

SOUTH AFRICAN SURVEY

OF STUDENT ENGAGEMENT

INSTITUTIONAL
REPORT 2024



University of the Free State

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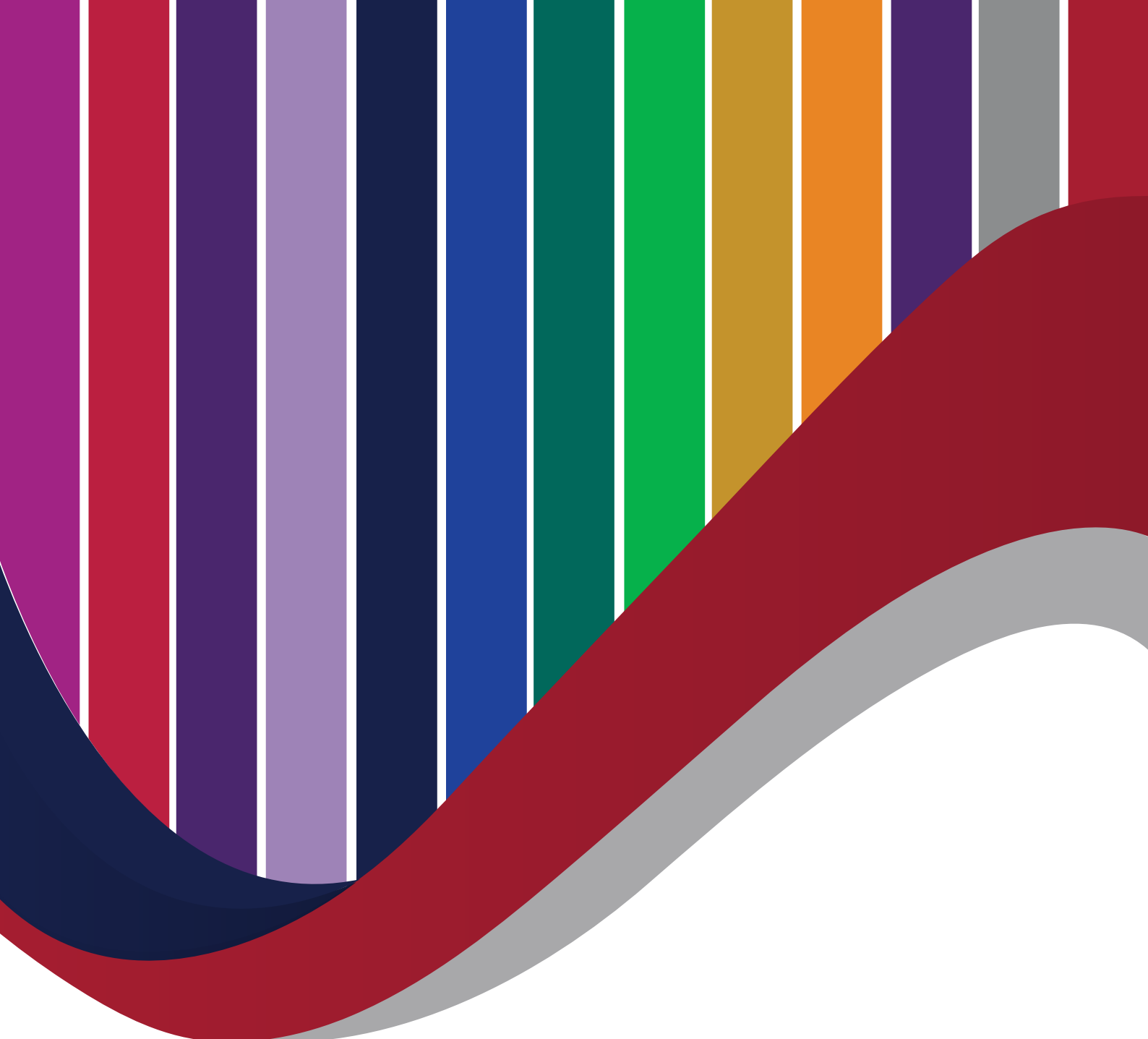


UFS
CENTRE FOR TEACHING
AND LEARNING (CTL)

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Snapshot



A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, modules/subjects, and other learning opportunities facilitate student participation in activities that matter to student learning. SASSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
 The comparison group featured in this report is:
Traditional Universities
 The 2024 cohort is comprised of three institutions, including your institution.

This Snapshot is a concise collection of key findings from your institution's SASSE administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organised under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

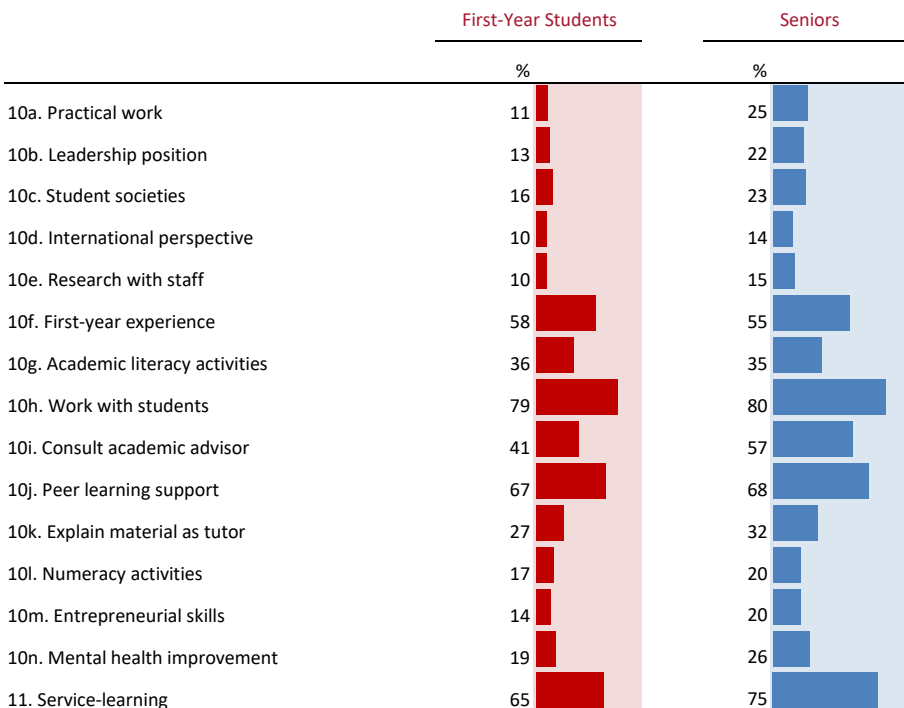
▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	Your students compared with Traditional Universities	
		First-year	Senior
Academic Challenge	Higher-Order Learning	△	△
	Reflective & Integrative Learning	△	△
	Learning Strategies	△	--
	Quantitative Reasoning	△	--
Learning with Peers	Collaborative Learning	△	--
	Discussions with Diverse Others	△	△
Experiences with Staff	Student-Staff Interaction	△	--
	Effective Teaching Practices	△	△
Campus Environment	Quality of Interactions	△	--
	Supportive Environment	△	△

High-Impact Practices

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Below is the percentage of students who reported "Done or in progress" in a high-impact practice. For more details and statistical comparisons, see your *High-Impact Practices* report.



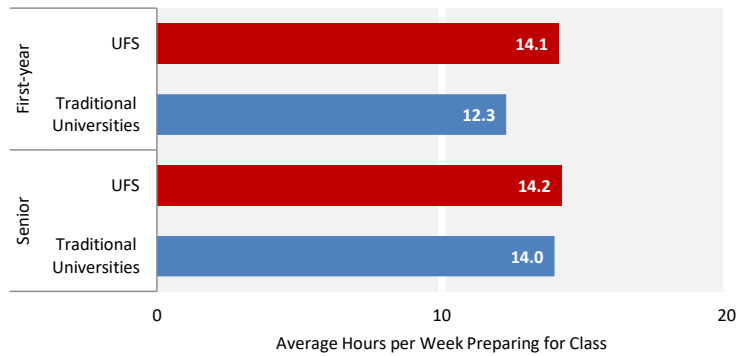


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*.

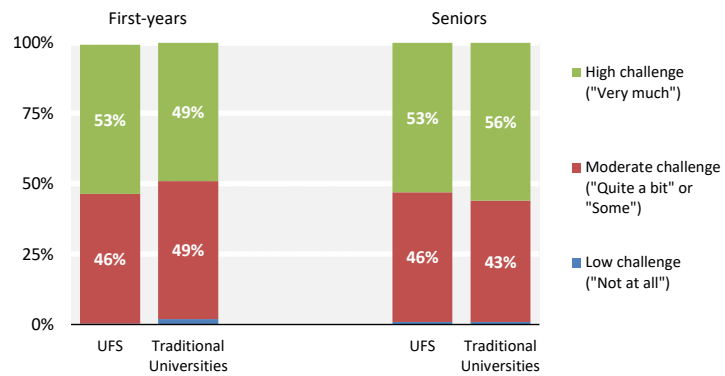
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



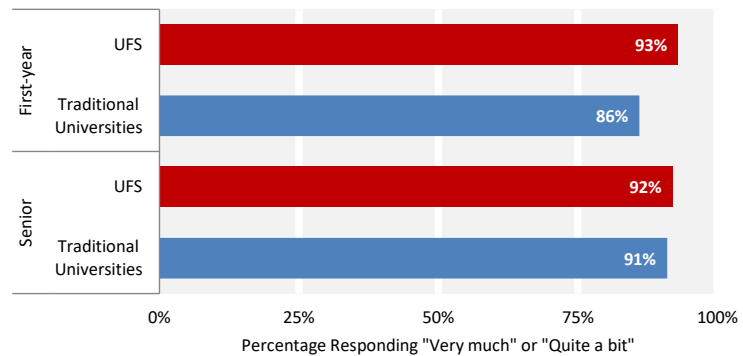
Challenging Students to Do Their Best Work

To what extent did students' modules/subjects challenge them to do their best work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



Academic Emphasis

How much did students say their institution emphasises spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."





How Students Assess Their Experience

Students' perceptions of certain aspects of cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

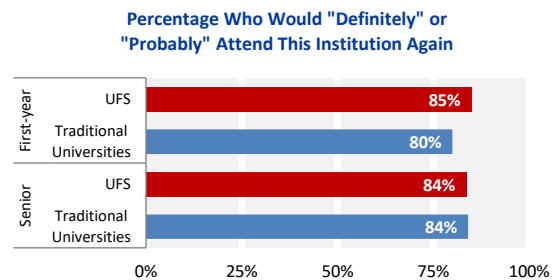
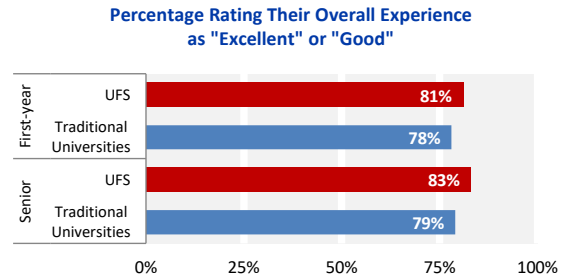
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in twelve areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	91%
Writing clearly and effectively	88%
Working effectively with others	86%
Speaking clearly and effectively	86%
Using computing and information technology	85%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	83%
Developing or clarifying a personal code of values and ethics	79%
Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.)	79%
Developing job- or work-related knowledge and skills	78%
Solving complex real-world problems	77%
Analysing numerical and statistical information	69%
Developing entrepreneurial skills and mindset	68%

Satisfaction with UFS

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Male	Female
First-year	1122	13.8%	37%	62%
Senior	2768	11.1%	34%	65%

See your *Respondent Profile* report for more information.

Additional Questions

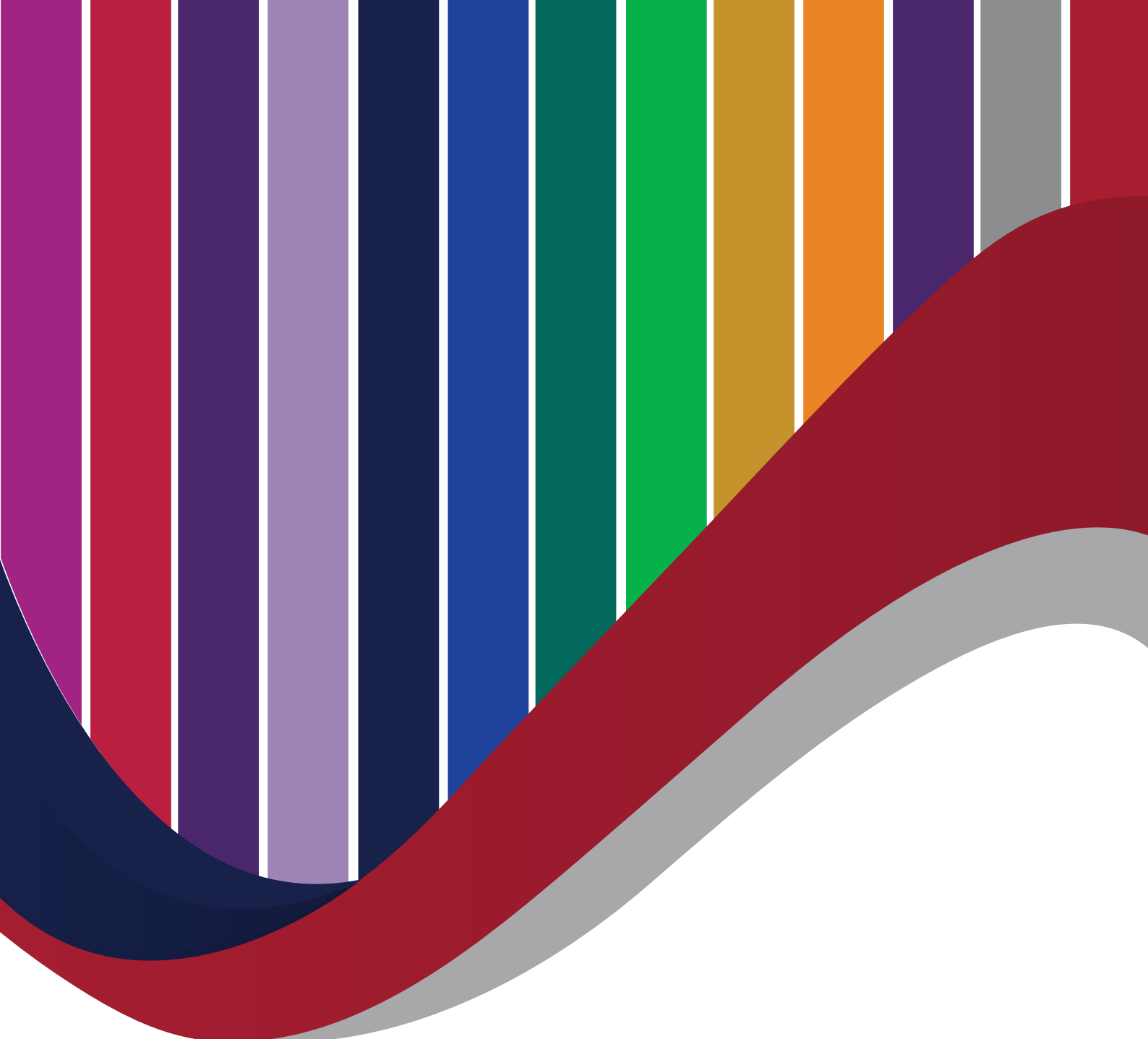
Your institution administered the following additional question set(s):

**Experiences with Writing
Inclusiveness and Decoloniality**

See your *Topical Module* report(s) for results.

