

Temple University Student Questionnaire 2018

OVERVIEW

Temple University administers the Temple University Student Questionnaire (TUSQ) every three years. The 2018 administration occurred during the spring semester from February to April 2018. Note: Beginning in 2016, Temple began administering a new graduate student version of the survey, referred to as the Temple University Graduate Student Survey (GSS). This report is a summary of the undergraduate survey, TUSQ.

SURVEY

The TUSQ measures undergraduate perceptions of Temple. The survey is administered to students on all domestic campuses. The 2018 TUSQ was administered to 25,980 students of which 5,559 participated for an overall response rate of 21.4%. To improve the response rate, Institutional Research and Assessment distributed a TUSQ Marketing Kit to partners across the University. The Marketing Kit included sample emails, social media posts, a TUSQ logo and poster, and plasma screen text that could be used to create customized messaging for the students. Additionally, with the help of Information Technology Services, the TUSQ was available through one universal link (www.temple.edu/TUSQ) making it easier to direct students to the questionnaire. Please see the methodology section for more information on student outreach. Responses to the TUSQ can be used to improve services, programs and the overall climate with an aim of enhancing student satisfaction and success.

The TUSQ instrument was modified in 2018. In prior administrations, students were asked to rate the importance and satisfaction for several items. To reduce the length of the survey and address survey fatigue, students were only asked about their satisfaction or agreement with various academic, social, and administrative areas. The removal of the importance scale allowed for new items to be included. New questions were added on: use of course evaluation information, satisfaction with the new learning management system (Canvas), use of the online undergraduate bulletin, and affordability of college and textbooks. In addition, questions were modified for technology, preference of communication from the University, class location, class format, and how students spend their time. The 2018 TUSQ contained 109 items.

The majority of the questions, 71 items, used the following response scale:

- 4 = "Very Satisfied" / or "Strongly Agree"
- 3 = "Somewhat Satisfied" / or "Somewhat Agree"
- 2 = "Somewhat Dissatisfied" / or "Somewhat Disagree"
- 1 = "Very Dissatisfied" / or "Strongly Disagree"

The results of this survey are summarized overall, and by each Temple school, college, and campus. Each Temple school and college receives a report of the university-wide results along with a report comparing their students' responses to all other respondents. Administrative officers, deans, faculty, and directors are encouraged to use the results of the TUSQ to help assess programs, policies, and procedures.

METHODOLOGY

On February 26, 2018, Institutional Research and Assessment, via Information Technology Services, emailed a TUSQ invitation on behalf of Richard M. Englert, President of Temple University, containing a direct link to the survey to 25,980 undergraduate students enrolled for the spring semester. The sample excluded undergraduate students on Temple's Japan and Rome campuses. Reminders were emailed to non-responders on March 6, March 12, March 15, March 22, March 26, March 30, and April 5. Social media platforms were also utilized to promote the TUSQ, with tweets from the official Temple University Twitter account on March 1, March 7, March 19, and March 27. Responders to the survey were entered into a random drawing for one of ten \$100 VISA gift cards. Awardees were selected at the conclusion of the TUSQ administration. Additional publicity methods were employed to further increase student participation, including reminders on TUPortal for non-responders, a pop-up window on TECH Center computers, and customized outreach from campus partners using the TUSQ Marketing Kit. Because different demographic groups respond to surveys at different rates, student responses were weighted by gender, ethnicity, class year, and school or college to ensure proportional representation.

The TUSQ was first administered in the spring of 1995, and subsequent versions were administered in 1996, 2000, 2001, 2004, 2006 (paper administrations), 2008, 2010, 2012, 2015, & 2018 (electronic administrations).

Copies of survey questions and frequencies by school or college are available to authorized personnel by request from:

Office of Institutional Research and Assessment (IRA)

surveys@temple.edu

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Table 1: Items Rated by Most Satisfied/ Agreed With by 2018 Respondents¹

Satisfaction/ Agreement Rank	Item	Average Satisfaction/ Agreement Rating and Previous Rank					Satisfaction/ Agreement Percentage Rating*		
		2018	2015		2012		2018	2015	2012
1	I uphold the principles of honesty and integrity in and outside the classroom per Temple's code of conduct	3.79	3.73	1	-	-	98%	95%	-
2	I understand Temple's general academic policies (academic standing, withdrawal from class, incomplete grades, course repeat policy, etc.)	3.60	3.44	3	3.43	2	95%	91%	90%
3	I understand Temple's code of student conduct	3.59	3.47	2	3.34	4	95%	90%	88%
4	Use of Canvas	3.53	-	-	-	-	93%	-	-
5	I am aware of the student learning outcomes (goals, competencies) of my major	3.41	3.36	7	3.24	7	91%	86%	83%
6	Temple provides an academically challenging environment	3.40	3.33	10	3.23	9	90%	87%	87%
7	My experience at Temple has been positive	3.39	3.37	6	3.28	5	90%	88%	85%
8	Availability of computer labs and work stations	3.37	3.11	42	2.94	38	87%	78%	71%
9	Ease of viewing my grades	3.37	3.33	9	3.36	3	87%	84%	88%
10	Availability of technology help staff	3.37	3.25	16	3.13	21	91%	87%	82%

Table 2: Items Ranked by Least Satisfied / Agreed With by 2018 Respondents²

Satisfaction/ Agreement Rank	Item	Average Satisfaction/ Agreement Rating and Previous Rank					Satisfaction/ Agreement Percentage Rating		
		2018	2015		2012		2018	2015	2012
1	Cost of textbooks and course materials are reasonable	1.87	-	-	-	-	25%	-	-
2	I receive sufficient financial aid	2.48	2.62	2	2.49	3	52%	56%	52%
3	Temple is committed to making college more affordable	2.56	-	-	-	-	54%	-	-
4	I am satisfied with the opportunities for employment on campus	2.60	2.66	3	2.44	1	56%	57%	49%
5	My GenEd courses help me gain valuable skills and knowledge	2.61	2.69	4	2.51	4	58%	61%	55%
6	Usefulness of SFF Data for Students in selecting courses	2.70	-	-	-	-	63%	-	-
7	Availability of mental health/counseling services on campus	2.71	3.15	30	3.02	24	61%	80%	78%
8	More of my professors are using no-cost or low cost (rental) alternatives to textbooks	2.72	-	-	-	-	63%	-	-
9	I am satisfied with the wifi connectivity across campus	2.77	-	-	-	-	63%	-	-
10	Availability of open course sections	2.78	2.61	1	2.47	2	66%	57%	50%

¹Satisfaction / Agreement percentage rating determined by adding percent who responded "very satisfied" or "strongly agree" and "moderately important" or "somewhat agree." A dash (-) indicates administration years in which a question was excluded from the survey tool.

² The survey tool contained 71 ranked questions. Item 1 in this table represented the item ranked 71st in satisfaction/agreement. The 2015 administration of this survey contained 65 items. The 2012 administration of this survey contained 56 items.

Overall Satisfaction Items

Four “summary” items on the TUSQ measure overall student satisfaction. According to the summary items, 2018 respondents were pleased with the TU experience: a majority agreed that their experience at Temple has been positive, and 85% report feeling like they belong at Temple. Eighty-eight percent of respondents were satisfied with the overall quality of education received at Temple and about 82% say they would enroll again. With the exception of “Would enroll again”, the percent of students satisfied with the remaining summary items has increased since 2015.

Table 3. Mean Satisfaction/Agreement Ratings of 2018 and 2015 Summary Items

Item	Average Satisfaction/ Agreement Rating and Percent Rating			
	2018		2015	
Positive experience	3.39	90%	3.37	88%
Belongingness	3.33	85%	3.22	80%
Overall quality of education	3.32	88%	3.26	87%
Would enroll again	3.26	82%	3.32	83%

Across all summary items, women expressed more satisfaction than men, and first-year students expressed more satisfaction than respondents in other class years. Due to a small pool of American Indian/Alaskan Native (n=2) and Pacific Islander (n=1) students, these respondents are excluded from the race/ethnicity analysis. Students who identify as White, non-Hispanic reported the highest satisfaction with TUSQ summary items.

