration of NSSE in 2016. NSSE weights the survey results by institution-reported sex and enrollment status (full-time versus part-time) to ensure that institutional estimates reflect the population.

Comparison Groups

NSSE reports are constructed so that Temple's results are presented next to the aggregated results of three comparison groups. The first group, *Carnegie: Highest Research Activity*, is composed of forty-nine 2018 and 2019 NSSE participant institutions classified as having the highest research activity by Carnegie. The second comparison group, *Peer A*, is made up of 8 institutions from the American Athletic Conference. The third group, *Peer NSQ*, is comprised of 22 universities identified through "Other Schools Applied" section of New Student Questionnaire (NSQ) where new, incoming students can identify up to three colleges or universities other than Temple to which they applied for admission.

Overall Satisfaction

Results suggest that most students are satisfied with their experience at Temple. Eighty-seven percent of first-year students (down from 88% in 2016) and 84% of seniors (86% in 2016) rated their educational experience as good or excellent, compared to 85% of first-year students and 85% of seniors in the 2018/2019 Highest Research Activity group. Additionally, 87% of first-year students (90% in 2016) and 83% of seniors (84% in 2016) said they would probably or definitely choose Temple if they had the chance to start over again, compared to 85% of first-year students and 83% of seniors in the Highest Research Activity group.

Academic Challenge

NSSE items that captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis are grouped into the **Higher-Order Learning** engagement indicator. Higher-Order Learning items include coursework emphasis on applying facts, theories, or methods to practical problems or new situations; analyzing an idea, experience, or line of reasoning in depth by examining its parts; and forming a new idea or understanding from various pieces of information. Temple students reported significantly higher levels of engagement than students at comparison group institutions on items related to higher-order learning. For instance, 76% of first-year respondents and 75% of senior respondents reported that Temple coursework emphasized evaluating a point of view, decision, or information source "quite a bit" or "very much" (compared to 67% of first-year students and 66% of seniors from the Highest Research Activity group).

Temple students also showed higher engagement in areas related to **Reflective & Integrative Learning** compared to peers in all three comparison groups. The Reflective & Integrative learning section cover items that emphasize personally connecting with course material, which requires students to relate their understandings and experiences to content at hand. Items that contributed to the Reflective & Integrative Learning overall score include connecting learning to societal problems, examining the strengths and weaknesses of one's own views on an issue, and learning something that changed the way one understands an issue or concept. A notable difference between Temple respondents and respondents from the Highest Research Activity group is how often diverse perspectives is included in course discussions or assignments. Sixty-seven percent of Temple first-year students and 59% of seniors responded that they "very often" or "often"

included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments, compared to only 50% of first-year students and 48% of seniors from the Highest Research Activity comparison group.

The **Learning Strategies** scale is another area of Academic Challenge where Temple students were more engaged than students at comparison institutions. When asked how often they identified key information from reading assignments, 80% of Temple first-year students (85% in 2016) and 78% of seniors (83% in 2016) replied with "often" or "very often," compared to 73% of first-year students and 75% of seniors at other Highest Research Activity schools. Two additional items contributed to the Learning Strategies scale: During the current school year, how often have you... "reviewed your notes after class" and "summarized what you learned in class or from course materials."

In the area of **Quantitative Reasoning**, Temple first-year students reported higher levels of engagement than their peers at comparison schools. When asked to report how often they evaluated what others have concluded from numerical information, 47% of first-year students (43% in 2016) said "very often" or "often." Additionally, 45% of first-year students (46% in 2016) said they "very often" or "often" used numerical information to examine real-world problems or issues. Both first-year students and seniors reported less engagement than comparison groups for the third item in the Quantitative Reasoning scale which asked students how often they reached conclusions based on their own analysis of numerical information. For this item, 54% of Temple first-year students and 56% of seniors said "very often" or "often" compared to 55% of first-year students and 58% of seniors at other Highest Research Activity schools.