What is SASSE?

SASSE annually collects information at participating universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.



Engagement Indicators



SASSE Engagement Indicators

About this report

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' SASSE responses. By combining responses to related SASSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on four to nine survey questions each (a total of 56 survey questions), are organised into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 7.

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Staff	Student-Staff Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 5)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 6-15)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarised for your institution and comparison groups.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research, on which SASSE is based, has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 5).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.



SASSE Engagement Indicators Overview University of the Free State

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of SASSE questions examining key dimensions of student engagement. The ten indicators are organised within four broad themes: Academic Challenge, Learning with Peers, Experiences with Staff, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size of at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size of at least .3 in magnitude.

Note: You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with	Your first-year students compared with
		Traditional Universities	SASSE Overall
Academic Challenge	Higher-Order Learning	△	△
	Reflective & Integrative Learning	△	△
	Learning Strategies	△	△
	Quantitative Reasoning	△	△
Learning with Peers	Collaborative Learning	△	△
	Discussions with Diverse Others	△	△
Experiences with Staff	Student-Staff Interaction	△	△
	Effective Teaching Practices	△	△
Campus Environment	Quality of Interactions	△	△
	Supportive Environment	△	△

Seniors

Theme	Engagement Indicator	Your seniors compared with	Your seniors compared with
		Traditional Universities	SASSE Overall
Academic Challenge	Higher-Order Learning	△	△
	Reflective & Integrative Learning	△	△
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	--
	Discussions with Diverse Others	△	△
Experiences with Staff	Student-Staff Interaction	--	▽
	Effective Teaching Practices	△	△
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	△	△



SASSE Engagement Indicators Academic Challenge University of the Free State

Academic Challenge: First-year students

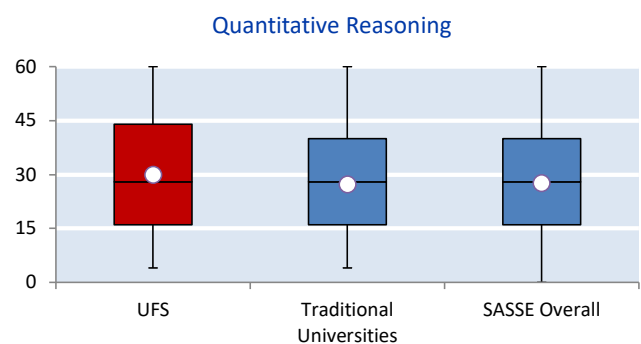
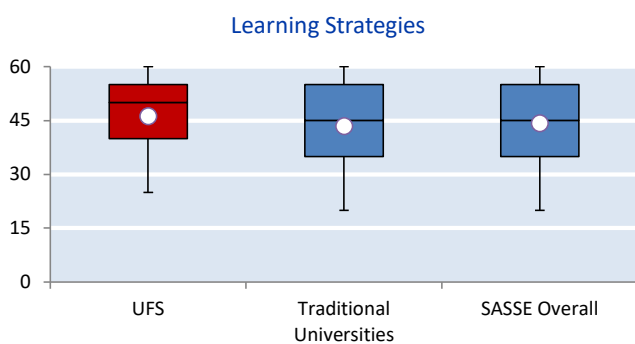
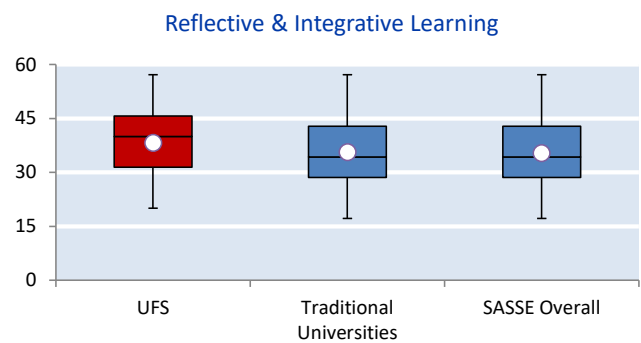
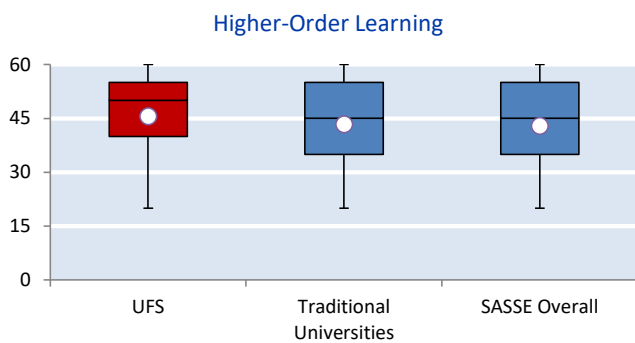
Challenging intellectual and creative work is central to student learning and collegiate quality. Universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UFS Mean	Your first-year students compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Higher-Order Learning	45.59	43.35	*** .17	42.92	*** .20
Reflective & Integrative Learning	38.21	35.62	*** .23	35.35	*** .25
Learning Strategies	46.24	43.44	*** .22	44.27	*** .16
Quantitative Reasoning	29.94	27.27	*** .17	27.58	*** .15

Notes: Results weighted by gender (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p<.05, **p<.01, ***p<.001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.



Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference between your students and those of your comparison group.

	UFS	Traditional Universities	SASSE Overall
Higher-Order Learning			
<i>Percentage responding "Very much" or "Quite a bit" about how much academic work emphasised...</i>			
	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	87	80	80
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	81	78	76
4d. Evaluating a point of view, decision, or information source	81	81	78
4e. Forming a new idea or understanding by putting together various pieces of information	81	76	76
Reflective & Integrative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
2a. Combined ideas from different modules/subjects when completing assignments	62	49	49
2b. Connected your learning to societal problems or issues	54	52	49
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	51	44	41
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	68	66
2e. Tried to better understand someone else's views by imagining how an issue looks from their point of view	75	66	67
2f. Learned something that changed the way you understand an issue or concept	81	74	76
2g. Connected ideas from your modules/subjects to your prior experiences and knowledge	79	74	73
Learning Strategies			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
8a. Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	85	75	76
8b. Reviewed your notes	89	85	86
8c. Summarised what you learned in class or from module/subject materials	82	82	82
8d. Changed your learning strategies to adapt to different modules/subjects	71	68	71
Quantitative Reasoning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
6a. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	45	44
6b. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	43	38	39
6c. Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made	52	41	43
6d. Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	45	40	41
6e. Explained in writing the meaning of numerical or statistical data	42	37	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report*.



SASSE Engagement Indicators Academic Challenge University of the Free State

Academic Challenge: Seniors

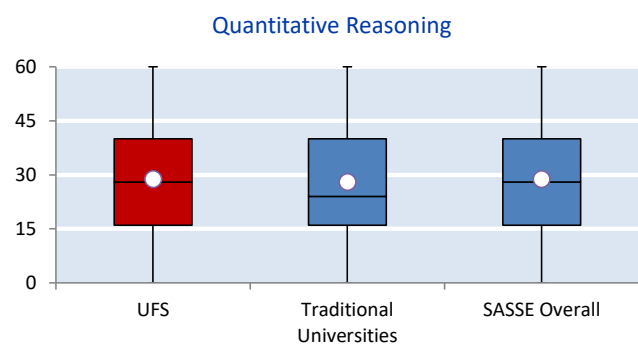
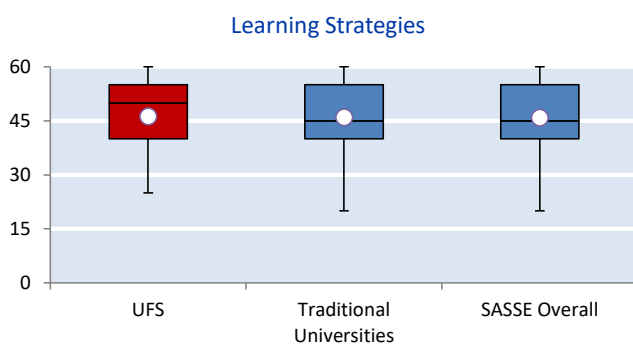
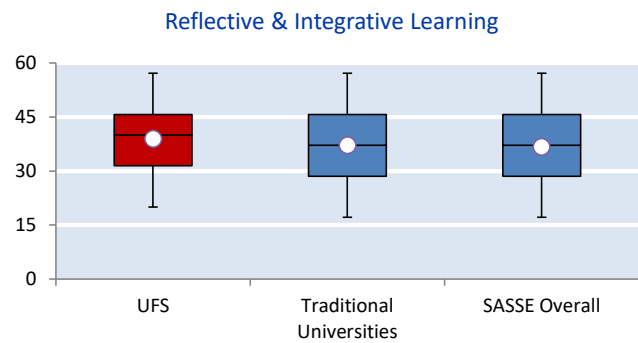
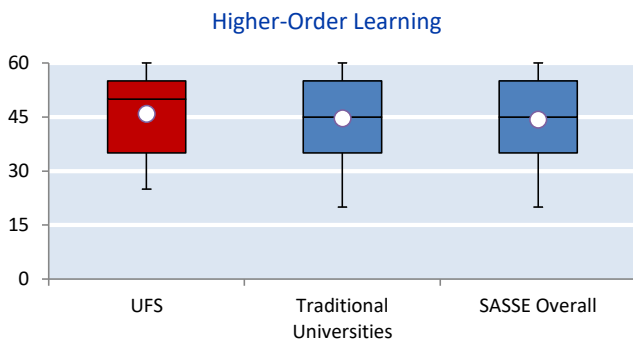
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Mean Comparisons

Engagement Indicator	UFS Mean	Your seniors compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Higher-Order Learning	45.87	44.65 ***	.10	44.31 ***	.12
Reflective & Integrative Learning	38.96	37.19 ***	.15	36.75 ***	.19
Learning Strategies	46.21	46.00	.02	45.90	.03
Quantitative Reasoning	28.80	28.05	.04	28.83	.00

Notes: Results weighted by gender (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p<.05, **p<.01, ***p<.001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.



Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference between your students and those of your comparison group.

	UFS	Traditional Universities	SASSE Overall
Higher-Order Learning			
<i>Percentage responding "Very much" or "Quite a bit" about how much academic work emphasised...</i>			
	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	87	86	85
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	81	78	77
4d. Evaluating a point of view, decision, or information source	80	76	76
4e. Forming a new idea or understanding by putting together various pieces of information	81	80	79
Reflective & Integrative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
2a. Combined ideas from different modules/subjects when completing assignments	61	54	55
2b. Connected your learning to societal problems or issues	57	54	51
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	57	48	44
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	61	61
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	75	74	74
2f. Learned something that changed the way you understand an issue or concept	82	78	77
2g. Connected ideas from your modules/subjects to their prior experiences and knowledge	79	79	78
Learning Strategies			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
8a. Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	82	81	79
8b. Reviewed your notes	89	90	90
8c. Summarised what you learned in class or from module/subject materials	83	85	85
8d. Changed your learning strategies to adapt to different modules/subjects	72	76	75
Quantitative Reasoning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
6a. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	47	48
6b. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	42	43	44
6c. Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made	48	45	46
6d. Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	42	43	44
6e. Explained in writing the meaning of numerical or statistical data	41	43	43

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report*.



SASSE Engagement Indicators Learning with Peers University of the Free State

Learning with Peers: First-year students

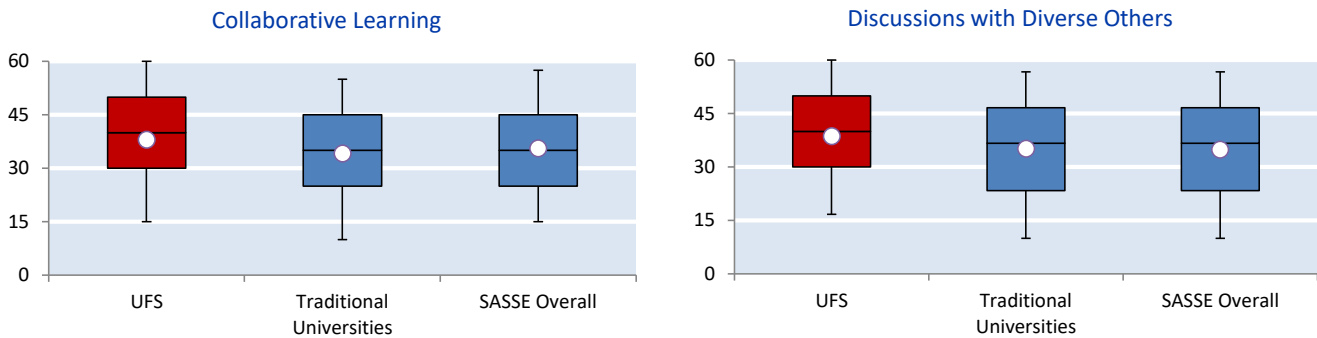
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after university. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UFS Mean	Your first-year students compared with					
		Traditional Universities			SASSE Overall		
		Mean	Effect size		Mean	Effect size	
Collaborative Learning	38.05	34.18	***	.30	35.55	***	.19
Discussions with Diverse Others	38.65	35.11	***	.25	34.82	***	.26

Notes: Results weighted by gender (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p<.05, **p<.01, ***p<.001 (2-tailed).

Score Distributions



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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference between your students and those of your comparison group.

	UFS	Traditional Universities	SASSE Overall
Collaborative Learning			
Percentage of students who responded that they "Very often" or "Often"...			
1c. Asked another student to help you understand module/subject material	65	58	59
1d. Explained module/subject material to other students	62	44	48
1e. Prepared for exams by discussing or working through module/subject material with other students	57	49	52
1f. Worked with other students on projects or assignments	73	73	76
Discussions with Diverse Others			
Percentage of students who responded that they "Very often" or "Often" had discussions with...			
7a. People of races or ethnicities other than your own	70	61	59
7b. People from economic backgrounds other than your own	80	70	68
7c. People with religious beliefs other than your own	74	64	64
7d. People with political views other than your own	70	64	64
7e. People with sexual orientations other than your own	66	54	53
7f. People from countries other than your own	31	29	31

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report*.



SASSE Engagement Indicators Learning with Peers University of the Free State

Learning with Peers: Seniors

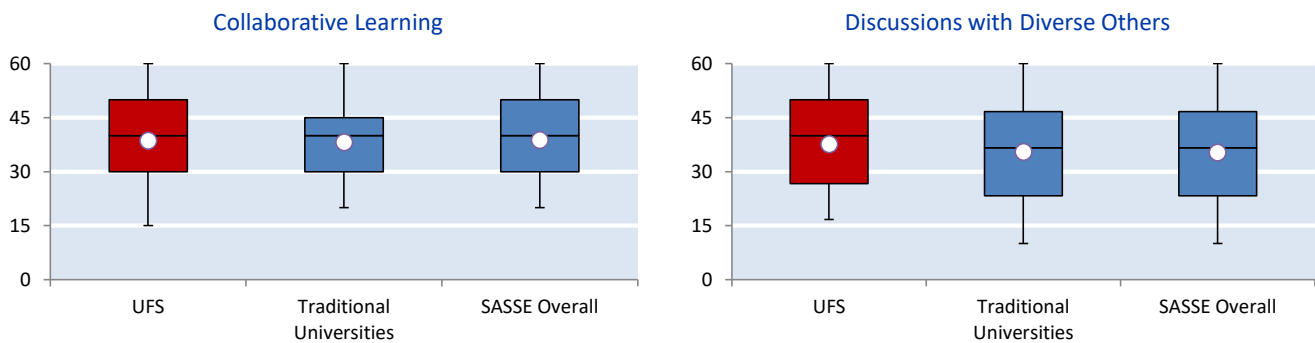
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Mean Comparisons

Engagement Indicator	UFS Mean	Your seniors compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Collaborative Learning	38.57	38.10	.04	38.73	-.01
Discussions with Diverse Others	37.65	35.49 ***	.15	35.28 ***	.16

Notes: Results weighted by gender (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p<.05, **p<.01, ***p<.001 (2-tailed).