Table 4. Percent Satisfied/ Agreed with Summary Items

Percent Satisfied/ Agreed with Summary Items														
Item	Total	Gender		Class Year					Race/Ethnicity					
		Female	Male	Freshman	Sophomore	Junior	Senior	High Senior	African American	Asian	White, non-Hispanic	Hispanic/ Latino	Two or more races	Unknown or Other
Positive experience	90%	91%	89%	91%	90%	91%	88%	87%	86%	88%	91%	90%	88%	88%
Belongingness	85%	86%	83%	86%	85%	86%	83%	82%	84%	84%	85%	81%	83%	83%
Overall quality of education	88%	90%	86%	90%	90%	88%	86%	88%	89%	86%	89%	84%	90%	86%
Would enroll again	82%	83%	81%	84%	82%	83%	79%	80%	78%	82%	83%	81%	81%	81%

Net Promoter Score

A new summary item, the Net Promoter Score (NPS), was included on the 2018 TUSQ. NPS traditionally gauges customer loyaltyⁱ. For the TUSQ, the NPS item was worded as “Based on your experience, how likely are you to recommend Temple to a prospective student? Scoring is based on a 0 to 10 scale where 0 =Not at all Likely and 10=Extremely Likely. Responses fall into three categories where Promoters (10 or 9) are enthusiastic students who are satisfied with their Temple experience and who are willing to promote Temple, Passives (8 or 7) are students who are satisfied with their Temple experience, and Detractors (6 to 0) are unhappy with their Temple experience. The overall NPS based on TUSQ responses is 26ⁱⁱ, in general scores above 0 are considered “good.”

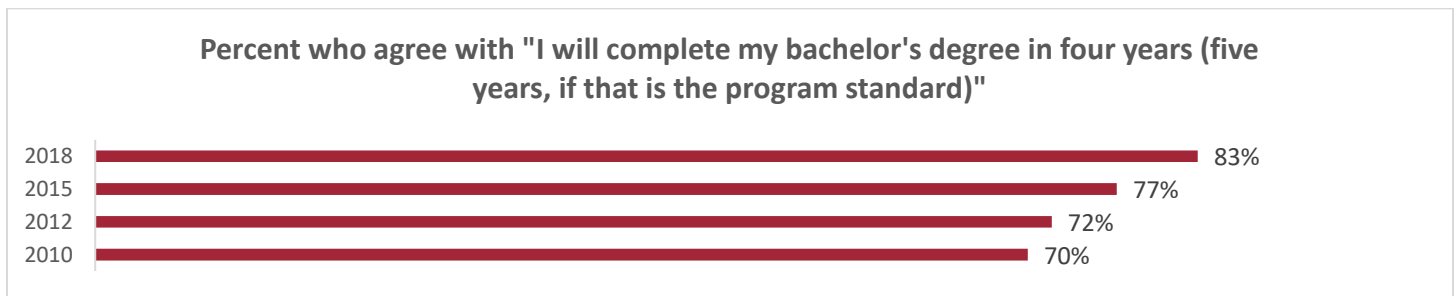
Figure 1. Net Promoter Score Results

Scale	Promoters		Passives		Detractors						
	10	9	8	7	6	5	4	3	2	1	0
n	1175	670	1037	697	277	194	88	64	36	14	43
%	27.3%	15.6%	24.1%	16.2%	6.4%	4.5%	2.1%	1.5%	0.8%	0.3%	1.0%

Affordability

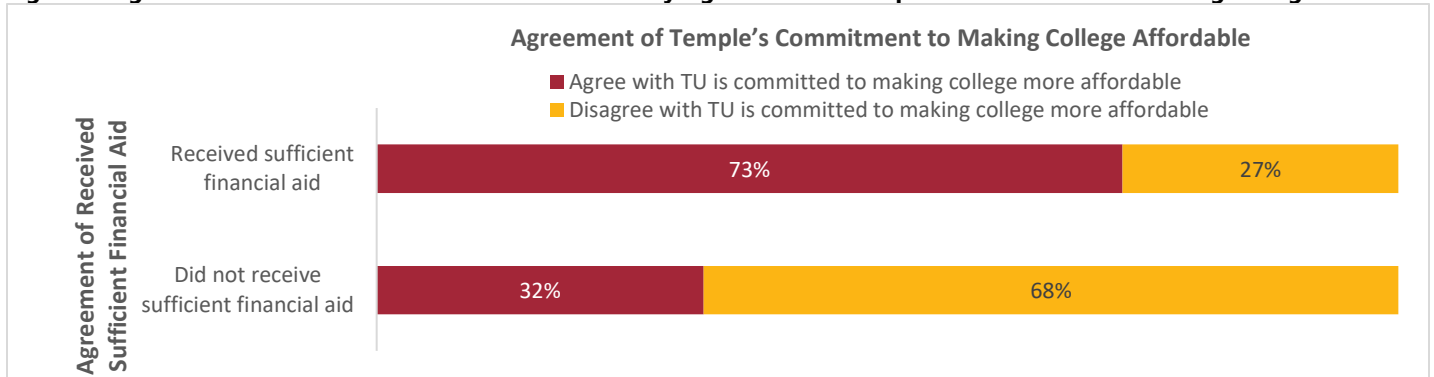
Eighty-three percent of 2018 TUSQ participants agree that they will complete their bachelor’s degree in four years as compared to 77% in 2015, 72% in 2012, and 70% in 2010. The 6% increase from 2015 to 2018 may be a product of the Fly in 4 program, which began for first-year students entering fall 2014. Seventy-eight percent of participants agree that Temple is committed to students graduating on time. Although many students agree that Temple is committed to students’ graduation timeline, there appears to be a dissonance between support for timely graduation and college affordability with only 54% of 2018 participants agreeing that Temple is committed to making college more affordable. Students are particularly displeased with affordability of course materials with only 25% of participants agreeing that the cost of textbooks and course materials is reasonable. However, 63% of participants agree that more professors are using no-cost or low cost alternatives to textbooks.

Figure 2. Longitudinal Agreement Percentages of Completing Bachelor’s Degree in Four Years



Fifty-two percent of respondents agreed that they receive sufficient financial aid, a consistency across the past four administrations of the TUSQ. Of the respondents who agree that they received sufficient financial aid, 73% agree that Temple is committed to making college more affordable and 27% disagree with that statement.

Figure 3. Agreement of Received Sufficient Financial Aid by Agreement of Temple’s Commitment to Making College Affordable

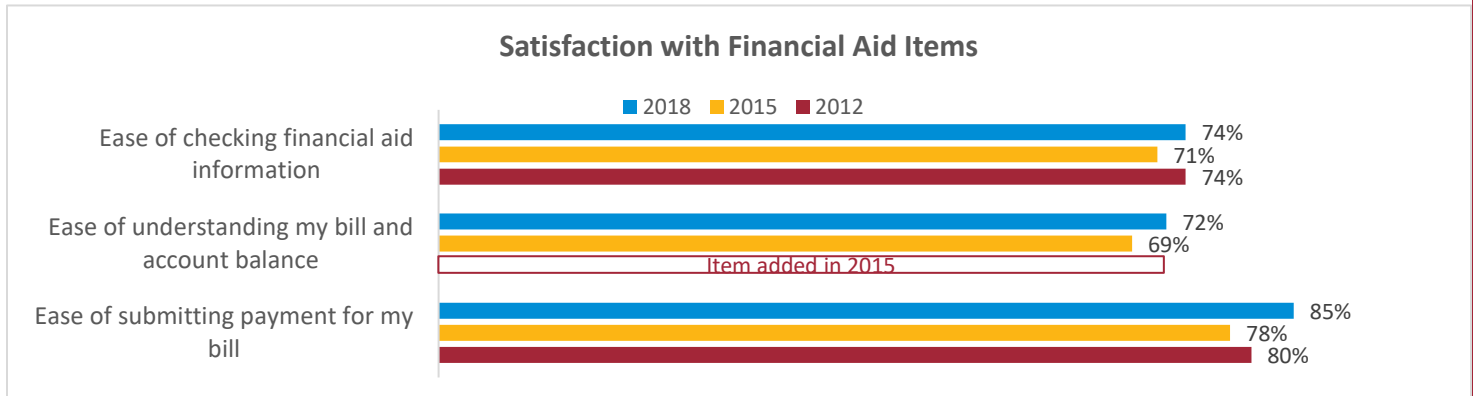


Note: Figure only includes responses from participants who answered both items. Percent of agree is equal to the sum of ‘strongly agree’ and ‘somewhat agree’ and percent of disagree is equal to the sum of ‘somewhat disagree’ and ‘strongly disagree’.