Experiences with Faculty

Temple students reported significantly higher levels of engagement in **Effective Teaching Practices** compared to all three comparison groups. Sixty-six percent of Temple first-year students and 65% of seniors reported that instructors provided feedback on a draft or work in progress “quite a bit” or “very much” compared to 58% of first-year students and 55% of seniors at other Highest Research Activity schools. Additionally, 60% of Temple first-year students and 64% of seniors reported that instructors provided prompt and detailed feedback on tests or completed assignments compared to 54% of first-year students and 58% of seniors at other Highest Research Activity schools. Student responses regarding how much instructors have “clearly explained course goals and requirements” and “used examples or illustrations to explain difficult points” also contributed to the Effective Teaching Practices scale.

On the scale that measures **Student-Faculty Interaction**, Temple seniors reported significantly more engagement than students from other Highest Research Activity schools. Temple seniors responded that they engaged in the following activities that comprise the Student-Faculty Interaction scale with either “very often” or “often”: 43% talked about career plans with a faculty member (compared to 41% of seniors in the Highest Research Activity group); 34% discussed course topics, ideas, or concepts with a faculty member outside of class (compared to 31% of seniors in the Highest Research Activity group); 34% discussed academic performance with a faculty member (compared to 29% of seniors in the Highest Research Activity group). Compared to all three comparison groups, Temple first-year students reported higher percentages on all items of the Student-Faculty Interaction scale. For instance, 29% discussed course topics, ideas, or concepts with a

faculty member outside of class (compared to 25% of first-year students in the Highest Research Activity group), and 33% discussed academic performance with a faculty member (compared to 28% of first-year students in the Highest Research Activity group).

Learning with Peers

In the area of **Discussions with Diverse Others**, more Temple first-year students and seniors reported they “very often” or “often” have discussion with people from a different race or ethnicity, different economic background, and religious background. For example, 84% of Temple first-year students (85% in 2016) and 83% of seniors (82% in 2016) report that they “Very often” or “often” had discussions with people from a different race or ethnicity, compared to 74% of first-year students and seniors from the Highest Research Activity group. Temple seniors reported slightly lower levels of discussion with people with different political views compared to students from the Highest Research Activity group. Sixty-one percent of seniors reported they “very often” or “often” had discussion with people from a different political view compared to 67% of seniors in the Highest Research Activity comparison group.

Overall, Temple students tend to report lower engagement than students in comparison groups for items related to **Collaborative Learning**. The largest difference is found in how often Temple students ask another student for help in understanding course material. Only 51% of first-year Temple students and 46% of seniors reported “very often” or “often” asking another student to help them understand course material, compared to 58% of first-years and 48% of seniors in Highest Research Activity comparison group. Temple students are more likely to work with other students on course projects and assignments compared to students at comparison group institutions; for this item, 61% first-year Temple students and 69% of Temple seniors report “very

often” or “often” compared to 57% of first-year students and 66% of seniors in the Highest Research Activity group.

Campus Environment

Compared to first-year students in the Highest Research Activity group, Temple first-year students were more likely to report that their institution emphasized certain aspects of a **Supportive Environment**. For example, 73% of Temple first-year students reported that Temple “very much” or “quite a bit” emphasized encouraging contact among students from different backgrounds compared to 62% of first-year students in the Highest Research Activity group. Additionally, compared to first-years from the Highest Research Activity group, 5% more Temple first-year students responded that Temple “very much” or “quite a bit” emphasized the following aspects: providing opportunities to be involved socially, helping students manage their non-academic responsibilities, and attending events that address important social, economic, or political issues. Like first-year students, Temple seniors are more likely to report that Temple “very much” or “quite a bit” emphasized encouraging contact among students from different backgrounds (a 7% difference between seniors in the Highest Research Activity group and Temple seniors). Compared to the Highest Research Activity group, Temple seniors are less likely to report that Temple “very much” or “quite a bit” emphasized providing support for overall well-being (56% of Temple seniors compared to 62% of seniors in the Highest Research Activity group). Additionally, Temple seniors are less likely to report that Temple “very much” or “quite a bit” emphasized providing support to help students succeed academically (65% of Temple seniors compared to 68% of seniors in the Highest Research Activity group).