Score Distributions



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Performance on Indicator Items

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	UFS	Traditional Universities	SASSE Overall
Collaborative Learning			
Percentage of students who responded that they "Very often" or "Often"...			
	%	%	%
1c. Asked another student to help you understand module/subject material	66	58	59
1d. Explained module/subject material to other students	61	68	66
1e. Prepared for exams by discussing or working through module/subject material with other students	60	56	59
1f. Worked with other students on projects or assignments	74	75	78
Discussions with Diverse Others			
Percentage of students who responded that they "Very often" or "Often" had discussions with...			
7a. People of races or ethnicities other than your own	64	61	59
7b. People from economic backgrounds other than your own	76	72	70
7c. People with religious beliefs other than your own	70	62	63
7d. People with political views other than your own	71	68	66
7e. People with sexual orientations other than your own	64	61	59
7f. People from countries other than your own	32	32	33

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report*.



SASSE Engagement Indicators Experiences with Staff University of the Free State

Experiences with Staff: First-year students

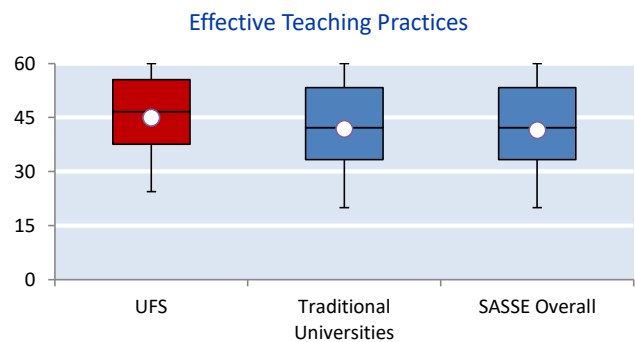
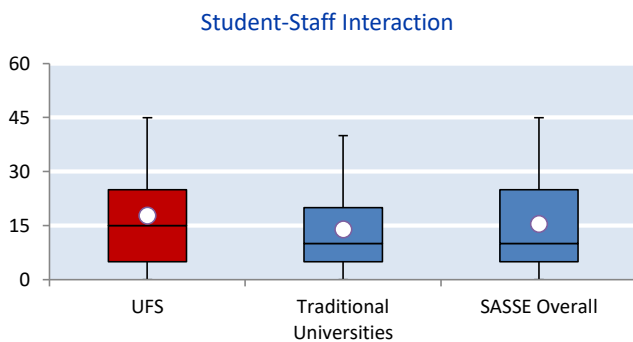
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver module/subject material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Staff Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UFS Mean	Your first-year students compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Student-Staff Interaction	17.75	13.95	*** .30	15.46	*** .17
Effective Teaching Practices	45.03	41.92	*** .24	41.55	*** .27

Notes: Results weighted by gender (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p<.05, **p<.01, ***p<.001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference between your students and those of your comparison group.

	UFS	Traditional Universities	SASSE Overall
Student-Staff Interaction			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%	%	%
3a. Talked about your career plans with a lecturer	15	10	13
3b. Worked with a lecturer on activities other than academic work (committees, projects, student groups, etc.)	16	10	14
3c. Discussed module/subject topics, ideas, or concepts with a lecturer	39	31	34
3d. Discussed your academic performance with a lecturer	25	15	18
Effective Teaching Practices			
<i>Percentage responding "Very much" or "Quite a bit" about how much lecturers have...</i>			
5a. Clearly explained module/subject outcomes and requirements	83	81	79
5b. Presented module/subject sessions in an organised way	83	78	78
5c. Used examples or illustrations to explain difficult points	83	82	80
5d. Provided feedback on a draft or work in progress	78	58	59
5e. Provided detailed feedback shortly after they completed tests or assignments	72	62	63
5f. Explained in advance the criteria for successfully completing your assignments	79	69	70
5g. Reviewed and summarised key ideas or concepts	82	75	74
5h. Taught in a way that aligns with how you prefer to learn	65	57	59
5i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	87	85	80

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report*.



SASSE Engagement Indicators Experiences with Staff University of the Free State

Experiences with Staff: Seniors

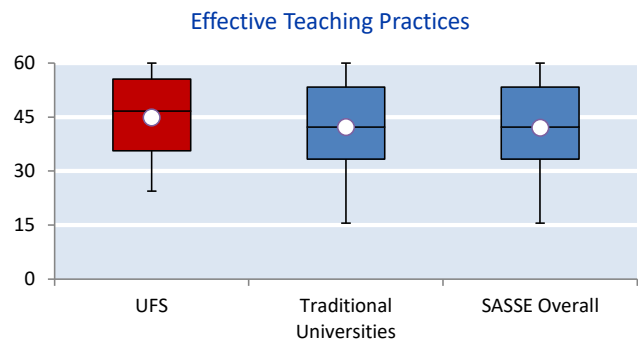
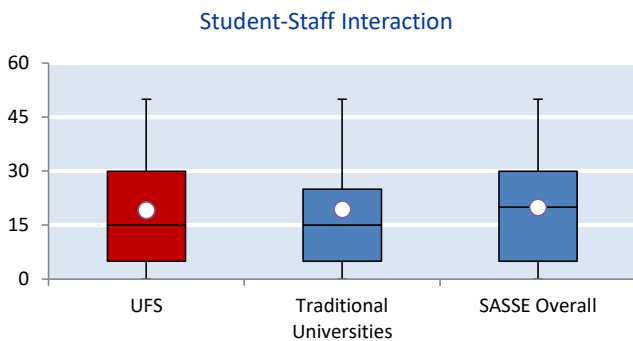
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver module/subject material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Staff Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UFS Mean	Your seniors compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Student-Staff Interaction	19.08	19.34	-.02	19.89	* -.05
Effective Teaching Practices	44.87	42.27	*** .19	42.06	*** .21

Notes: Results weighted by gender (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p<.05, **p<.01, ***p<.001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference between your students and those of your comparison group.

	UFS	Traditional Universities	SASSE Overall
Student-Staff Interaction			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
3a. Talked about your career plans with a lecturer	19%	18%	19%
3b. Worked with a lecturer on activities other than academic work (committees, projects, student groups, etc.)	18%	22%	23%
3c. Discussed module/subject topics, ideas, or concepts with a lecturer	39%	38%	40%
3d. Discussed your academic performance with a lecturer	27%	27%	28%
Effective Teaching Practices			
<i>Percentage responding "Very much" or "Quite a bit" about how much lecturers have...</i>			
5a. Clearly explained module/subject outcomes and requirements	84%	79%	78%
5b. Presented module/subject sessions in an organised way	83%	77%	77%
5c. Used examples or illustrations to explain difficult points	85%	78%	78%
5d. Provided feedback on a draft or work in progress	73%	67%	67%
5e. Provided detailed feedback shortly after they completed tests or assignments	72%	66%	66%
5f. Explained in advance the criteria for successfully completing your assignments	78%	70%	70%
5g. Reviewed and summarised key ideas or concepts	82%	78%	77%
5h. Taught in a way that aligns with how you prefer to learn	66%	63%	63%
5i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	86%	81%	79%

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report*.



SASSE Engagement Indicators Campus Environment University of the Free State

Campus Environment: First-year students

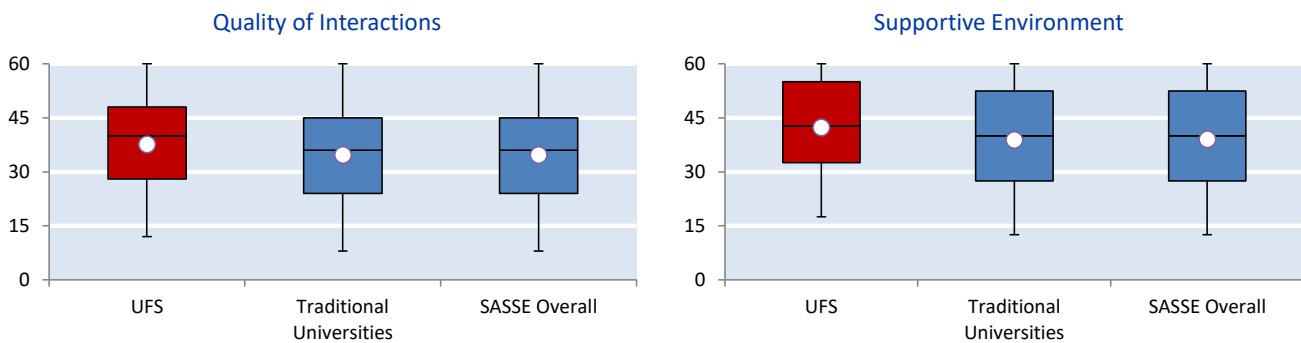
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UFS Mean	Your first-year students compared with					
		Traditional Universities			SASSE Overall		
		Mean	Effect size		Mean	Effect size	
Quality of Interactions	37.61	34.70	*** .19		34.70	*** .19	
Supportive Environment	42.33	38.89	*** .23		39.06	*** .22	

Notes: Results weighted by gender (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p<.05, **p<.01, ***p<.001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference between your students and those of your comparison group.

	UFS	Traditional Universities	SASSE Overall
Quality of Interactions			
Percentage students responding "Excellent" or "Good" about their interactions with...			
12a. Other students	78	73	72
12b. Peer learning support (e.g. tutors, mentors, facilitators)	73	59	60
12c. Lecturers and academic staff	66	58	59
12d. Student support services (e.g. counselling, health, disability, career)	64	57	57
12e. Other administrative services (e.g. registration, financial aid)	53	44	45
Supportive Environment			
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasised...			
13b. Providing support to help students succeed academically	85	76	76
13c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	89	88	85
13d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)	75	67	67
13e. Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	72	64	64
13f. Providing support for their overall well-being (recreation, health care, counselling, etc.)	78	68	68
13g. Helping you manage your non-academic responsibilities (family, work, etc.)	52	40	45
13h. Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.)	72	68	70
13i. Attending events that address important economic, political, or societal issues either face-to-face or online	63	53	56

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report*.



SASSE Engagement Indicators Campus Environment University of the Free State

Campus Environment: Seniors

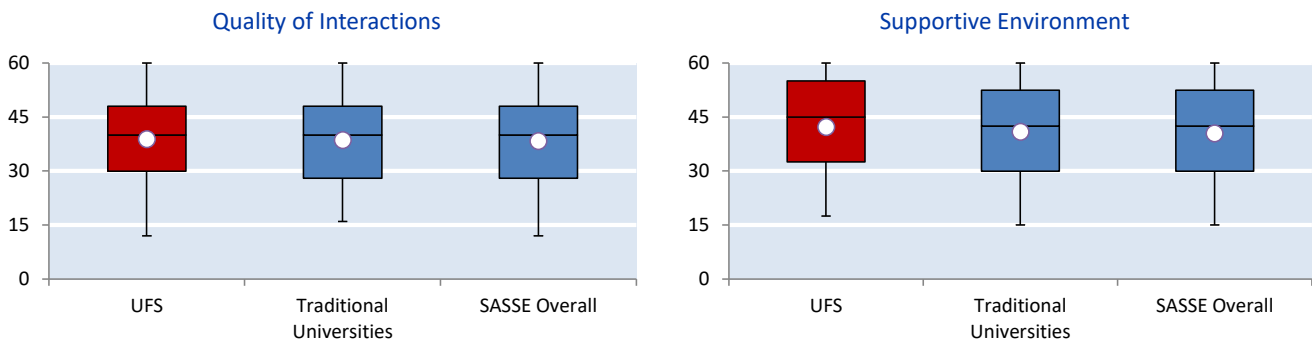
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UFS Mean	Your seniors compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Quality of Interactions	38.85	38.59	.02	38.31	.04
Supportive Environment	42.23	40.89	***	40.48	***

Notes: Results weighted by gender (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p<.05, **p<.01, ***p<.001 (2-tailed).

Score Distributions



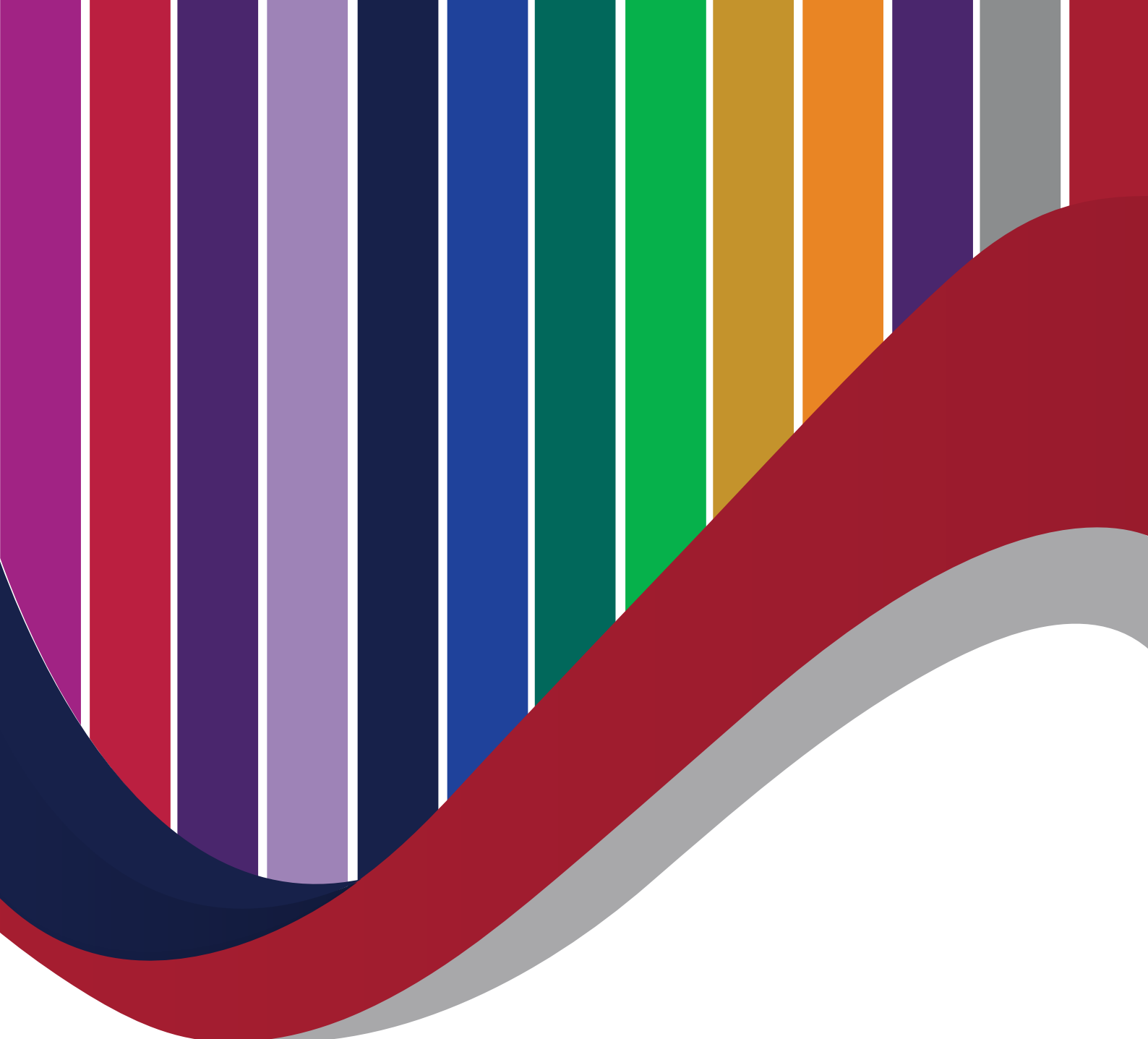
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference between your students and those of your comparison group.