Overall, participants of the 2018 TUSQ are more satisfied with the process of checking financial aid information, understanding their bill and account balance, and submitting payment for their bill when compared to 2015 and 2012 TUSQ results.

Affordability *continued*

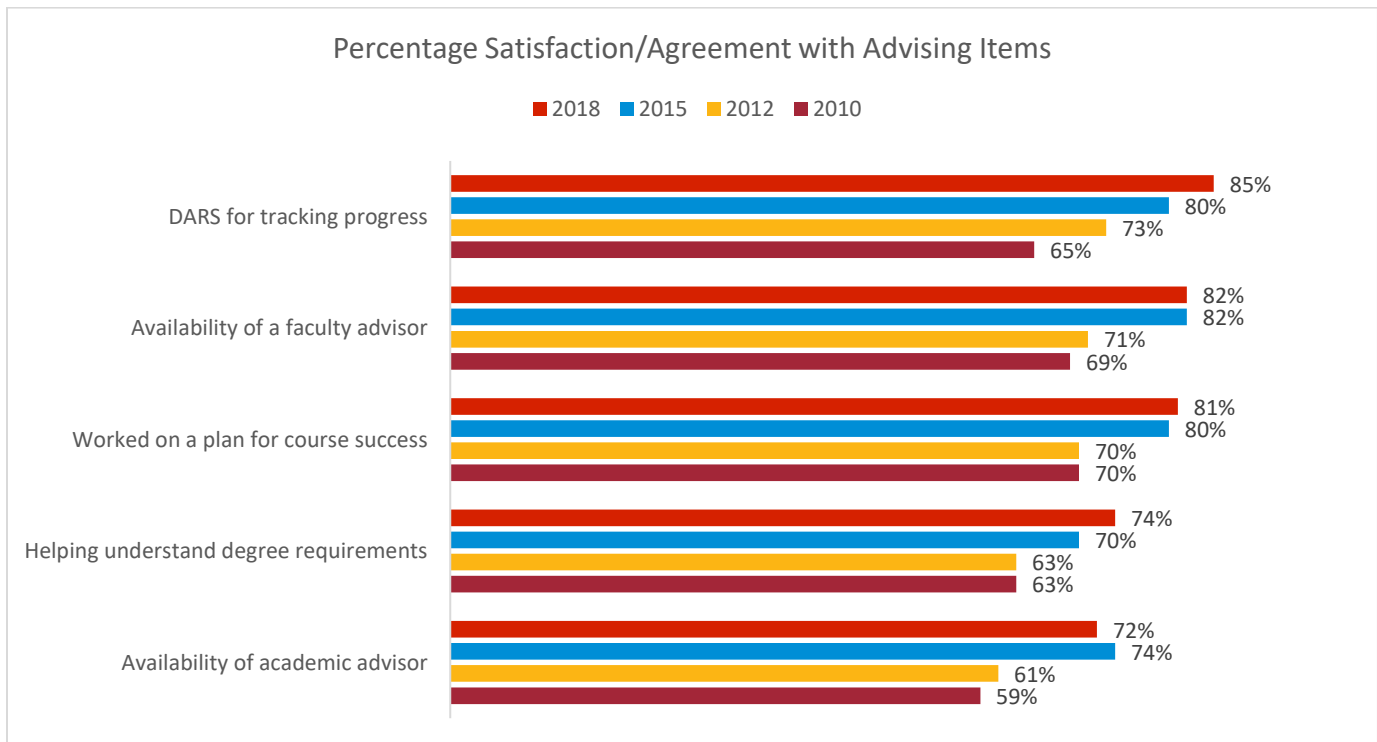
Figure 4. Percentage of Satisfaction with Financial Aid Items



Advising

In the 2015 administration of the TUSQ, advising saw the greatest gains in satisfaction, and this trend continued with 2018 responses. Progress continues as 74% of respondents report utilizing academic advisor assistance to understand degree requirements, up from 70% in 2015. Eighty-one percent of respondents said they had worked with an advisor on a plan for course success overall, up by 1% since 2015. Additionally, 85% of respondents were also satisfied with DARS for tracking progress towards graduation (up by 5% since 2015, 12% since 2012, and 20% since 2010). Although the majority of advising items saw gains, satisfaction with availability of academic advisors declined by 2% since the 2015 administration.

Figure 5. Longitudinal Satisfaction/Agreement Percentages of Advising Items



When examined by class year, first-year students expressed more satisfaction or agreement than students in other class years across all advising items.

Advising *continued*

Table 5. Percent Satisfied/Agreed with Advising Items

Percent Satisfied/ Agreed with Advising Items						
Item	Total	Class Year				
		Freshman	Sophomore	Junior	Senior	High Senior
DARS for tracking progress	85%	88%	86%	82%	85%	82%
Availability of faculty advisor	82%	87%	83%	79%	80%	81%
Worked on a plan for course success	81%	85%	82%	81%	79%	74%
Helping understand degree requirements	74%	81%	75%	72%	73%	70%
Availability of academic advisor	72%	80%	72%	70%	69%	73%

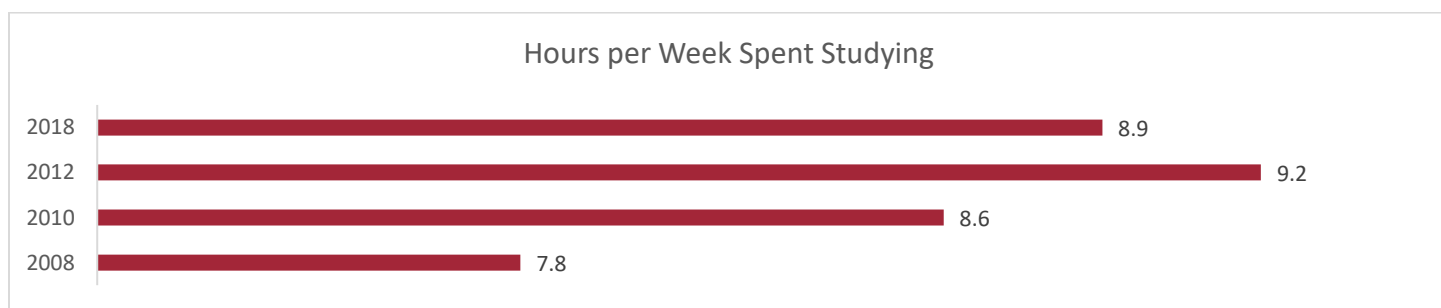
Faculty

More students report satisfaction with Temple faculty since the 2015 administration. Eighty-eight percent report satisfaction with the quality of interaction with faculty (up by 5% since 2015), 89% report satisfaction with instructor availability outside of class (up by 3% since 2015), and 84% report satisfaction with quality of class instruction (up by 3% since 2015). A notable gain in student satisfaction is with the opportunity for undergraduate research with a faculty member. In 2015, 71% of respondents reported satisfaction with "Opportunities for undergraduate research with a Temple faculty member" whereas in 2018, 81% of respondents express satisfaction in this area. Of the respondents who report satisfaction with this area, only 40% report occasionally or frequently working with a professor on a research project during their time at Temple.