Quality of Interactions is an area with which Temple first-year students and seniors were similar to or

significantly less engaged than peer comparison groups. Respondents rated the quality of their interactions with a number of groups on a scale from 1 (“poor”) to 7 (“excellent”). The majority of Temple first-year students rated the quality of interactions with other students highly, with 53% responding with a rating of either 6 or 7 (57% in 2016) compared to 51% of first-year students in the Highest Research Activity group. Lower quality of interaction ratings were observed for both first-year students and senior respondents regarding academic advisors compared to peers in the Highest Research Activity group: 47% of Temple first-year students (compared to 51% of first-years in the Highest Research Activity group) and 37% of seniors (compared to 48% of seniors in the Highest Research Activity group) reported a rating of 6 or 7. Forty-six percent of Temple first-year students (compared to 47% of first-years in the Highest Research Activity group) and 49% of seniors (compared to 51% of seniors in the Highest Research Activity group) rated quality of interaction with faculty as 6 or 7. Quality of interactions with student services staff (career services, student activities, and housing) received a 6 or 7 rating from 38% of Temple first-year respondents (compared to 45% of first-years respondents from the Highest Research Activity group) and 31% of Temple senior respondents (compared to 40% of seniors respondents from the Highest Research Activity group). The lowest-rated quality of interaction item for both Temple first-year students and seniors, though the most improved since 2016, was interactions with other administrative staff and offices (registrar, financial aid, etc.) with 35% of first-year students (compared to 41% of first-years respondents from the Highest Research Activity group) and 29% of seniors (compared to 38% of seniors respondents from the Highest Research Activity group) rating the quality of interaction with either 6 or 7.

Supplemental Studies

Temple opted to add two additional question sets to the main NSSE survey tool. One of the optional topical modules measures global learning and the other measures students' experiences with inclusiveness and engagement with diversity.

Global Learning

NSSE's Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad. Forty-five institutions participated in the Global Learning module of which six were selected to form a comparison group. Compared to students in the comparison group, Temple first-year students and seniors are more likely to report they have or plan to complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.): 26% of first-year students and 59% of Temple seniors compared to 20% of first-year students and 52% of seniors in the comparison group. Additionally, when asked how much of their 2018-2019 school year coursework encouraged global learning aspects, Temple students reported significantly higher average scores compared to student in the comparison group. For example, the Temple mean for both first-year and senior students on "Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions" was 2.9 compared to 2.7 average of students in the comparison group. For "Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions", Temple first-year students had a mean of 2.8 and Temple seniors had a mean of 2.7 (compared to 2.6

for both first-year and seniors students in the comparison group). A notable difference between Temple and the comparison group, is whether students have lived with students from a country other than their own. Eighteen percent of first-year students and 25% of Temple seniors reported living with students from another country compared to 55% of first-year students and 51% of seniors in the comparison group.

Inclusiveness and Engagement with Diversity

Temple, along with 181 other institutions, also participated in an optional module on students' experiences with inclusiveness and engagement with diversity. This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. With the exception of one item ("To what extent do you agree or disagree...I feel valued by this institution") Temple response averages were at the same level or significantly higher compared to all other institutions who participated in this module. When comparing the response averages of Temple first-year students and first-year students in the comparison group, the largest difference is found in how much coursework emphasized discussing issues of equity or privilege, where Temple first-year students reported an average of 2.9 out of 4.0 and first-year students in the comparison group reported an average of 2.5. For Temple seniors, the largest difference in response average is found also found in how much coursework emphasized discussing issues of equity or privilege, with Temple seniors reported an average of 2.8 and seniors in the comparison group reported an average of 2.5. When asked whether they feel valued by their

institution, Temple seniors (response average: 2.9) are slightly less likely to agree compared to seniors in the comparison group (response average: 3.0).

Reports Available by Request

Selected Comparison Groups

Engagement Indicators Report

Frequencies & Statistical Comparisons

Global Learning Module: Frequencies & Statistical Comparisons

Inclusiveness and Engagement with Diversity:
Frequencies & Statistical Comparisons

High-Impact Practices Report

Respondent Characteristics