	UFS	Traditional Universities	SASSE Overall
Quality of Interactions			
<i>Percentage students responding "Excellent" or "Good" about their interactions with...</i>			
	%	%	%
12a. Other students	81	80	80
12b. Peer learning support (e.g. tutors, mentors, facilitators)	73	74	73
12c. Lecturers and academic staff	70	69	69
12d. Student support services (e.g. counselling, health, disability, career)	66	61	62
12e. Other administrative services (e.g. registration, financial aid)	56	58	55
Supportive Environment			
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasised...</i>			
13b. Providing support to help students succeed academically	83	81	79
13c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	87	84	82
13d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)	74	74	72
13e. Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	72	74	72
13f. Providing support for their overall well-being (recreation, health care, counselling, etc.)	79	74	73
13g. Helping you manage your non-academic responsibilities (family, work, etc.)	52	48	48
13h. Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.)	72	73	73
13i. Attending events that address important economic, political, or societal issues either face-to-face or online	65	61	62

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report*.



High-Impact Practices



About Your High-Impact Practices Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact". High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with staff and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices has the potential to be very influential and rewarding (Kilgo et al., 2015; Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their study course (NSSE, 2007).

SASSE asks students about their participation in the fifteen HIPs shown in the box on the right. Unlike most questions on the SASSE survey, the HIP questions are not limited to the current academic year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in SASSE

Practical work

Internship, work integrated learning, field experience, etc.

Leadership position

In student organisation or group on campus

Student societies

Engage in topics related to students' modules/subjects

International perspective

Develop through campus initiatives

Research with staff

Work with a lecturer on a research project

First-year experience

University orientation and transition programs

Academic literacy activities

Participate in language development activities

Work with students

On a group project or assignment

Consult academic advisor

Help planning studies and education

Peer learning support

E.g. tutors, mentors, facilitators

Explain material as tutor

Learning facilitator to other students

Numeracy activities

Participate in mathematics development activities

Entrepreneurial skills

Participate in program to develop entrepreneurial skills

Mental health improvement

Participate in program focusing on mental health

Service-learning

Modules/subjects including a community-based project

Report Sections

Participation Comparisons (p. 17)

Comparisons of participation in each HIP for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 18-21)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions.

Participation by Student Social Identities and Experiences (pp. 22-23)

Displays your students' participation in each HIP by selected student social identities and experiences.

Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The tables on page 22 and 23 provide an initial look at how HIP participation varies by selected student social identities and experiences.

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education*, 69, 509-525.

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

National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Indiana University Center for Postsecondary Research.

Rocconi, L.M., & Gonyea, R. M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.



SASSE High-Impact Practices Statistical Comparisons University of the Free State

The table below compares the percentage of your students who participated^a in a high-impact practice with those at institutions in your comparison group.

	<i>Your students' participation compared with:</i>				
	UFS	Traditional Universities		SASSE Overall	
	%	%	<i>ES^b</i>	%	<i>ES^b</i>
First-Year					
Practical work	11	20	*** -.22	18	*** -.17
Leadership position	14	11	.07	12	.06
Student societies	16	8	*** .27	11	*** .16
International perspective	11	7	** .13	9	.05
Research with staff	10	8	.06	10	.02
First-year experience	59	52	*** .15	54	** .11
Academic literacy activities	37	32	** .10	30	*** .15
Work with students	80	75	** .11	76	* .09
Consult academic advisor	42	27	*** .35	30	*** .27
Peer learning support	68	52	*** .32	54	*** .27
Explain material as tutor	27	21	*** .15	25	.06
Numeracy activities	18	12	*** .17	14	** .11
Entrepreneurial skills	14	10	** .14	11	* .08
Mental health improvement	19	11	*** .27	13	*** .18
Service-learning	66	65	.01	65	.01
Senior					
Practical work	27	34	*** -.16	31	*** -.09
Leadership position	22	20	.05	19	** .07
Student societies	24	23	.02	23	.02
International perspective	15	15	.00	15	-.01
Research with staff	15	17	-.04	18	** -.07
First-year experience	55	52	* .06	53	.04
Academic literacy activities	36	31	*** .11	30	*** .13
Work with students	80	81	-.03	81	-.03
Consult academic advisor	58	35	*** .47	37	*** .42
Peer learning support	69	60	*** .18	60	*** .18
Explain material as tutor	32	44	*** -.23	43	*** -.22
Numeracy activities	21	18	** .08	20	.02
Entrepreneurial skills	21	15	*** .14	18	** .07
Mental health improvement	26	19	*** .16	21	*** .11
Service-learning	75	70	*** .09	70	*** .09

a. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" modules/subjects included a community-based project.

b. Cohen's *d* (standardised difference between two proportions). Effect sizes indicate the practical importance of observed differences. NSSE research, on which SASSE is based, has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

p*<.05, *p*<.01, ****p*<.001

Note: All results weighted by gender (and by institution size for comparison groups).



SASSE High-Impact Practices

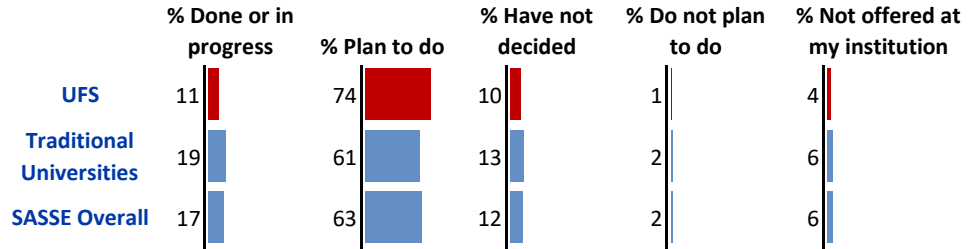
Response Detail

University of the Free State

First-Year Students

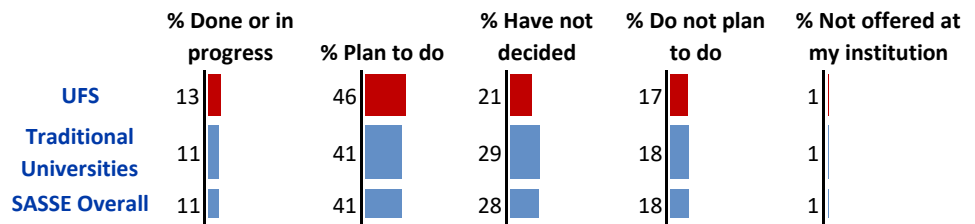
Practical work

Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)



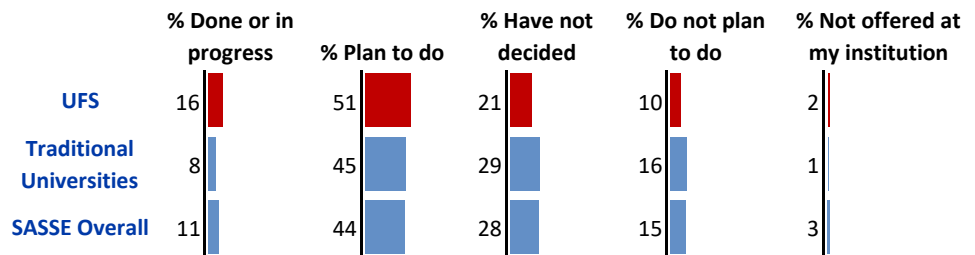
Leadership position

Hold a formal leadership position in a student organisation or group on campus



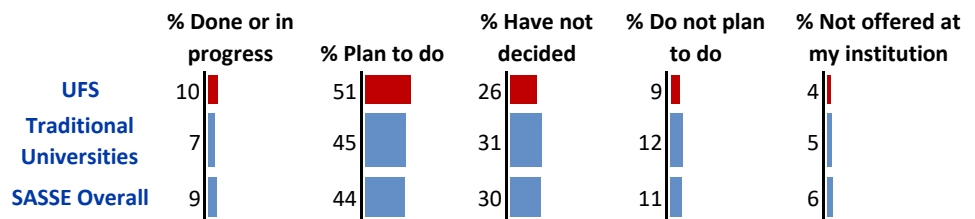
Student societies

Participate in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects



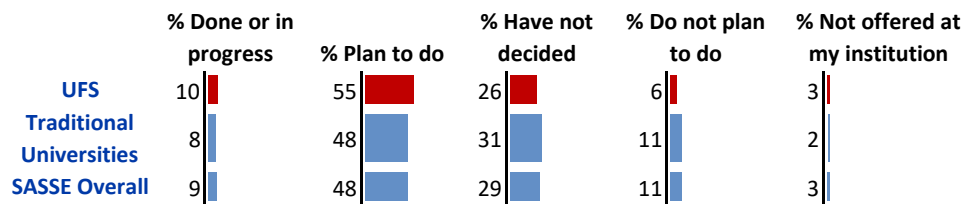
International perspective

Develop an international perspective through campus initiatives and interacting with international students



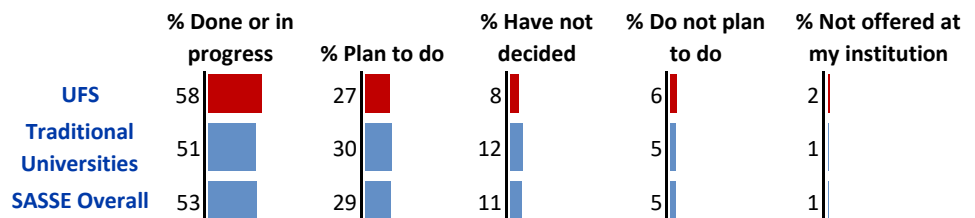
Research with a staff member

Work with a lecturer or staff member on a research project



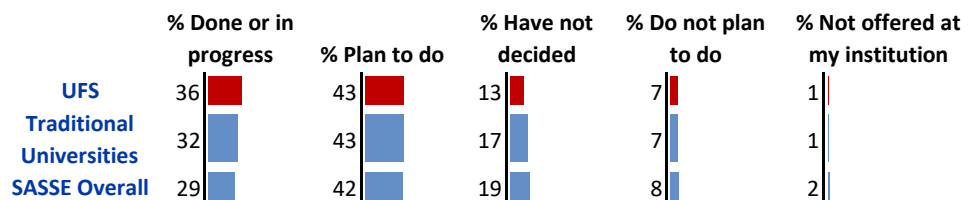
First-year experience

Participate in first-year experience, such as university orientation and transition programs



Academic literacy activities

Participate in academic literacy or language development activities



Note: All results weighted by gender (and by institution size for comparison groups).



SASSE High-Impact Practices

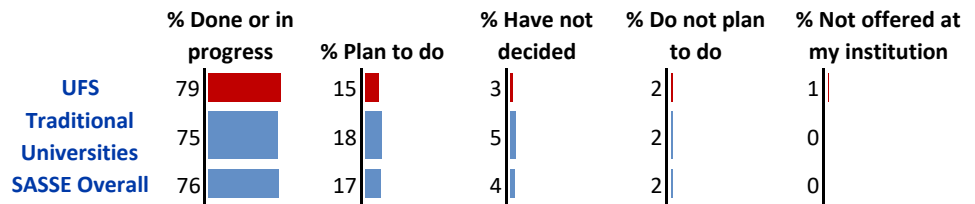
Response Detail

University of the Free State

First-Year Students (continued)

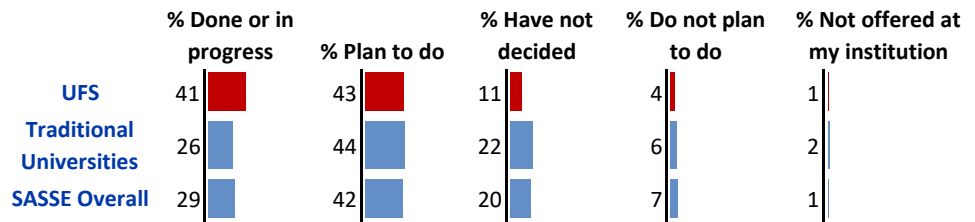
Work with students

Work with other students on a group project or assignment



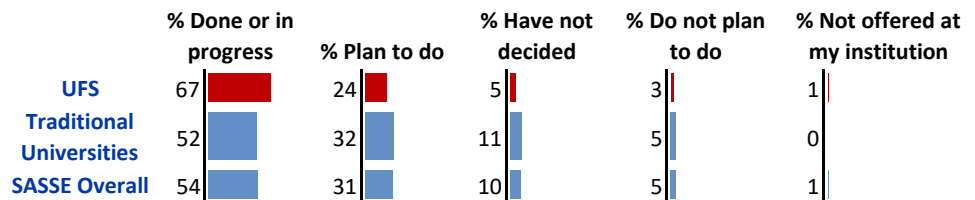
Consult academic advisor

Consult with an academic advisor (staff member) to help you with planning of your studies and education



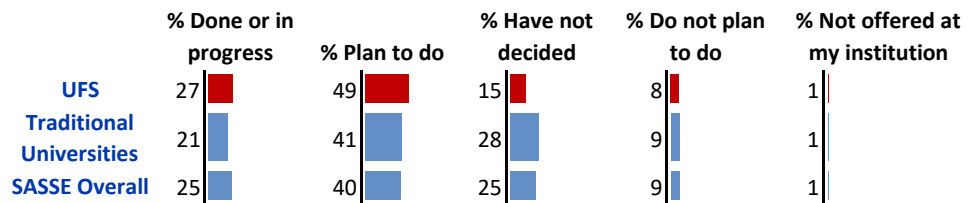
Peer learning support

Make use of peer learning support (e.g. tutors, mentors, facilitators)



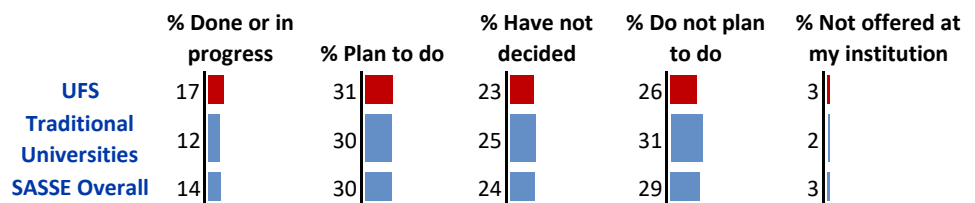
Explain material as tutor

Explain module/subject material to other students as a tutor or learning facilitator



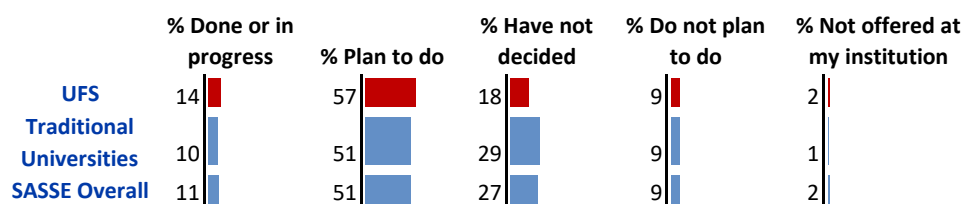
Numeracy activities

Participate in mathematics or numeracy development activities



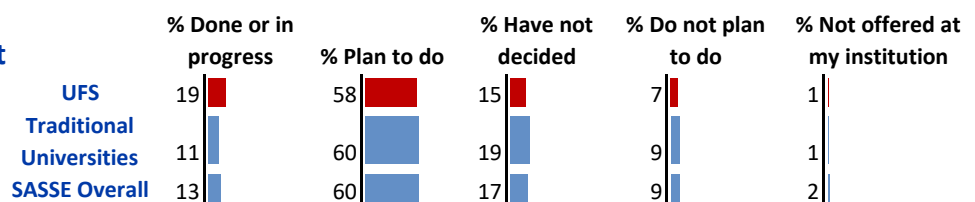
Entrepreneurial skills

Participate in an institutional program that develops entrepreneurial skills



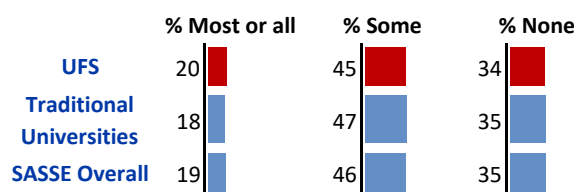
Mental health improvement

Participate in an institutional program that focuses on improving mental health



Service-learning

About how many of your modules/subjects have included a community-based project (service-learning)?