Academic Challenge and Study Habits

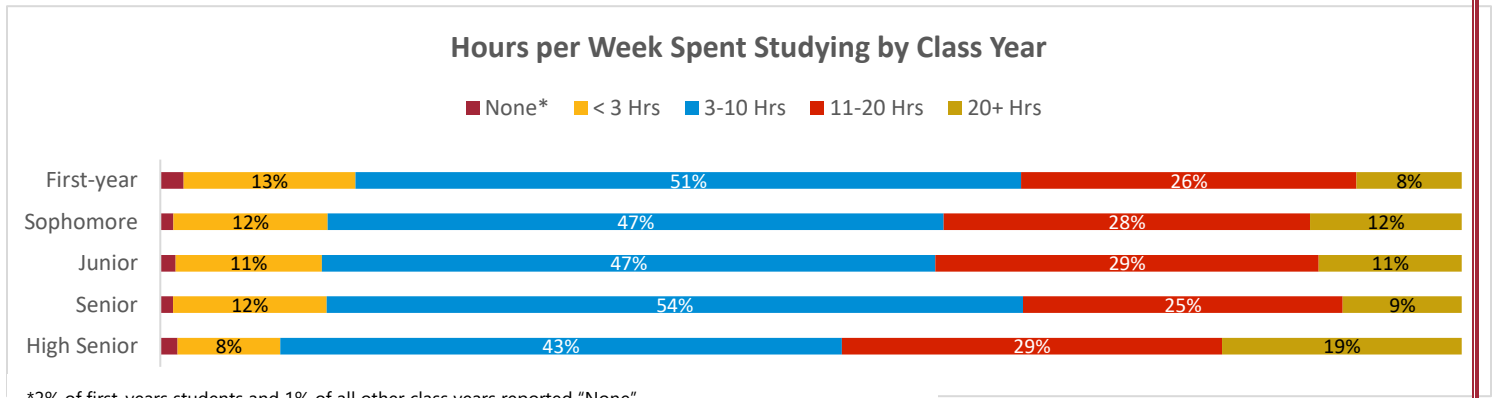
According to TUSQ results in the past ten years, the academic climate at Temple has drastically changed. In 2018, 52% of respondents strongly agreed that Temple provides an academically challenging environment, compared to 48% in 2015, 41% in 2012, and 36% in 2010 and 2008. However, only 49% of respondents in 2018 strongly agreed that they study enough to do well in their courses, a 3% decrease since the 2015 administration. In 2015, the metric for how students reported the average hours per week engaged in various activities changed from a Likert scale to text entry. Given the potential error associated with text entry response format, the metric switched back to the original Likert scale format for the 2018 administration. The change in response format does not allow for a longitudinal comparison of 2015 results. TUSQ 2018 respondents report studying 8.9 hours per week, a 0.3 decline in average since 2012.

Figure 6. Longitudinal Means of Hours per Week Spent Studying



Academic Challenge and Study Habits *continued*

Figure 7. Hours per Week Spent Studying by Class Year



*2% of first-years students and 1% of all other class years reported "None"

General Education Program

Students responding to the 2018 TUSQ represent the second set of respondents to fall entirely under the GenEd curriculum which Temple implemented in fall 2008 for entering freshmen and in 2009 for transfer students. Student perception of the quality of GenEd courses has been measured over time. The satisfaction ratings for GenEd in the 2018 administration of TUSQ continue to improve with a mean increase of .18 since the 2015 administration, a statistically significant change and the largest increase in satisfaction ratings for GenEd over the past ten years.

While overall satisfaction on quality of courses improved, agreement with "My GenEd courses help me gain valuable skills and knowledge" decreased compared to 2015. When examined longitudinally and by class year, the decline in agreement rating is more prominent for first-year, sophomore, junior, and senior students while 5-year senior students report an increase of .12 in the mean of agreement ratings.

Figure 8. Longitudinal Means of Satisfaction on Quality of GenEd Courses

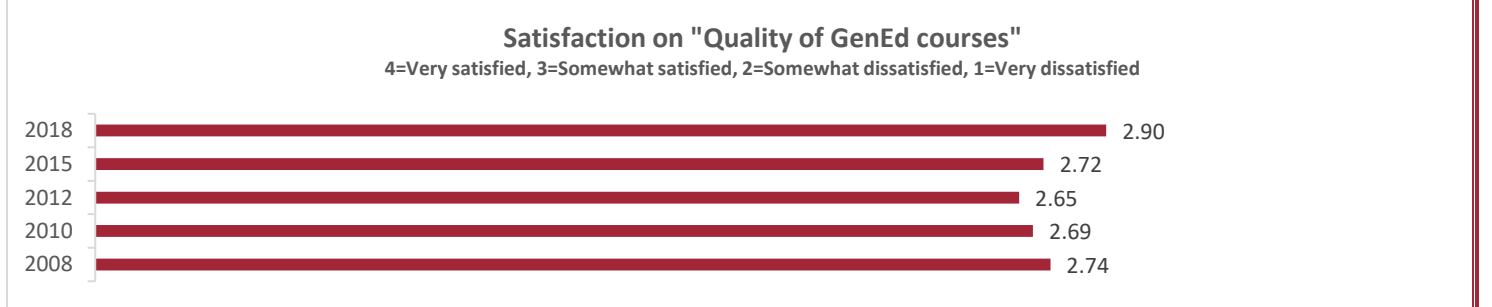
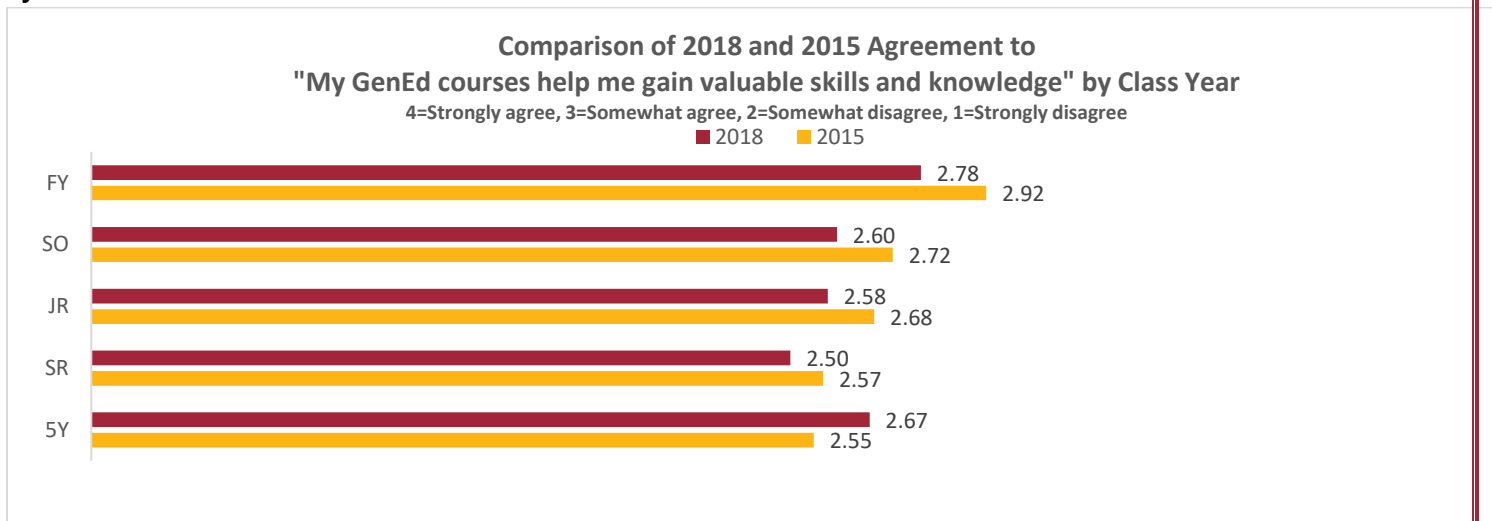


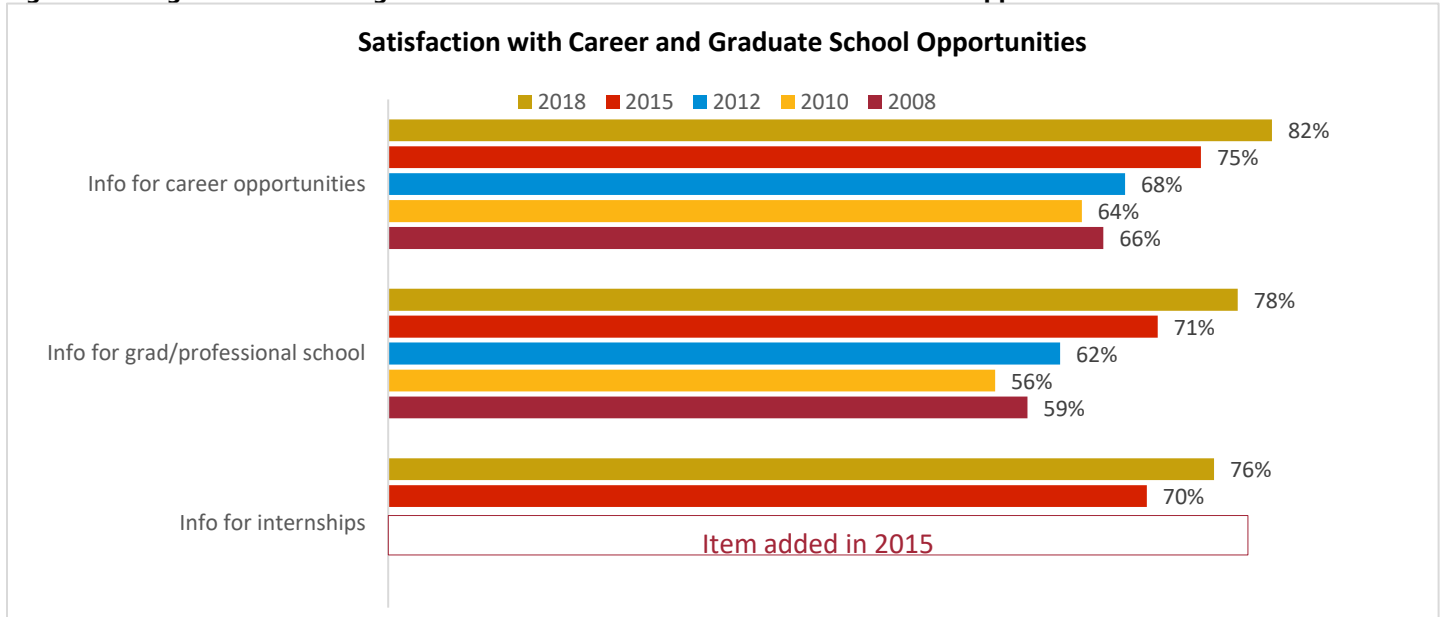
Figure 9. Comparison of 2018 and 2015 Agreement Means of "My GenEd courses help me gain valuable skills and knowledge" by Class Year



Careers & Graduate Study

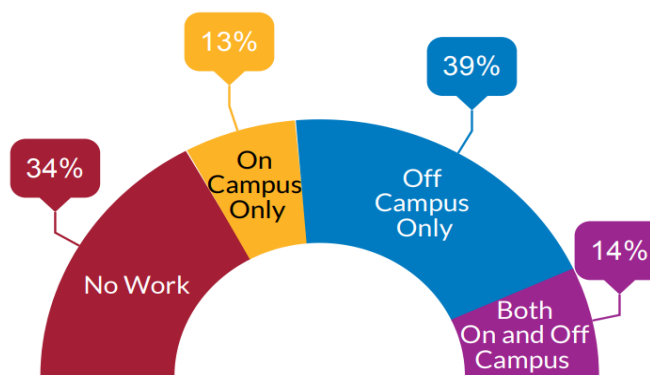
Compared to 2015, more students are satisfied with information and preparation for career opportunities, graduate or professional school opportunities, and internship opportunities in the 2018 administration of this survey. Also improved since 2015 was the percentage of students who agreed that Temple's Philadelphia location provides connections to professional resources, and opportunities and the percentage of students who agreed that Temple provides them with the skills they need to compete in the job market (both up by 3%).

Figure 10. Longitudinal Percentages of Satisfaction with Career and Graduate School Opportunities



Overall, 44% of students are dissatisfied with the availability of on campus jobs where 20% expressed strong dissatisfaction. Of the students who are dissatisfied with the availability of on campus employment, 20% report working at least 1 hour per week on campus and 55% report working at least 1 hour per week off campus. Of the students who are satisfied with the availability of on campus employment, 41% work on campus and 51% work off campus. Further, 14% of students who work on campus also work off campus.

Figure 11. Percent of Students who Report Working On and Off Campus



Safety & Security

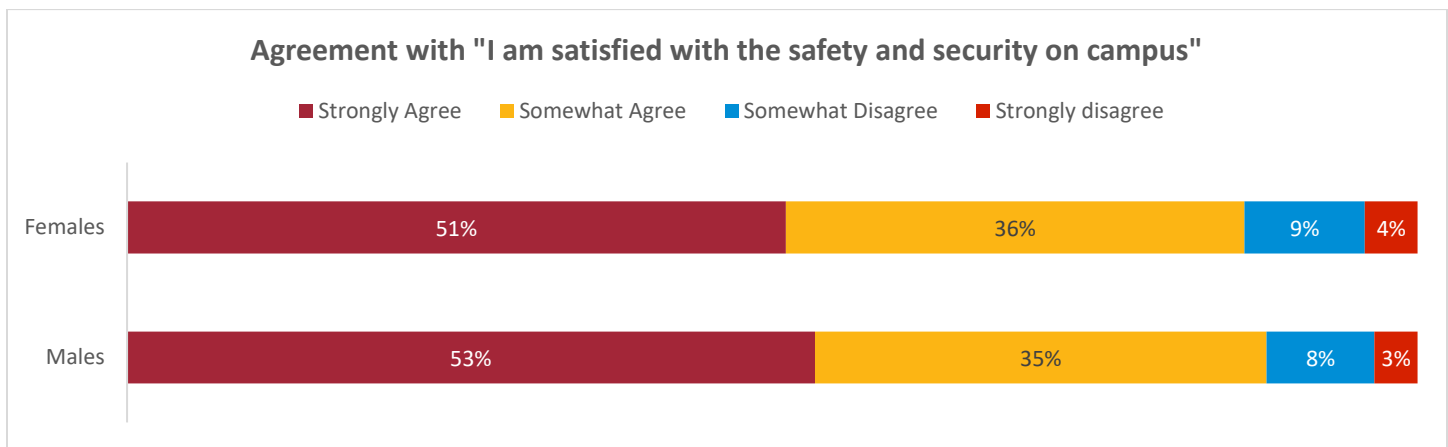
The 2018 administration of the TUSQ saw improvement with student satisfaction of security on Temple's campus. The item "I am satisfied with the safety and security on campus" had the largest increase in average agreement from 2015 to 2018. In 2015 only 39% of females and 44% of males strongly agreed that they are satisfied with the safety and security on campus. In 2018, however, 51% of females and 53% of males strongly agreed that they are satisfied with the safety and security on campus.

Safety & Security *continued*

Figure 12. Longitudinal Agreement Percentages of Safety and Security on Campus



Figure 13. Satisfaction with Safety and Security on Campus by Sex



Campus Life

With Temple's growing residential campus community, the quality of on-campus life is one of the focuses of the TUSQ. Eighty-seven percent (87%) of students say they are satisfied with the availability of social and recreational activities on campus compared to 81% in 2015; and 83% say they receive accurate and timely information about on campus events up from 80% in 2015.

After a steady increase in satisfaction with Temple's commitment to environmental issues from 2008 to 2015, respondents of the 2018 TUSQ expressed a decline in satisfaction in that area with a decrease of .10 in the mean rating, a statistically significant difference from 2015 to 2018.

Figure 14. Longitudinal Satisfaction Percentages of Temple's Commitment to Environmental Issues



With the construction of a new library, questions about library facilities and services were added to the survey in 2015 to provide baseline data for future TUSQ administrations. When compared to 2015, students in 2018 were slightly more satisfied with both library facilities and library resources and services, with overall satisfaction ratings of 85% compared to 83% in 2015. Satisfaction with library resources also improved from 87% in 2015 to 89% in 2018.