Note: All results weighted by gender (and by institution size for comparison groups).



SASSE High-Impact Practices

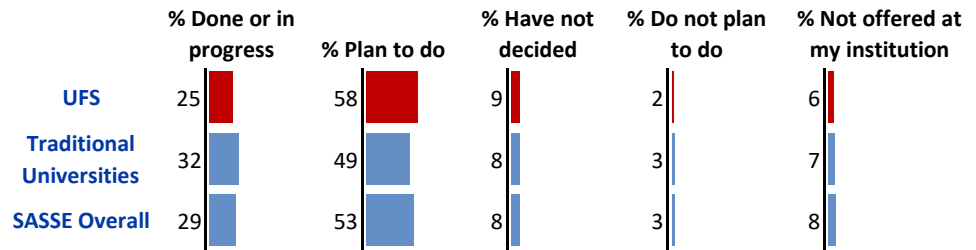
Response Detail

University of the Free State

Seniors

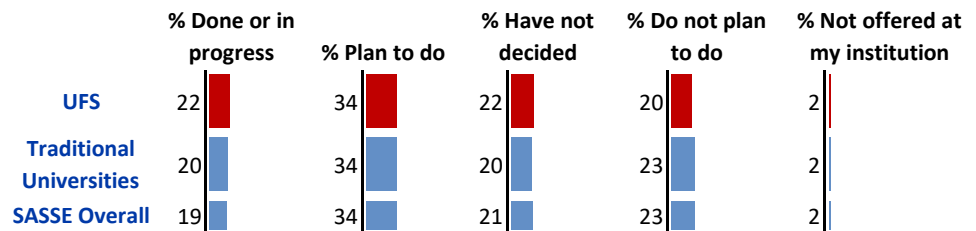
Practical work

Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)



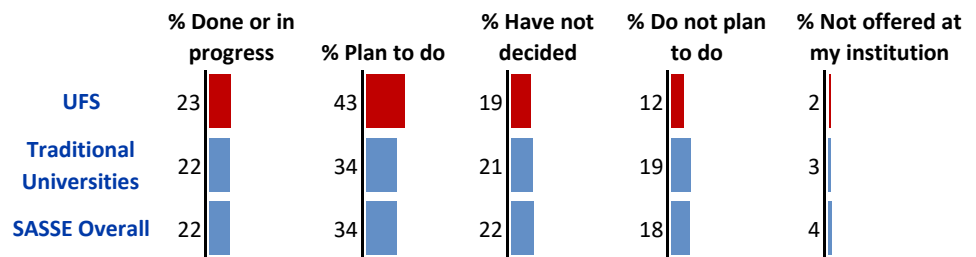
Leadership position

Hold a formal leadership position in a student organisation or group on campus



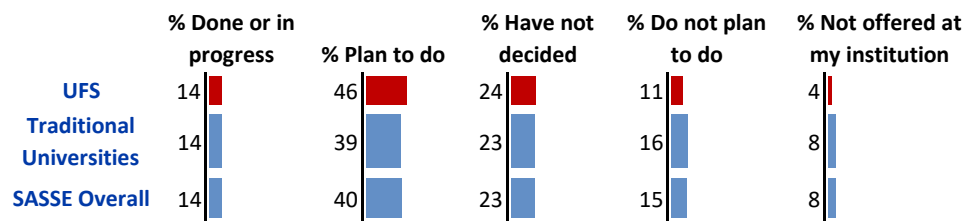
Student societies

Participate in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects



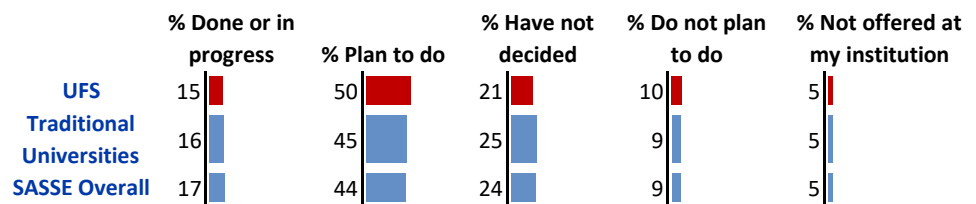
International perspective

Develop an international perspective through campus initiatives and interacting with international students



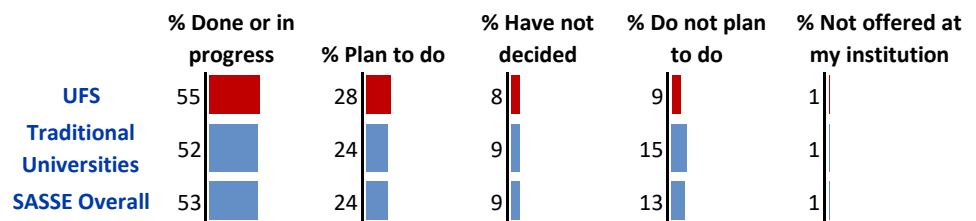
Research with a staff member

Work with a lecturer or staff member on a research project



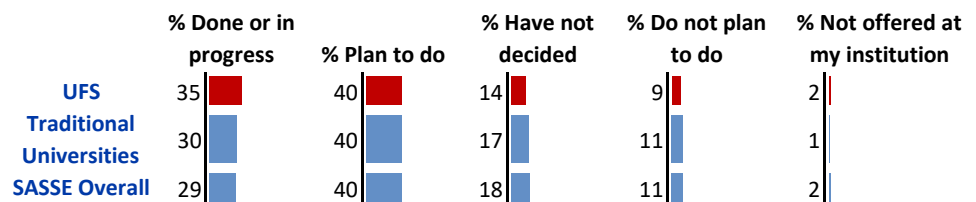
First-year experience

Participate in a first-year experience, such as university orientation and transition programs



Academic literacy activities

Participate in academic literacy or language development activities



Note: All results weighted by gender (and by institution size for comparison groups).



SASSE High-Impact Practices

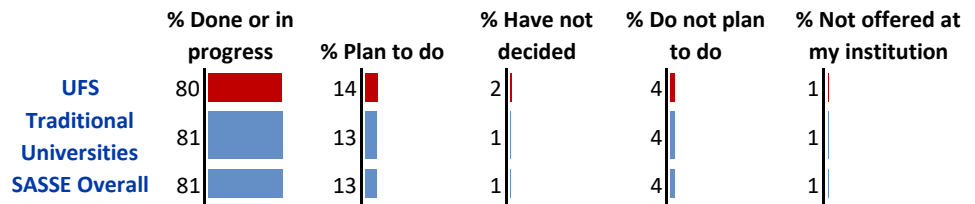
Response Detail

University of the Free State

Seniors (continued)

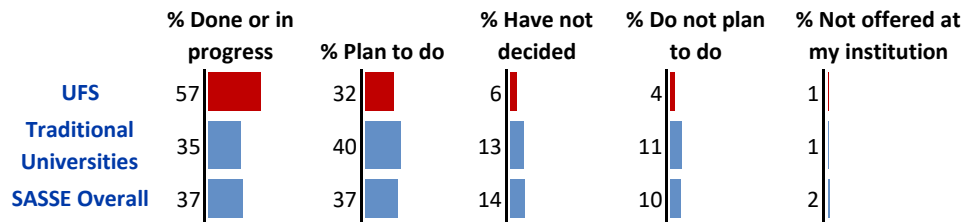
Work with students

Work with other students on a group project or assignment



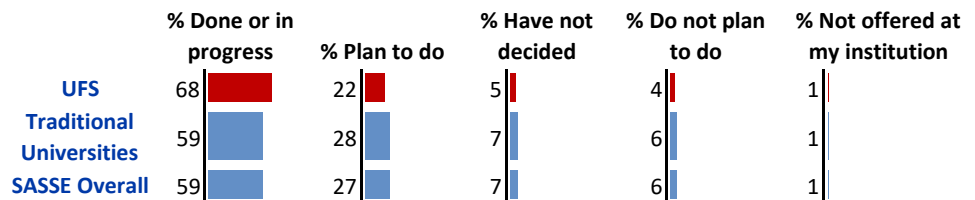
Consult academic advisor

Consult with an academic advisor (staff member) to help you with planning of your studies and education



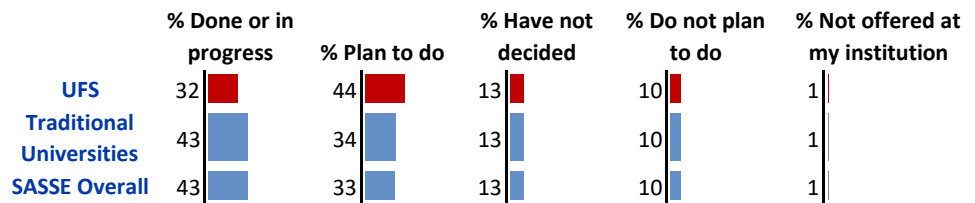
Peer learning support

Make use of peer learning support (e.g. tutors, mentors, facilitators)



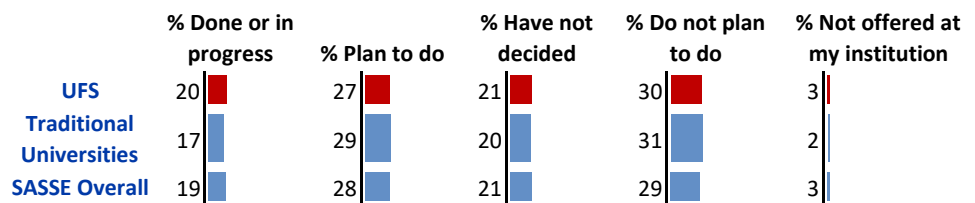
Explain material as tutor

Explain module/subject material to other students as a tutor or learning facilitator



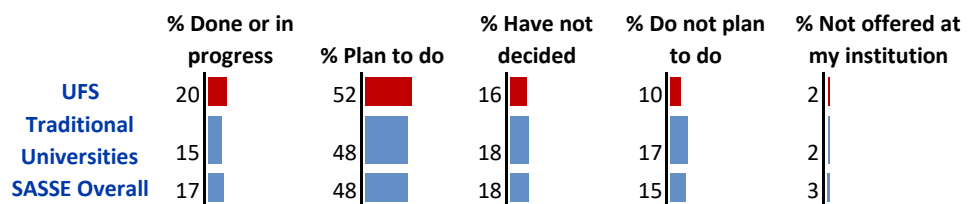
Numeracy activities

Participate in mathematics or numeracy development activities



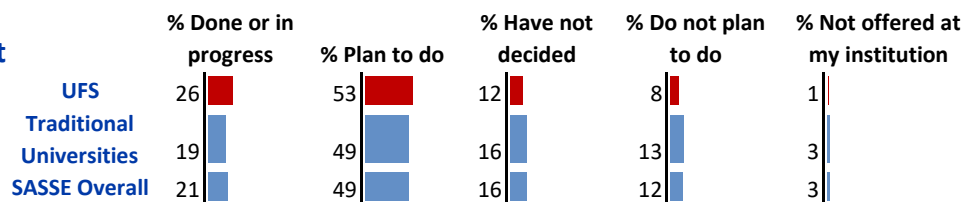
Entrepreneurial skills

Participate in an institutional program that develops entrepreneurial skills



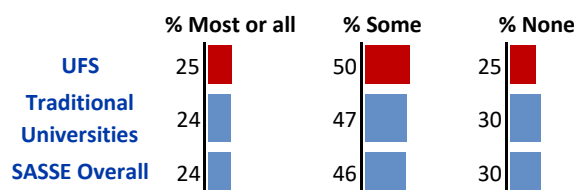
Mental health improvement

Participate in an institutional program that focuses on improving mental health



Service-learning

About how many of your modules/subjects have included a community-based project (service-learning)?



Note: All results weighted by gender (and by institution size for comparison groups).



SASSE High-Impact Practices Participation by Student Social Identities and Experiences University of the Free State

Participation in High-Impact Practices by Student Social Identities and Experiences

The table below displays the percentage of your students who participated in each HIP by selected student social identities and experiences. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-Year														
	Practical Work	Leadership Position	Student Societies	International Perspective	Research with Staff	First-Year Experience	Academic Literacy Activities	Work with Students	Consult Academic Advisor	Peer Learning Support	Explain Material as Tutor	Numeracy Activities	Entrepreneurial Skills	Mental Health Improvement	Service-Learning
Gender ^a	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Male	14	12	17	13	14	55	37	76	42	64	30	19	15	20	68
Female	10	15	15	10	8	62	37	82	42	70	26	18	13	18	64
Race															
African	11	14	16	10	10	60	37	80	42	69	27	18	14	19	66
Coloured	-	-	-	-	-	57	35	89	36	58	31	-	-	-	50
Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	32	-	-	-	-	63	34	84	41	66	-	-	-	-	56
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
First-generation^b															
Not first-generation	13	18	14	8	8	61	35	82	42	69	25	18	12	18	56
First-generation	11	13	16	11	10	60	37	80	42	68	28	18	14	19	68
Enrollment															
Full-time contact	11	14	15	10	10	60	37	81	42	68	27	18	14	19	65
Full-time distance	-	-	-	-	-	48	-	56	40	58	-	-	-	-	69
Part-time contact	-	-	-	-	-	-	-	89	-	71	-	-	-	-	74
Part-time distance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Major field of study^c															
Business, Commerce, and Management	8	16	13	11	10	58	38	86	36	67	28	24	16	16	60
Education	13	14	17	11	10	64	38	85	40	72	27	18	18	21	71
Human and Social Sciences	11	12	20	11	7	59	36	78	49	73	26	9	12	20	71
Science, Engineering, and Technology	14	13	14	9	11	59	35	71	44	60	27	22	11	19	63
Overall	11	14	16	11	10	59	37	80	42	68	27	18	14	19	66

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" modules/subjects included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by gender.

a. "Another" and "Prefer not to respond" categories for gender are not shown due to low Ns, but do appear in the data file.

b. Neither parent (or guardian) holds a bachelor's degree.

c. These are SASSE's broad categories for field of study, based on Classification of Educational Subject Matter (CESM) categories.