Campus Life *continued*

Figure 15. Longitudinal Satisfaction Percentages of Library Facilities

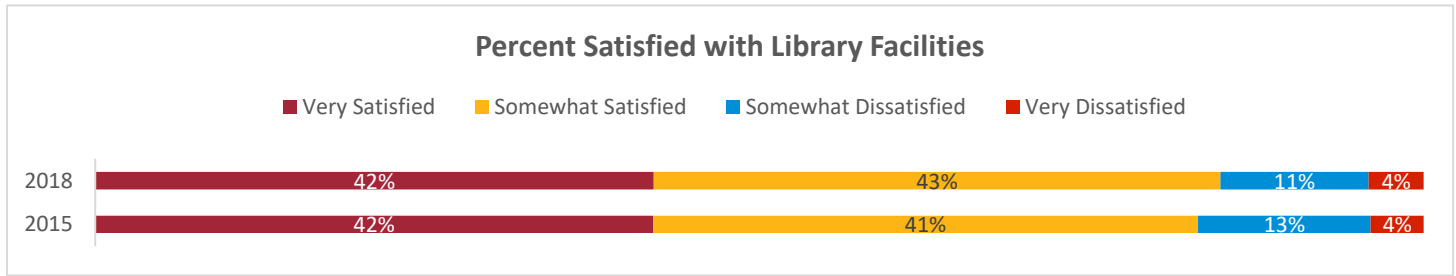
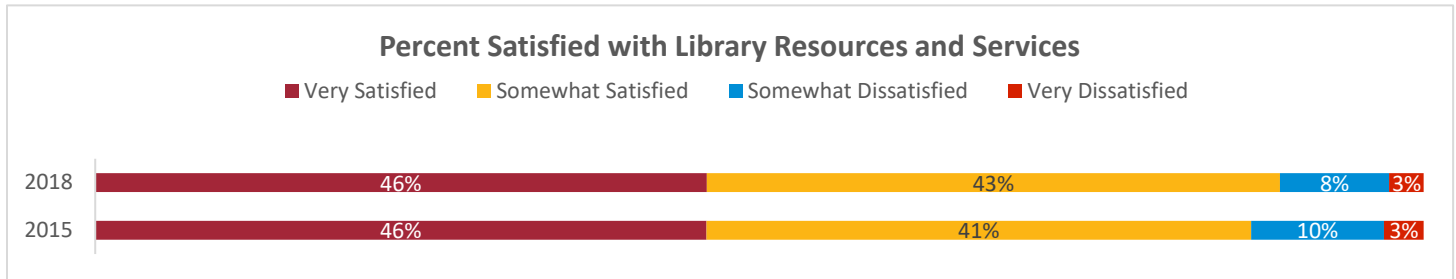


Figure 16. Longitudinal Satisfaction Percentages of Library Resources and Services



Survey participants were also asked to respond about their experiences with Temple’s counseling and health services. Satisfaction with the availability of mental health/counseling services had a .44 decline since the 2015 administration, the largest decline of satisfaction among all 2018 TUSQ items. It is important to note that this item was revised for the 2018 TUSQ administration and the change in the prompt may have had a slight impact on results. Satisfaction with availability of health services also had a decline of .20, the second largest decline from 2015 to 2018.

Figure 17. Longitudinal Means of Satisfaction with Availability of Mental Health/Counseling Services on Campus³

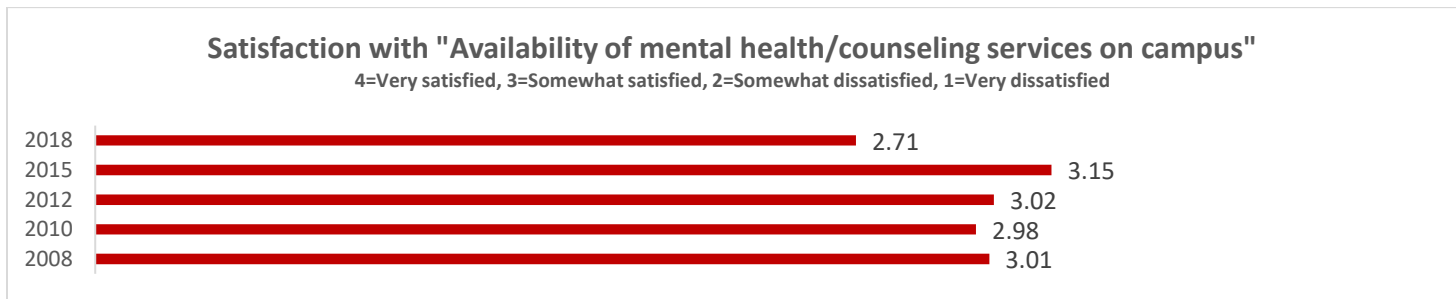
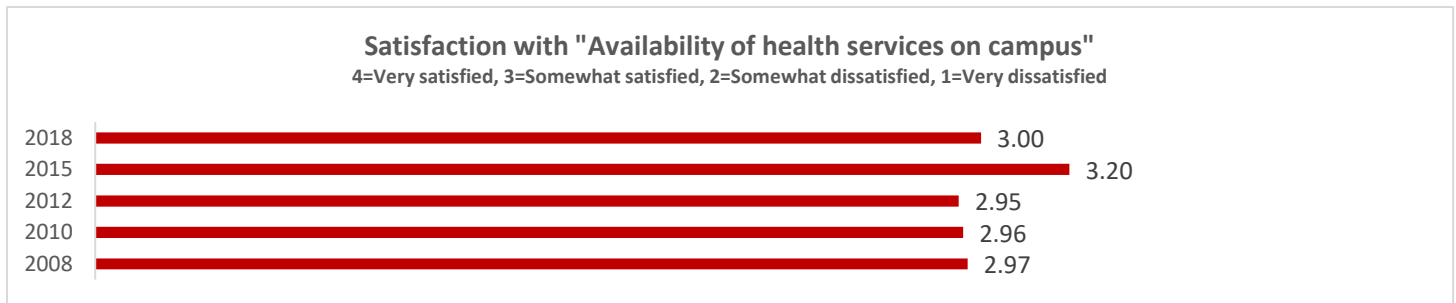


Figure 18. Longitudinal Means of Satisfaction with Availability of Health Services on Campus

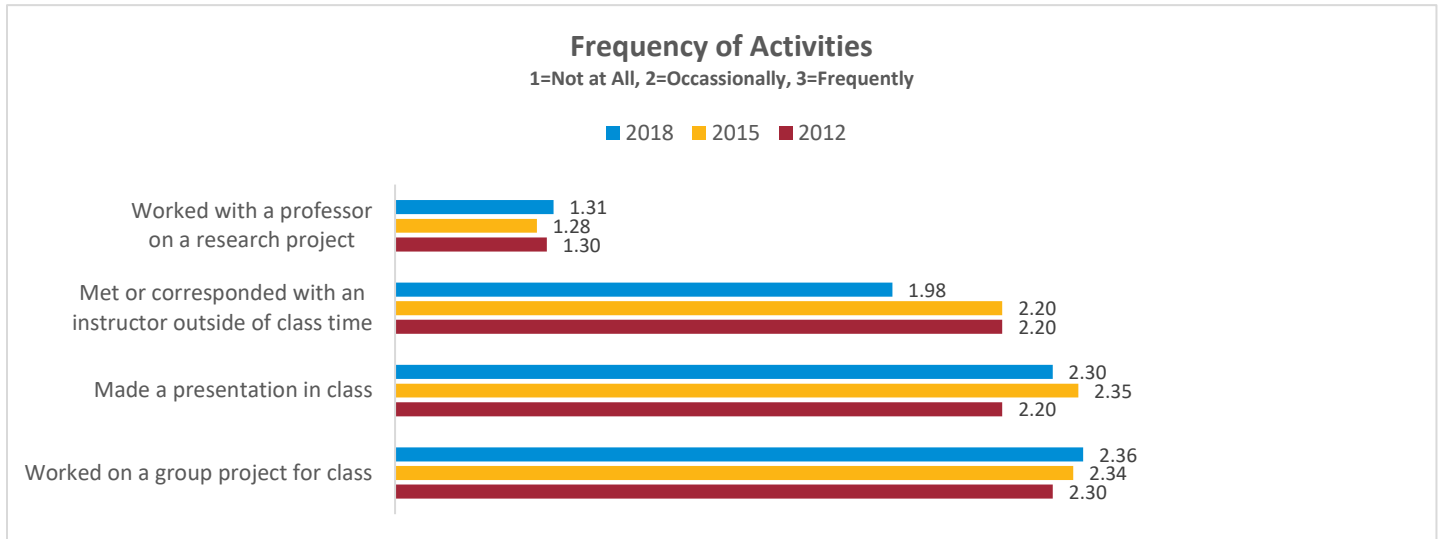


³For the 2012 TUSQ administration and earlier administrations, the wording of this question read as “Accessibility of personal counseling services on campus.” For the 2015 TUSQ administration the wording of this question read as “Availability of personal counseling services on campus.”

Campus Life *continued*

Students were also given the opportunity to report on how frequently they engaged in various activities. There was a decline in how often students met or corresponded with an instructor outside of class time with a .22 difference in the means. However, this decrease may be due to the change in text of the item. In 2015, this item read as "Met with an instructor during office hours." Students did, however, report an increase in group work.

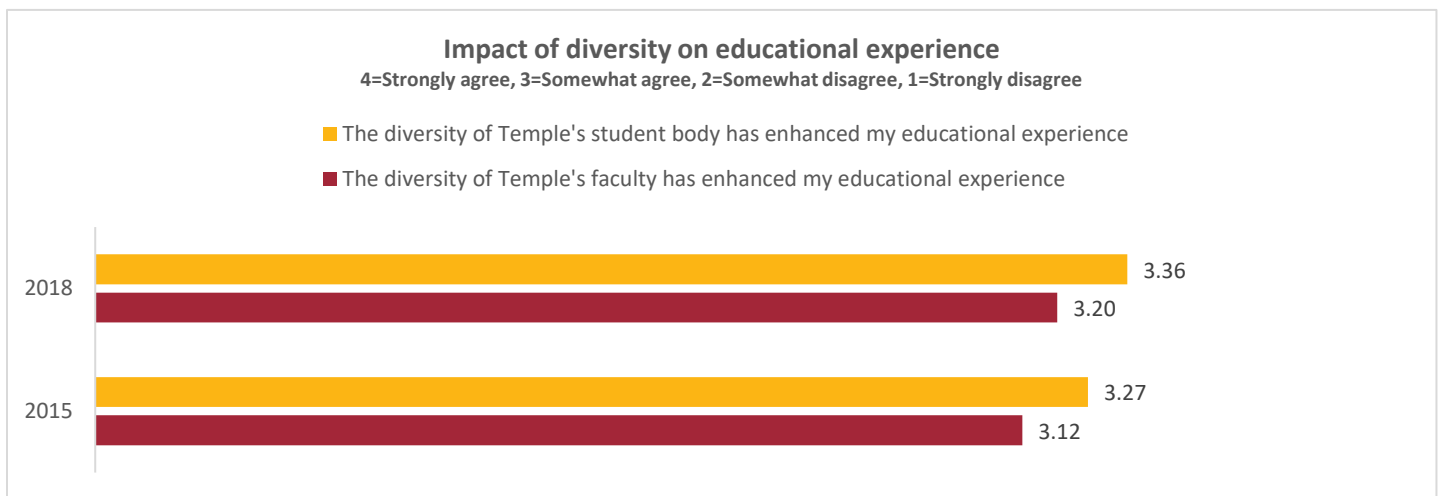
Figure 19. Longitudinal Means of Frequencies of Activities



Quality of Interaction with Others

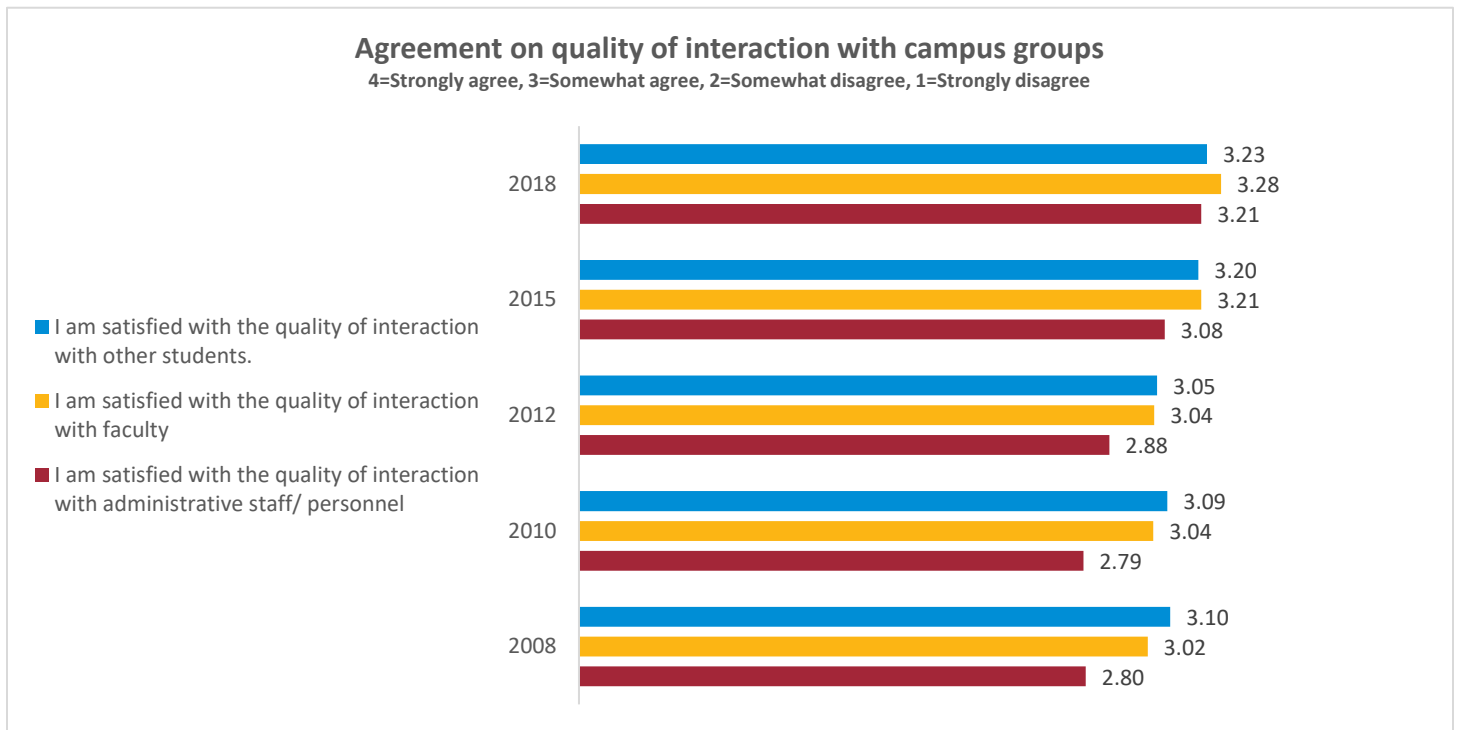
In the 2015 administration of the TUSQ, questions about the diversity of Temple's faculty and students were added to the survey tool. Students were also asked how satisfied they were with the quality of interaction with other students, faculty, and administrative staff and personnel. Student agreement on the impact of diversity on their educational experiences improved since 2015.

Figure 20. Longitudinal Means of Impact of Diversity on Educational Experience



Quality of Interaction with Others *continued*

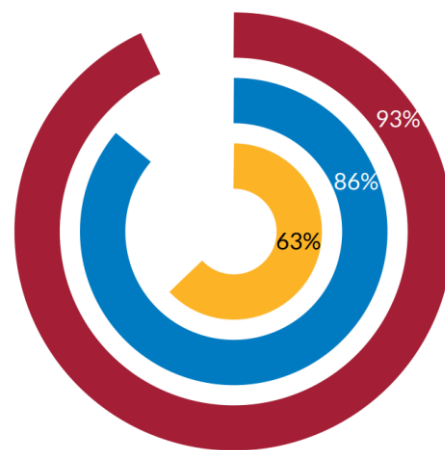
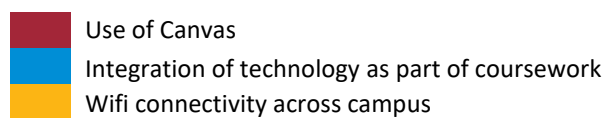
Figure 21. Longitudinal Means of Satisfaction with Quality of Interaction with Campus Community



Technology

A series of new items concerning technology were included in the 2018 TUSQ. Ninety-three percent of respondents are satisfied with the new learning management system (LMS), Canvas. These results suggest that respondents are more satisfied with Canvas when compared to the previous LMS, Blackboard⁴. Eighty-six percent of respondents are satisfied with the integration of technology as part as their coursework and 63% of respondents are satisfied with the wifi connectivity across campus.