SASSE High-Impact Practices Participation by Student Social Identities and Experiences University of the Free State

Participation in High-Impact Practices by Student Social Identities and Experiences

The table below displays the percentage of your students who participated in each HIP by selected student social identities and experiences. Examining participation rates for different groups offers insight into how engagement varies within your student population.

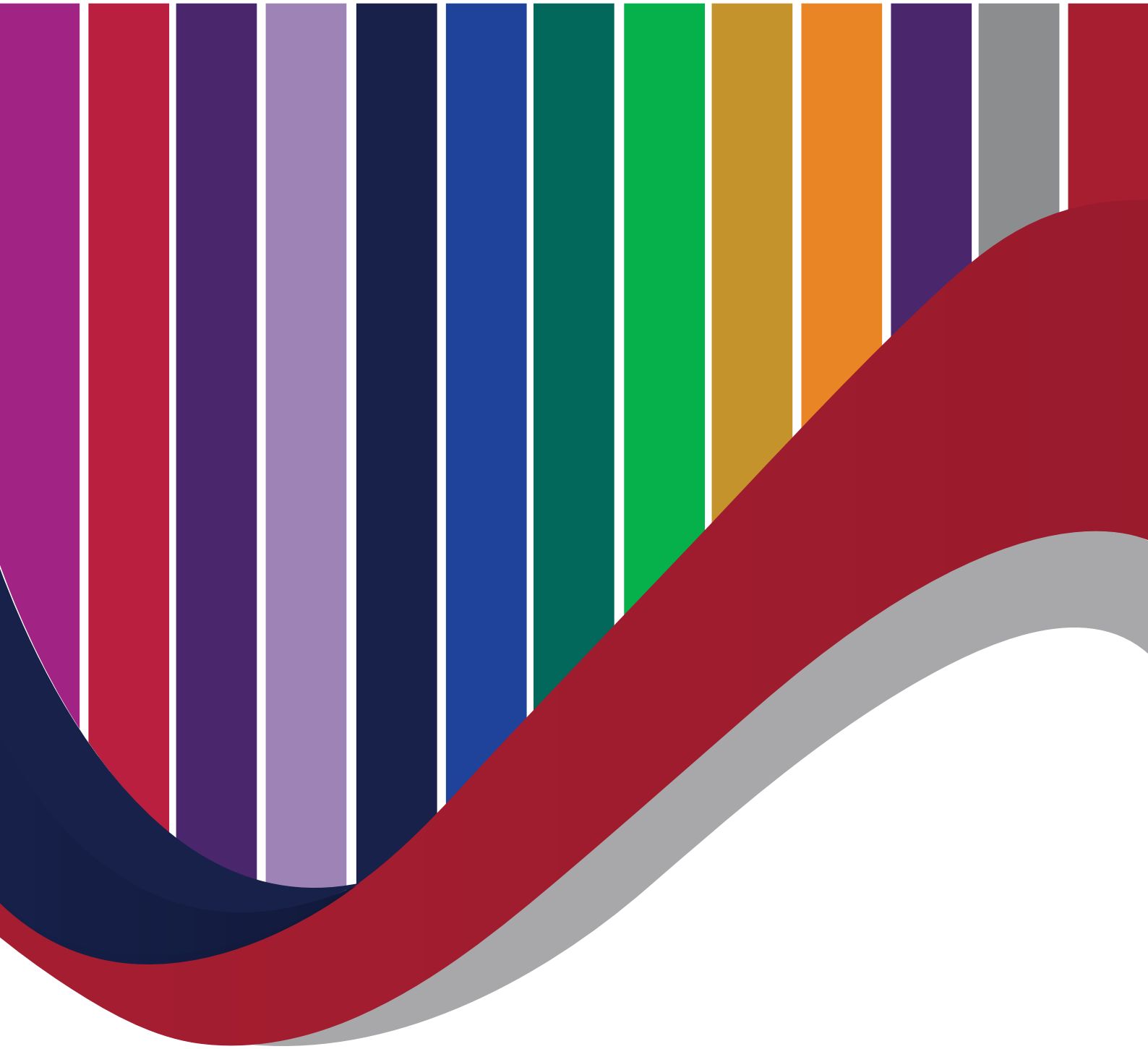
	Senior														
	Practical Work	Leadership Position	Student Societies	International Perspective	Research with Staff	First-Year Experience	Academic Literacy Activities	Work with Students	Consult Academic Advisor	Peer Learning Support	Explain Material as Tutor	Numeracy Activities	Entrepreneurial Skills	Mental Health Improvement	Service-Learning
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Gender^a															
Male	28	21	25	15	17	51	36	73	53	64	38	25	24	26	79
Female	26	23	23	15	14	58	36	84	60	71	29	18	19	26	72
Race															
African	26	22	24	15	15	55	36	81	59	69	32	21	21	26	74
Coloured	29	26	24	12	13	54	39	78	46	67	28	18	14	26	71
Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	51	22	-	22	24	66	40	85	54	55	30	21	-	-	73
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
First-generation^b															
Not first-generation	26	27	21	15	15	57	38	80	55	67	30	18	18	22	65
First-generation	27	21	24	15	15	55	35	81	59	69	33	21	21	27	76
Enrollment															
Full-time contact	27	22	24	15	15	56	36	81	58	69	32	20	20	26	74
Full-time distance	41	-	-	-	-	46	37	54	50	51	41	30	-	31	76
Part-time contact	-	-	-	-	-	-	-	59	-	-	-	-	-	-	83
Part-time distance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Major field of study^c															
Business, Commerce, and Management	17	24	25	16	12	56	36	81	50	67	29	22	20	24	71
Education	44	22	19	14	16	51	34	85	62	72	36	23	21	28	84
Human and Social Sciences	19	22	28	14	16	57	37	80	63	69	29	15	20	26	74
Science, Engineering, and Technology	28	21	19	17	18	58	35	76	56	66	36	25	22	26	66
Overall	27	22	24	15	15	55	36	80	58	69	32	21	21	26	75

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" modules/subjects included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by gender.

a. "Another" and "Prefer not to respond" categories for gender are not shown due to low Ns, but do appear in the data file.

b. Neither parent (or guardian) holds a bachelor's degree.

c. These are SASSE's broad categories for field of study, based on Classification of Educational Subject Matter (CESM) categories.



Frequencies and Statistical Comparisons



SASSE Frequencies and Statistical Comparisons

About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all students. The display below highlights important details in the report to keep in mind when interpreting your results.

1. **Class level**

2. **Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report*.

3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.

5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages and statistics are weighted by gender. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages.

6. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Statistical comparisons are two-tailed independent t -tests.

		SASSE Frequencies and Statistical Comparisons								SASSEville University		
		Frequency Distributions				Statistical Comparisons						
		SASSEville		SASSE Overall		SASSEville		Your seniors compared with SASSE Overall				
Item wording or description	Variable name	Count	%	Count	%	Mean	Mean	Effect size				
1. Think about the current academic year. How often have you done each of the following?												
a	Asked questions or contributed to module/subject discussions in other ways	askquest	1	Never	45	4%	250	9%	2.9	2.92 **	-.09	
			2	Sometimes	450	34%	1300	48%				
			3	Often	428	25%	800	30%				
			4	Very Often	307	25%	350	9%				
			Total		1230	100%	2700	100%				
b	Prepared two or more drafts of a paper or assignment before handing it in	drafts	1	Never	207	18%	310	13%	2.6	2.60 *	-.07	
			2	Sometimes	416	34%	850	31%				
			3	Often	363	29%	850	31%				
			4	Very Often	235	18%	650	24%				
			Total		1221	100%	2700	100%				

7. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favourable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behaviour or institutional practice represented by the item may warrant attention. Effect sizes for independent t -tests use Cohen's d . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation.

8. **Key to symbols:**

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
 - △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
 - ▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
 - ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.
- Note: It is important to interpret the direction of differences relative to item wording and your institutional context.



SASSE Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
				Count	%	Count	%	Count	%	UFS	Traditional Universities		SASSE Overall				
Item wording or description	Variable name ^c	Values ^d	Response options							Mean	Mean	Effect size ^e	Mean	Effect size ^e			
1. Think about the current academic year. How often have you done each of the following?																	
a	Asked questions or contributed to module/subject discussions in other ways	askquest	1	Never	41	4%	28	8%	41	7%	2.8	2.5	***	.32	2.6	***	.24
			2	Sometimes	441	39%	210	50%	332	48%							
			3	Often	389	35%	115	28%	206	29%							
			4	Very Often	250	22%	58	14%	123	16%							
				Total	1,121	100%	411	100%	702	100%							
b	Asked another student to help you understand module/subject material	CLaskhelp	1	Never	41	4%	23	9%	32	7%	2.9	2.7	***	.21	2.8	***	.16
			2	Sometimes	349	32%	128	33%	222	33%							
			3	Often	369	33%	149	33%	250	34%							
			4	Very Often	361	32%	110	24%	197	26%							
				Total	1,120	100%	410	100%	701	100%							
c	Explained module/subject material to other students	CLexplain	1	Never	30	3%	29	10%	39	8%	2.8	2.5	***	.38	2.6	***	.28
			2	Sometimes	402	36%	171	46%	285	44%							
			3	Often	427	38%	128	29%	218	29%							
			4	Very Often	261	23%	83	15%	159	18%							
				Total	1,120	100%	411	100%	701	100%							
d	Prepared for exams by discussing or working through module/subject material with other students	CLstudy	1	Never	132	12%	65	18%	90	15%	2.8	2.5	***	.25	2.6	***	.16
			2	Sometimes	345	31%	146	33%	235	33%							
			3	Often	298	26%	114	29%	200	29%							
			4	Very Often	344	31%	86	20%	177	23%							
				Total	1,119	100%	411	100%	702	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
Item wording or description				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall		
Variable name ^c Values ^d Response options				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
e	Worked with other students on projects or assignments	CLproject	1	Never	49	4%	16	2%	17	2%	3.1	3.1	-.02	3.2	* -.08
			2	Sometimes	251	23%	136	25%	182	22%					
			3	Often	345	31%	132	32%	231	33%					
			4	Very Often	472	42%	126	41%	269	43%					
			Total		1,117	100%	410	100%	699	100%					
f	Gave a module/subject presentation	present	1	Never	350	32%	201	50%	311	47%	2.1	1.8	*** .35	1.8	*** .24
			2	Sometimes	449	40%	139	30%	234	31%					
			3	Often	210	19%	50	15%	91	15%					
			4	Very Often	110	10%	22	5%	65	8%					
			Total		1,119	100%	412	100%	701	100%					
2. During the current academic year, about how often have you done the following?															
a	Combined ideas from different modules/subjects when completing assignments	RIntegrate	1	Never	66	6%	29	8%	54	9%	2.8	2.5	*** .33	2.6	*** .30
			2	Sometimes	359	32%	165	43%	286	43%					
			3	Often	411	37%	144	35%	224	33%					
			4	Very Often	284	25%	73	14%	138	16%					
			Total		1,120	100%	411	100%	702	100%					
b	Connected your learning to societal problems or issues	RIsocietal	1	Never	127	11%	45	11%	104	13%	2.6	2.6	.02	2.5	** .11
			2	Sometimes	388	35%	146	37%	261	38%					
			3	Often	361	33%	129	31%	207	30%					
			4	Very Often	241	21%	90	21%	129	19%					
			Total		1,117	100%	410	100%	701	100%					
c	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	RIldiverse	1	Never	157	14%	68	20%	147	22%	2.6	2.4	*** .15	2.4	*** .22
			2	Sometimes	388	35%	149	36%	270	37%					
			3	Often	335	30%	115	26%	172	24%					
			4	Very Often	241	21%	77	18%	111	17%					
			Total		1,121	100%	409	100%	700	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
Variable name ^c	Values ^d	Response options														
d Examine the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	44	4%	19	3%	41	4%	2.9	2.9	-.01	2.9	.04		
		2	Sometimes	300	27%	121	29%	208	29%							
		3	Often	450	40%	156	38%	262	38%							
		4	Very Often	324	29%	113	30%	189	29%							
		Total		1,118	100%	409	100%	700	100%							
e Tried to better understand someone else's views by imagining how an issue looks from their point of view	Rlperspect	1	Never	26	2%	13	3%	18	3%	3.1	2.9	***	.21	2.9	***	.17
		2	Sometimes	249	22%	119	31%	196	30%							
		3	Often	468	42%	166	40%	278	40%							
		4	Very Often	376	34%	109	26%	206	28%							
		Total		1,119	100%	407	100%	698	100%							
f Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	13	1%	8	2%	10	2%	3.2	3.0	***	.25	3.0	***	.19
		2	Sometimes	191	17%	87	24%	144	23%							
		3	Often	472	42%	180	46%	299	45%							
		4	Very Often	442	39%	133	28%	243	31%							
		Total		1,118	100%	408	100%	696	100%							
g Connected ideas from your modules/subjects to your prior experiences and knowledge	Rlconnect	1	Never	19	2%	6	2%	11	2%	3.1	3.0	***	.15	3.0	***	.16
		2	Sometimes	217	19%	89	24%	167	25%							
		3	Often	469	42%	162	44%	280	43%							
		4	Very Often	414	37%	152	31%	242	31%							
		Total		1,119	100%	409	100%	700	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e		
Item wording or description	Variable name ^c	Values ^d	Response options							Mean	Mean		Mean	Effect size ^e		
3. During the current academic year, about how often have you done the following?																
a	Talked about your career plans with a lecturer	SScareer	1 Never	578	51%	273	67%	412	62%	1.7	1.5	***	.29	1.6	***	.16
			2 Sometimes	375	34%	93	23%	189	26%							
			3 Often	110	10%	31	6%	65	8%							
			4 Very Often	56	5%	15	4%	37	5%							
			Total	1,119	100%	412	100%	703	100%							
b	Worked with a lecturer on activities other than academic work (committees, projects, student groups, etc.)	SSotherwork	1 Never	670	60%	274	64%	428	61%	1.6	1.5	***	.15	1.6		.05
			2 Sometimes	276	24%	95	26%	168	26%							
			3 Often	123	11%	31	7%	69	9%							
			4 Very Often	50	5%	11	3%	36	4%							
			Total	1,119	100%	411	100%	701	100%							
c	Discussed module/subject topics, ideas, or concepts with a lecturer	SSdiscuss	1 Never	231	20%	144	32%	204	29%	2.3	2.1	***	.19	2.2	***	.13
			2 Sometimes	462	41%	152	37%	264	37%							
			3 Often	265	24%	67	18%	139	19%							
			4 Very Often	163	15%	45	14%	92	15%							
			Total	1,121	100%	408	100%	699	100%							
d	Discussed your academic performance with a lecturer	SSperform	1 Never	483	42%	218	51%	328	47%	1.9	1.7	***	.27	1.8	***	.17
			2 Sometimes	362	33%	125	34%	233	35%							
			3 Often	161	15%	43	9%	89	11%							
			4 Very Often	113	10%	25	6%	52	7%							
			Total	1,119	100%	411	100%	702	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
Item wording or description				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
Variable name ^c Values ^d Response options																	
4. During the current academic year, how much has your academic work emphasised the following?																	
a	Memorising module/subject material (facts, ideas, etc.)	memorize	1	Very little	28	3%	18	5%	28	5%	3.3	3.2	***	.12	3.2	***	.11
			2	Some	144	13%	76	16%	127	16%		△			△		
			3	Quite a bit	395	36%	156	33%	247	33%							
			4	Very much	550	49%	160	46%	297	46%							
			Total		1,117	100%	410	100%	699	100%							
b	Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	21	2%	13	3%	19	3%	3.4	3.2	***	.25	3.2	***	.25
			2	Some	126	12%	63	16%	116	17%		△			△		
			3	Quite a bit	340	31%	136	37%	236	37%							
			4	Very much	630	56%	195	43%	326	43%							
			Total		1,117	100%	407	100%	697	100%							
c	Identifying the different parts of an idea, experience, or argument in detail (analysing)	HOanalyze	1	Very little	34	3%	11	4%	23	4%	3.2	3.1	***	.14	3.1	***	.18
			2	Some	178	16%	83	18%	158	20%		△			△		
			3	Quite a bit	389	35%	162	41%	262	39%							
			4	Very much	510	46%	153	37%	256	36%							
			Total		1,111	100%	409	100%	699	100%							
d	Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	34	3%	9	3%	28	4%	3.2	3.2		.03	3.2	*	.08
			2	Some	173	16%	80	16%	151	18%					△		
			3	Quite a bit	397	36%	151	39%	233	36%							
			4	Very much	509	45%	164	42%	281	42%							
			Total		1,113	100%	404	100%	693	100%							
e	Forming a new idea or understanding by putting together various pieces of information	HOform	1	Very little	45	4%	19	4%	37	5%	3.3	3.1	***	.14	3.1	***	.14
			2	Some	163	15%	77	19%	133	20%		△			△		
			3	Quite a bit	374	34%	152	36%	238	34%							
			4	Very much	534	48%	161	41%	290	42%							
			Total		1,116	100%	409	100%	698	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e
Variable name ^c	Values ^d	Response options					Mean	Mean	Effect size ^e	Mean	Effect size ^e			
5. During the current academic year, to what extent have your lecturers done the following?														
a	Clearly explained module/subject outcomes and requirements	ETgoals	1	Very little	28	3%	12	5%	36	6%	3.4	3.2 *** .14	3.2 *** .15	
			2	Some	161	14%	62	14%	110	15%				
			3	Quite a bit	315	28%	139	34%	203	31%				
			4	Very much	615	55%	197	47%	349	49%				
			Total		1,119	100%	410	100%	698	100%				
b	Presented module/subject sessions in an organised way	ETorganize	1	Very little	47	4%	14	6%	37	6%	3.4	3.2 *** .13	3.2 *** .16	
			2	Some	143	13%	67	16%	111	16%				
			3	Quite a bit	292	26%	121	27%	209	28%				
			4	Very much	638	57%	200	51%	335	50%				
			Total		1,120	100%	402	100%	692	100%				
c	Used examples or illustrations to explain difficult points	ETexample	1	Very little	36	3%	10	3%	26	4%	3.4	3.4 .03	3.3 * .08	
			2	Some	149	13%	56	16%	110	16%				
			3	Quite a bit	275	24%	109	24%	178	24%				
			4	Very much	660	59%	233	57%	382	56%				
			Total		1,120	100%	408	100%	696	100%				
d	Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	62	6%	48	12%	82	12%	3.2	2.8 *** .34	2.8 *** .35	
			2	Some	186	17%	112	30%	183	29%				
			3	Quite a bit	319	29%	97	20%	184	23%				
			4	Very much	550	49%	148	38%	245	37%				
			Total		1,117	100%	405	100%	694	100%				
e	Provided detailed feedback shortly after you completed tests or assignments	ETfeedback	1	Very little	97	9%	50	12%	92	12%	3.1	2.8 *** .22	2.9 *** .20	
			2	Some	212	19%	120	26%	179	25%				
			3	Quite a bit	307	28%	104	28%	175	27%				
			4	Very much	500	44%	132	34%	249	36%				
			Total		1,116	100%	406	100%	695	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
f Explained in advance the criteria for successfully completing your assignments	etcriteria	1	Very little	61	5%	29	7%	51	7%	3.2	3.0	*** .23	3.0	*** .22
		2	Some	173	16%	94	24%	152	23%					
		3	Quite a bit	319	29%	119	29%	210	30%					
		4	Very much	561	50%	164	40%	281	40%					
		Total	1,114	100%	406	100%	694	100%						
g Reviewed and summarised key ideas or concepts	etreview	1	Very little	32	3%	18	4%	35	5%	3.3	3.1	*** .17	3.1	*** .19
		2	Some	168	15%	89	21%	157	22%					
		3	Quite a bit	364	33%	133	33%	214	32%					
		4	Very much	551	49%	167	42%	289	42%					
		Total	1,115	100%	407	100%	695	100%						
h Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	104	9%	52	11%	85	11%	2.9	2.8	*** .12	2.8	** .09
		2	Some	293	26%	133	31%	207	30%					
		3	Quite a bit	357	32%	133	29%	215	29%					
		4	Very much	362	32%	88	29%	187	30%					
		Total	1,116	100%	406	100%	694	100%						
i Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	29	3%	10	3%	41	5%	3.5	3.4	* .09	3.3	*** .20
		2	Some	115	11%	56	12%	114	15%					
		3	Quite a bit	231	21%	99	24%	172	25%					
		4	Very much	741	65%	244	60%	369	56%					
		Total	1,116	100%	409	100%	696	100%						