Figure 22. Percent Satisfaction of New Technology Items



⁴For the 2015, the LMS item was worded as “Use of Blackboard computer system as a course organization tool” with 82% of respondents reporting satisfaction. In 2012, the LMS item was worded as “Use of the Blackboard computer system for a class” with 83% reporting satisfaction.

Open-Ended Comments

TUSQ respondents have the opportunity to comment further on any of the survey items, or to comment on any other aspects of Temple, including ideas for improving the student experience. Out of 5,559 TUSQ respondents, 36% (n=2,086) included open-ended comments. For the 2018 administration of the TUSQ, NVivo, a qualitative data analysis software, was used to code themes to open-ended comments. Utilizing NVivo, each comment was reviewed and all themes found in each comment were coded resulting in a more detailed analysis of the open-ended section of the TUSQ.

Top Five Most-Mentioned Themes

Positive Temple experience

Dissatisfaction of mental health services and health services

Dissatisfaction with advising services

Dissatisfaction with faculty

Dissatisfaction with University priorities

The most frequent theme from all open-ended text entries were comments about a positive Temple experience. Overall, 16% (n=337) of students who provided open-ended comments described their positive experience in a variety of ways, for example:

- "I have been incredibly fortunate that my experience at Temple was easily the greatest [almost] four years of my entire life. As I look ahead to my graduation in only two short months, I reflect back on my Temple years with incredible pride."
- "I appreciate the faculty, advisors and administrators and how they have helped me as soon as I transferred here and have given me invaluable information that will help me long after I graduate."
- "I have had the opportunity to do things that I did not know was possible, I have been supported by faculty, and have had the chance to make Philadelphia my classroom. My education at Temple changed my life and every day I am grateful and humbled to have had such an amazing experience."

The second most common theme concerned mental health services and health services on campus with 14% (n=301) of respondents who provided open-ended comments voicing their dissatisfaction with these services. For instance:

- "Create a more well-developed Wellness Resource Center and Tuttleman Counseling Services; we need more therapists/counselors, and more opportunities for students dealing with stress and accessibility to resources concerning mental and physical health."
- "Counseling services need to be improved. With such a large student body, Tuttleman Counseling Center cannot attend to everyone in need of their services...every student should have access to a counselor to work through their struggles."

Following were comments by 12% (n=245) of respondents who provided open-ended comments on their dissatisfaction with advising services on campus.

- "I wish advisors had a bit more of a flexible schedule. I hardly have the time to meet with my advisor."
- "The advising system is extremely impersonal, and while advisers are kind and typically knowledgeable, the ratio of advisers to students is frustrating and makes personal connections difficult with scheduling restrictions."

Ten percent (n=212) of respondents who provided an open-ended comment report dissatisfaction with faculty, for example:

- "I also find it very difficult to get responses from professors in a timely fashion regarding assignments...for online classes especially, I feel like professors should be actively responding to emails from students... I have gone weeks without hearing from professors and advisors, even after multiple attempts of communication."
- "Professors should be more reasonable with their students when it comes to family issues. Students also have lives outside of school, and when it comes to important things, professors should be flexible."

Open-Ended Comments *continued*

The fifth most common theme pertains to dissatisfaction with University priorities where 8.5% (n=178) of respondents expressed concerns on how the University allocated resources.

- "I wish that Temple allocated its resources in a way that better served its general student body...I think that the administration needs to better assess and consider what the general student body needs when making financial decisions.
- "Temple University should increase funding of educational material, classes, and staff and decrease spending on non-essential items and projects; this will, hopefully, decrease the overall cost of tuition for all students."

Open-ended comments could also be categorized by the following areas:

Curriculum

Eight percent (8%) of all open-ended text respondents would like improvements on the curriculum, 7% requested adjustment of class scheduling or course availability, and 5% reported dissatisfaction with the GenEd requirement. Four percent (4%) of respondents commented on their dissatisfaction with expensive textbooks or required materials for class, 2% gave a negative review for particular departments as a whole, and 2% called for improvements on class format availability. For example, respondents would like more online courses and smaller courses.

Campus Life

In terms of campus life, 7% of open-ended text respondents commented on dining options, where 32% of those students requested improvements to the meal plan. Overall, 6% of respondents would enjoy more opportunities for social events on campus and 4% would like a platform to address social issues such as sexual assault and drug and alcohol use. Four percent (4%) of respondents want to see improvements on the communication of student organizations, 3.6% of respondents called for a better relationship with the surrounding community, and 2% of respondents asked for improvement of Temple's diversity. Additionally, 5% of respondents commented on the proposed multipurpose facility/stadium. Of these respondents, 87.5% expressed opposition to the facility with 12.5% expressing support for the proposed project.

Facilities

About 7% of respondents noted the conditions of facilities across campus. Of these respondents, 18% asked for more study spaces and 7% requested gym improvements. Additionally, 2% of respondents complained about the ongoing construction on campus.

Financial

About 6% of respondents requested greater financial aid and scholarship offers and 5% preferred a lowered tuition or cost of attendance. Two percent (2%) of respondents commented on improving the availability of on campus employment and work-study opportunities. Two percent (2%) of respondents expressed dissatisfaction with operations of Temple's Student Financial Services Office.

Student Experience

Five percent (5%) of respondents voiced frustrations with the commuter and non-traditional student experience. The majority of these students would like better opportunities to participate in the student life on main campus. Further, 2% of respondents wanted improvements to the transfer student program; specifically, they requested an orientation and opportunity to socialize with non-transfer students.

Student Resources

Mental health is an area of concern with 14% of open-ended comments focused on improving Temple's mental health services and health services. The majority of these respondents are concerned with the lack of availability of mental health services and several called for a sexual assault crisis center. Four percent (4%) of respondents would like improvement on safety and security and improvement for professional development opportunities, and 3% are concerned with Temple's commitment to environmental issues. Three percent (3%) of respondents mentioned amending student housing, 2% of respondents gave a negative review of staff, and 2% called for improvements on Temple transportation services.

Open-Ended Comments *continued*

Technology

Four percent (4%) of respondents requested stronger wifi across campus. Overall, 2% of respondents mentioned wanting better availability of computer labs and 1% would like to see updated classroom equipment.

Questions Added in 2018

The TUSQ instrument underwent revision prior to the 2018 administration of this survey. The survey committee TUSQ sub-group reviewed and approved the addition of 20 new survey items. Below are data points from the newly added questions that fall on the satisfaction or agreement scale. Moving forward, these items will continue to be part of the TUSQ tool so that these elements may be tracked longitudinally.

Table 6. New TUSQ Items

New Questions	Response Means
Usefulness of SFF Data for Students in selecting courses	2.70
Use of Canvas	3.53
Usefulness of online undergraduate bulletin for accessing program course and policy information	3.27
Cost of textbooks and course materials are reasonable	1.87
More of my professors are using no-cost or low cost (rental) alternatives to textbooks	2.72
Temple is committed to students graduating on time	3.14
Temple is committed to making college more affordable	2.56
I am satisfied with the wifi connectivity across campus	2.77
I am satisfied with the integration of technology as part of my coursework	3.20
I am satisfied with the effectiveness of online courses	3.14

¹In a 2013 Harvard Business Review, Fred Reichheld introduced the Net Promoter Score (NPS), a metric that gauges customer loyalty and is used in thousands of organizations all over the world. Traditionally, the NPS is calculated based on responses to “How likely is it that you would recommend our company/product/service to a friend or colleague?” The scoring for this answer is based on a 0 to 10 scale where 0=Not at all Likely and 10=Extremely Likely. Responses are divided into three categories: Promoters (9 or 10), Passives (7 or 8), and Detractors (0 to 6). “Promoters” are loyal and enthusiastic customers, “Passives” are satisfied who are unenthusiastic customers, and “Detractors” are unhappy customers.

²The NPS of an organization is derived by taking the percentage of Promoters and subtracting the percentage of Detractors. NPS can range from -100 (all respondents are detractors) to +100 (all respondents are promoters). Scores above 0 are considered “good” where 50-69 are excellent and 70-100 are superb. It is important to note that NPS is not traditionally used in higher education and little research has been done on using NPS as a measurement for student satisfaction. The NPS item was included in the TUSQ to investigate whether there is a correlation between overall student satisfaction and NPS.