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SASSE Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
Item wording or description	Variable name ^c	Values ^d	Response options													
6. During the current academic year, about how often have you done the following?																
a Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	167	15%	78	15%	133	16%	2.6	2.5	**	.10	2.5	**	.11
		2	Sometimes	396	36%	167	40%	284	40%							
		3	Often	256	23%	94	25%	140	23%							
		4	Very Often	297	26%	72	20%	143	21%							
			Total	1,116	100%	411	100%	700	100%							
b Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	QRevaluate	1	Never	200	18%	113	22%	170	22%	2.4	2.3	***	.14	2.3	***	.13
		2	Sometimes	430	39%	153	39%	271	40%							
		3	Often	279	25%	94	25%	162	24%							
		4	Very Often	204	18%	49	14%	94	14%							
			Total	1,113	100%	409	100%	697	100%							
c Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made	QRevidence	1	Never	150	13%	82	18%	131	18%	2.6	2.4	***	.25	2.4	***	.21
		2	Sometimes	395	35%	151	41%	259	40%							
		3	Often	297	27%	114	26%	181	25%							
		4	Very Often	273	24%	63	15%	128	17%							
			Total	1,115	100%	410	100%	699	100%							
d Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	QRcomplex	1	Never	234	21%	105	24%	165	23%	2.4	2.3	**	.10	2.4		.06
		2	Sometimes	386	35%	158	36%	256	36%							
		3	Often	278	25%	89	22%	155	22%							
		4	Very Often	220	20%	58	18%	122	19%							
			Total	1,118	100%	410	100%	698	100%							
e Explained in writing the meaning of numerical or statistical data	QRmeaning	1	Never	266	23%	113	24%	184	24%	2.4	2.3	*	.09	2.3	*	.09
		2	Sometimes	389	35%	153	38%	266	39%							
		3	Often	240	22%	83	22%	139	21%							
		4	Very Often	218	20%	60	15%	108	16%							
			Total	1,113	100%	409	100%	697	100%							

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SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b								
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with								
Item wording or description				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e				
Variable name ^c Values ^d Response options																		
7. During the current academic year, about how often have you had discussions with people from the following groups?																		
a	People of races or ethnicities other than your own	DDrace	1	Never	95	8%	26	10%	77	12%	3.1	2.9	***	.20	2.8	***	.23	
			2	Sometimes	244	22%	114	29%	195	29%								△
			3	Often	279	25%	115	26%	178	25%								△
			4	Very often	501	45%	157	35%	252	35%								△
				Total	1,119	100%	412	100%	702	100%								
b	People from economic backgrounds other than your own	DDeconomic	1	Never	33	3%	16	5%	41	6%	3.3	3.0	***	.26	3.0	***	.28	
			2	Sometimes	187	17%	91	25%	168	26%								△
			3	Often	343	31%	132	32%	209	31%								△
			4	Very often	555	49%	173	38%	283	38%								△
				Total	1,118	100%	412	100%	701	100%								
c	People with religious beliefs other than your own	DDreligion	1	Never	61	5%	25	8%	47	8%	3.1	2.9	***	.26	2.9	***	.25	
			2	Sometimes	234	21%	100	28%	185	29%								△
			3	Often	318	29%	137	31%	212	30%								△
			4	Very often	503	45%	148	33%	253	34%								△
				Total	1,116	100%	410	100%	697	100%								
d	People with political views other than your own	DDpolitical	1	Never	69	6%	28	9%	55	9%	3.0	2.9	***	.15	2.9	***	.14	
			2	Sometimes	264	24%	106	28%	179	27%								△
			3	Often	329	30%	130	29%	211	29%								△
			4	Very often	450	40%	145	35%	250	35%								△
				Total	1,112	100%	409	100%	695	100%								
e	People with sexual orientations other than your own	ddsexorient	1	Never	82	7%	35	10%	86	12%	3.0	2.8	***	.19	2.7	***	.24	
			2	Sometimes	295	27%	118	35%	208	34%								△
			3	Often	309	27%	110	21%	181	22%								△
			4	Very often	429	38%	149	33%	225	31%								△
				Total	1,115	100%	412	100%	700	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		<i>Your first-year students compared with</i>						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
f People from countries other than your own	ddcountry	1	Never	400	35%	106	35%	195	34%	2.1	2.1	.05	2.1	.01		
		2	Sometimes	368	33%	154	36%	253	35%							
		3	Often	171	15%	69	15%	123	16%							
		4	Very often	178	16%	79	14%	127	14%							
		Total		1,117	100%	408	100%	698	100%							
8. During the current academic year, about how often have you done the following?																
a Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	LSreading	1	Never	15	1%	6	2%	14	2%	3.3	3.1	***	.26	3.1	***	.24
		2	Sometimes	151	13%	88	23%	141	22%							
		3	Often	383	35%	137	36%	231	35%							
		4	Very often	571	50%	181	39%	315	41%							
		Total		1,120	100%	412	100%	701	100%							
b Reviewed your notes	LSnotes	1	Never	5	0%	9	2%	12	2%	3.5	3.3	***	.19	3.4	***	.12
		2	Sometimes	111	10%	57	13%	83	12%							
		3	Often	321	29%	140	34%	206	31%							
		4	Very often	680	60%	205	51%	398	55%							
		Total		1,117	100%	411	100%	699	100%							
c Summarised what you learned in class or from module/subject materials	LSsummary	1	Never	22	2%	12	2%	18	2%	3.3	3.3	*	.09	3.3	.06	
		2	Sometimes	169	16%	82	16%	128	16%							
		3	Often	323	30%	143	36%	211	33%							
		4	Very often	596	53%	173	46%	341	49%							
		Total		1,110	100%	410	100%	698	100%							
d Changed your learning strategies to adapt to different modules/subjects	LSchange	1	Never	64	6%	24	6%	40	6%	3.1	3.0	**	.12	3.0	.06	
		2	Sometimes	249	23%	100	26%	146	24%							
		3	Often	311	28%	133	33%	223	33%							
		4	Very often	492	43%	153	35%	288	38%							
		Total		1,116	100%	410	100%	697	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e			
Item wording or description	Variable name ^c	Values ^d	Response options							Mean	Mean	Effect size ^e	Mean	Effect size ^e			
9. During the current academic year, to what extent have your modules/subjects challenged you to do your best work?																	
	challenge	1	Not at all	4	0%	6	2%	10	2%	3.4	3.3	**	.11	3.3	***	.13	
		2	Some	145	13%	42	13%	98	15%								
		3	Quite a bit	369	33%	142	36%	233	35%								
		4	Very much	596	53%	215	49%	350	48%								
		Total		1,114	100%	405	100%	691	100%								
10. Which of the following have you done, or do you plan to do before you graduate from your institution?																	
a	Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)	intern	1	Have not decided	110	10%	53	13%	78	12%	11%	20%	***	-.22	18%	***	-.17
			2	Do not plan to do	12	1%	5	2%	12	2%							
			3	Plan to do	827	74%	265	61%	471	63%							
			4	Done or in progress	119	11%	69	19%	102	17%							
			5	Not offered at my institution	47	4%	19	6%	37	6%							
			Total		1,115	100%	411	100%	700	100%							
b	Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	leader	1	Have not decided	241	21%	95	29%	169	28%	13%	11%		.07	12%		.06
			2	Do not plan to do	187	17%	61	18%	113	18%							
			3	Plan to do	517	46%	187	41%	307	41%							
			4	Done or in progress	152	13%	64	11%	97	11%							
			5	Not offered at my institution	16	1%	4	1%	14	1%							
			Total		1,113	100%	411	100%	700	100%							
c	Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects	learncom	1	Have not decided	238	21%	106	29%	175	28%	16%	8%	***	.27	11%	***	.16
			2	Do not plan to do	107	10%	63	16%	94	15%							
			3	Plan to do	575	51%	182	45%	301	44%							
			4	Done or in progress	171	16%	54	8%	101	11%							
			5	Not offered at my institution	22	2%	6	1%	26	3%							
			Total		1,113	100%	411	100%	697	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e
Item wording or description	Variable name ^c	Values ^d	Response options							Mean	Mean	Effect size ^e	Mean	Effect size ^e
d Develop an international perspective through campus initiatives and interacting with international students	abroad (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	297	26%	127	31%	199	30%	10%	7%	** .13	9%	.05
		2	Do not plan to do	92	9%	53	12%	76	11%					
		3	Plan to do	570	51%	179	45%	305	44%					
		4	Done or in progress	114	10%	41	7%	79	9%					
		5	Not offered at my institution	41	4%	11	5%	40	6%					
		Total		1,114	100%	411	100%	699	100%					
e Work with a lecturer or staff member on a research project	research (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	291	26%	129	31%	202	29%	10%	8%	.06	10%	.02
		2	Do not plan to do	75	6%	44	11%	72	11%					
		3	Plan to do	607	55%	190	48%	328	48%					
		4	Done or in progress	106	10%	41	8%	77	9%					
		5	Not offered at my institution	33	3%	5	2%	19	3%					
		Total		1,112	100%	409	100%	698	100%					
f Participate in a first-year experience, such as university orientation and transition/university 101 programs	Fyexperience (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	87	8%	41	12%	62	11%	58%	52%	*** .15	54%	** .11
		2	Do not plan to do	65	6%	22	5%	33	5%					
		3	Plan to do	289	27%	105	30%	184	29%					
		4	Done or in progress	654	58%	236	51%	408	53%					
		5	Not offered at my institution	17	2%	5	1%	10	1%					
		Total		1,112	100%	409	100%	697	100%					
g Participate in academic literacy or language development activities	acadlit (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	143	13%	77	17%	138	19%	36%	32%	** .10	30%	*** .15
		2	Do not plan to do	75	7%	37	7%	71	8%					
		3	Plan to do	472	43%	156	43%	273	42%					
		4	Done or in progress	397	36%	133	32%	200	29%					
		5	Not offered at my institution	16	1%	6	1%	12	2%					
		Total		1,103	100%	409	100%	694	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e		
Item wording or description	Variable name ^c	Values ^d	Response options													
h Work with other students on a group project or assignment	groupproject (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	31	3%	23	5%	29	4%	79%	75%	**	.11	76%	*	.09
		2	Do not plan to do	22	2%	8	2%	17	2%							
		3	Plan to do	165	15%	66	18%	110	17%							
		4	Done or in progress	884	79%	305	75%	532	76%							
		5	Not offered at my institution	10	1%	5	0%	8	0%							
		Total	1,112	100%	407	100%	696	100%								
i Consult with an academic advisor (staff member) to help you with planning of your studies and education	acadadvise (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	115	11%	88	22%	131	20%	41%	27%	***	.35	30%	***	.27
		2	Do not plan to do	41	4%	21	6%	48	7%							
		3	Plan to do	482	43%	180	44%	286	42%							
		4	Done or in progress	461	41%	117	26%	226	29%							
		5	Not offered at my institution	10	1%	4	2%	6	1%							
		Total	1,109	100%	410	100%	697	100%								
j Make use of peer learning support (e.g. tutors, mentors, facilitators)	usepeer (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	58	5%	26	11%	48	10%	67%	52%	***	.32	54%	***	.27
		2	Do not plan to do	29	3%	14	5%	21	5%							
		3	Plan to do	263	24%	101	32%	179	31%							
		4	Done or in progress	750	67%	262	52%	436	54%							
		5	Not offered at my institution	12	1%	3	0%	11	1%							
		Total	1,112	100%	406	100%	695	100%								
k Explain module/subject material to other students as a tutor or learning facilitator	exptutor (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	166	15%	84	28%	133	25%	27%	21%	***	.15	25%		.06
		2	Do not plan to do	90	8%	32	9%	62	9%							
		3	Plan to do	545	49%	186	41%	291	40%							
		4	Done or in progress	300	27%	102	21%	198	25%							
		5	Not offered at my institution	12	1%	4	1%	9	1%							
		Total	1,113	100%	408	100%	693	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
l Participate in mathematics or numeracy development activities	mathdevel (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	262	23%	103	25%	166	24%	17%	12%	*** .17	14%	** .11	
		2	Do not plan to do	290	26%	130	31%	200	29%						
		3	Plan to do	330	31%	112	30%	206	30%						
		4	Done or in progress	194	17%	56	12%	104	14%						
		5	Not offered at my institution	32	3%	9	2%	22	3%						
		Total		1,108	100%	410	100%	698	100%						
m Participate in an institutional program that develops entrepreneurial skills	entrepre (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	206	18%	108	29%	169	27%	14%	10%	** .14	11%	* .08	
		2	Do not plan to do	97	9%	46	9%	74	9%						
		3	Plan to do	628	57%	206	51%	349	51%						
		4	Done or in progress	151	14%	42	10%	83	11%						
		5	Not offered at my institution	27	2%	6	1%	19	2%						
		Total		1,109	100%	408	100%	694	100%						
n Participate in an institutional program that focuses on improving mental health	menthlth (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	168	15%	72	19%	110	17%	19%	11%	*** .27	13%	*** .18	
		2	Do not plan to do	80	7%	34	9%	52	9%						
		3	Plan to do	645	58%	237	60%	408	60%						
		4	Done or in progress	209	19%	59	11%	113	13%						
		5	Not offered at my institution	9	1%	7	1%	14	2%						
		Total		1,111	100%	409	100%	697	100%						
11. About how many of your modules/subjects have included a community-based/community-engagement project (service-learning)?															
	servcourse	1	None	384	34%	157	35%	256	35%	1.9	1.9	.05	1.9	.03	
		2	Some	495	45%	194	47%	319	46%						
		3	Most	183	16%	46	15%	97	16%						
		4	All	46	4%	11	3%	21	3%						
		Total		1,108	100%	408	100%	693	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e			
Variable name ^c	Values ^d	Response options					Mean	Mean	Effect size ^e	Mean	Effect size ^e						
12. Indicate the quality of your interactions with the following people at your institution.																	
a	Other students	Qlstudent	1	Poor	44	4%	25	8%	43	7%	3.1	3.0	***	.17	2.9	***	.18
			2	Fair	200	18%	85	19%	157	21%							
			3	Good	466	42%	163	42%	276	41%							
			4	Excellent	402	36%	134	31%	219	30%							
			-	Not applicable	3	0%	1	0%	2	0%							
				Total	1,115	100%	408	100%	697	100%							
b	Peer learning support (e.g. tutors, mentors, facilitators)	Qladvisor	1	Poor	52	5%	34	14%	62	13%	3.0	2.8	***	.26	2.8	***	.25
			2	Fair	239	21%	87	25%	163	26%							
			3	Good	436	39%	141	28%	237	29%							
			4	Excellent	372	33%	137	29%	222	29%							
			-	Not applicable	17	2%	9	4%	13	3%							
				Total	1,116	100%	408	100%	697	100%							
c	Lecturers and academic staff	Qlfaculty	1	Poor	117	10%	54	11%	88	11%	2.9	2.7	***	.16	2.7	***	.14
			2	Fair	261	23%	132	31%	205	29%							
			3	Good	377	34%	138	31%	238	32%							
			4	Excellent	352	32%	80	25%	161	26%							
			-	Not applicable	9	1%	5	2%	6	1%							
				Total	1,116	100%	409	100%	698	100%							
d	Student support services (e.g. counselling, health, housing, library, career, etc.)	Qlstaff	1	Poor	158	14%	57	11%	92	11%	2.8	2.7		.03	2.7		.04
			2	Fair	228	21%	112	29%	192	28%							
			3	Good	380	34%	117	26%	205	27%							
			4	Excellent	311	28%	99	27%	175	27%							
			-	Not applicable	40	4%	23	7%	32	6%							
				Total	1,117	100%	408	100%	696	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
e Other administrative services (e.g. registration, financial aid, etc.)	Qladmin	1	Poor	146	13%	76	16%	137	17%	2.6	2.5	*** .16	2.4	*** .17	
		2	Fair	359	32%	145	36%	237	35%						
		3	Good	338	31%	91	23%	172	24%						
		4	Excellent	243	22%	72	18%	119	17%						
		-	Not applicable	28	2%	23	8%	30	6%						
			Total	1,114	100%	407	100%	695	100%						
13. How much does your institution emphasise the following?															
a Spending significant amounts of time studying and on academic work	empstudy	1	Very little	13	1%	10	3%	24	4%	3.6	3.4	*** .21	3.4	*** .24	
		2	Some	67	6%	35	10%	69	11%						
		3	Quite a bit	295	27%	101	28%	188	29%						
		4	Very much	738	66%	258	58%	407	56%						
			Total	1,113	100%	404	100%	688	100%						
b Providing support to help students succeed academically	SEacademic	1	Very little	36	3%	19	5%	46	6%	3.4	3.2	*** .20	3.2	*** .23	
		2	Some	129	12%	67	19%	111	18%						
		3	Quite a bit	275	25%	113	24%	192	25%						
		4	Very much	668	60%	204	52%	340	51%						
			Total	1,108	100%	403	100%	689	100%						
c Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	SElearnsup	1	Very little	29	3%	12	3%	27	4%	3.5	3.5	* .09	3.4	*** .17	
		2	Some	89	8%	33	9%	83	11%						
		3	Quite a bit	235	22%	89	25%	167	26%						
		4	Very much	755	67%	269	62%	412	59%						
			Total	1,108	100%	403	100%	689	100%						
d Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	SEdiverse	1	Very little	94	8%	42	12%	77	12%	3.1	3.0	*** .15	3.0	*** .18	
		2	Some	180	16%	93	22%	152	21%						
		3	Quite a bit	310	28%	96	24%	188	26%						
		4	Very much	526	47%	168	43%	265	41%						
			Total	1,110	100%	399	100%	682	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
e Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	SEsocial	1	Very little	120	11%	54	15%	98	15%	3.1	2.9	*** .20	2.9	*** .21
		2	Some	190	17%	92	21%	150	21%					
		3	Quite a bit	269	25%	106	25%	185	26%					
		4	Very much	527	47%	150	38%	252	38%					
		Total		1,106	100%	402	100%	685	100%					
f Providing support for your overall well-being (recreation, health care, counselling, etc.)	SEwellness	1	Very little	73	7%	38	11%	63	11%	3.3	3.0	*** .24	3.0	*** .23
		2	Some	162	15%	79	20%	139	21%					
		3	Quite a bit	269	24%	109	25%	182	25%					
		4	Very much	607	54%	175	44%	298	44%					
		Total		1,111	100%	401	100%	682	100%					
g Helping you manage your non-academic responsibilities (family, work, etc.)	SEnonacad	1	Very little	247	22%	129	30%	185	28%	2.6	2.3	*** .22	2.4	*** .14
		2	Some	279	25%	122	30%	187	28%					
		3	Quite a bit	292	27%	75	19%	160	22%					
		4	Very much	290	26%	71	21%	147	23%					
		Total		1,108	100%	397	100%	679	100%					
h Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.)	SEactivities	1	Very little	109	10%	31	11%	52	10%	3.1	3.0	.05	3.1	.00
		2	Some	201	19%	81	22%	127	20%					
		3	Quite a bit	297	27%	105	24%	168	24%					
		4	Very much	498	45%	184	44%	340	46%					
		Total		1,105	100%	401	100%	687	100%					
i Attending events that address important economic, political, or societal issues either face-to-face or online	SEevents	1	Very little	160	15%	60	19%	99	18%	2.8	2.6	*** .19	2.7	*** .13
		2	Some	243	22%	105	28%	167	26%					
		3	Quite a bit	301	27%	111	24%	175	24%					
		4	Very much	402	36%	127	29%	243	32%					
		Total		1,106	100%	403	100%	684	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
Item wording or description				Count		Count		Count		UFS	Traditional Universities		SASSE Overall				
Variable name ^c Values ^d Response options				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
14. To what extent do you agree or disagree with the following statements?																	
a	I feel comfortable being myself at this institution.	SBcomfort	1	Strongly disagree	38	3%	22	6%	30	5%	3.3	3.2	*	.08	3.2	**	.09
			2	Disagree	90	8%	28	6%	54	7%		△			△		
			3	Agree	506	45%	212	49%	363	50%							
			4	Strongly agree	475	43%	141	39%	242	38%							
				Total	1,109	100%	403	100%	689	100%							
b	I feel valued by this institution.	SBvalued	1	Strongly disagree	28	3%	20	6%	29	5%	3.1	3.0	***	.16	3.0	***	.18
			2	Disagree	96	9%	46	8%	100	11%		△			△		
			3	Agree	681	62%	264	64%	424	62%							
			4	Strongly agree	303	27%	74	22%	134	22%							
				Total	1,108	100%	404	100%	687	100%							
c	I feel like a part of the community at this institution.	SBcomm	1	Strongly disagree	33	3%	17	5%	25	4%	3.1	3.0	*	.09	3.0	**	.10
			2	Disagree	141	13%	65	12%	113	14%		△			△		
			3	Agree	606	55%	222	56%	385	56%							
			4	Strongly agree	330	30%	100	27%	166	26%							
				Total	1,110	100%	404	100%	689	100%							
15. About how many hours do you spend in a typical 7-day week doing each of the following?																	
a	Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	tmprep	1	0 hrs	7	1%	5	1%	9	1%	4.2	3.8	***	.20	3.9	***	.16
			2	1-5 hrs	275	25%	112	27%	181	26%		△			△		
			3	6-10 hrs	220	20%	98	26%	157	25%							
			4	11-15 hrs	149	13%	63	16%	101	16%							
			5	16-20 hrs	164	15%	48	12%	92	13%							
			6	21-25 hrs	117	10%	32	7%	64	8%							
			7	26-30 hrs	91	8%	28	6%	45	6%							
			8	More than 30 hrs	94	8%	24	6%	48	6%							
				Total	1,117	100%	410	100%	697	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
b Attending timetabled academic activities (lectures, practicals, tutorials, etc.)	tmacaatt	1	0 hrs	8	1%	1	0%	4	1%	4.6	4.4	**	.10	4.4	***	.14
		2	1-5 hrs	145	13%	73	23%	133	22%							
		3	6-10 hrs	229	21%	88	18%	154	20%							
		4	11-15 hrs	188	17%	52	13%	102	15%							
		5	16-20 hrs	169	15%	57	14%	94	14%							
		6	21-25 hrs	145	13%	40	10%	66	10%							
		7	26-30 hrs	100	9%	43	9%	71	9%							
		8	More than 30 hrs	126	11%	54	12%	72	10%							
		Total		1,110	100%	408	100%	696	100%							
c Participating in online academic activities (online lectures, discussion forums, etc.)	tmonline	1	0 hrs	74	7%	75	8%	82	7%	3.1	3.1		.00	3.2		-.06
		2	1-5 hrs	507	46%	192	50%	302	47%							
		3	6-10 hrs	225	20%	53	15%	122	17%							
		4	11-15 hrs	105	9%	33	9%	65	10%							
		5	16-20 hrs	90	8%	13	5%	43	6%							
		6	21-25 hrs	46	4%	15	6%	31	6%							
		7	26-30 hrs	32	3%	13	5%	26	5%							
		8	More than 30 hrs	36	3%	10	3%	20	3%							
		Total		1,115	100%	404	100%	691	100%							
d Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	tmcocurr	1	0 hrs	354	32%	166	43%	269	41%	2.3	2.1	***	.15	2.2	**	.10
		2	1-5 hrs	437	39%	150	33%	253	33%							
		3	6-10 hrs	156	14%	45	12%	77	12%							
		4	11-15 hrs	54	5%	20	5%	34	5%							
		5	16-20 hrs	51	4%	11	2%	24	3%							
		6	21-25 hrs	27	2%	4	1%	14	2%							
		7	26-30 hrs	18	2%	8	3%	17	3%							
		8	More than 30 hrs	18	2%	4	1%	8	1%							
		Total		1,115	100%	408	100%	696	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
e Working for pay on campus (student assistant, tutor, etc.)	tmworkon	1	0 hrs	989	88%	367	88%	592	85%	1.3	1.3	.00	1.4	* -0.07
		2	1-5 hrs	44	4%	20	6%	41	6%					
		3	6-10 hrs	27	3%	4	1%	14	1%					
		4	11-15 hrs	14	1%	4	2%	9	2%					
		5	16-20 hrs	17	2%	4	1%	15	2%					
		6	21-25 hrs	9	1%	3	1%	9	1%					
		7	26-30 hrs	4	0%	3	1%	11	2%					
		8	More than 30 hrs	7	1%	2	1%	2	0%					
		Total		1,111	100%	407	100%	693	100%					
f Working for pay off campus (being a waiter, casual work in shops, etc.)	tmworkoff	1	0 hrs	955	85%	350	84%	572	82%	1.4	1.4	-0.01	1.5	* -0.07
		2	1-5 hrs	57	5%	21	7%	43	7%					
		3	6-10 hrs	38	4%	11	2%	24	3%					
		4	11-15 hrs	23	2%	9	2%	13	2%					
		5	16-20 hrs	14	1%	2	1%	11	2%					
		6	21-25 hrs	11	1%	1	0%	9	1%					
		7	26-30 hrs	6	1%	3	1%	10	1%					
		8	More than 30 hrs	10	1%	4	1%	5	1%					
		Total		1,114	100%	401	100%	687	100%					
Estimated number of hours working for pay	tmworkhrs (Continuous variable created by SASSE)									3.0	3.1	-0.01	3.8	* -0.08

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e
Item wording or description	Variable name ^c	Values ^d	Response options											
g Doing community service or volunteer work	tmsservice	1	0 hrs	733	65%	270	72%	462	71%	1.6	1.5	* .08	1.6	.02
		2	1-5 hrs	254	23%	93	17%	140	16%					
		3	6-10 hrs	62	6%	23	5%	43	6%					
		4	11-15 hrs	18	2%	5	2%	7	1%					
		5	16-20 hrs	21	2%	8	3%	16	3%					
		6	21-25 hrs	8	1%	2	1%	9	1%					
		7	26-30 hrs	8	1%	3	1%	9	1%					
		8	More than 30 hrs	8	1%	1	0%	4	0%					
		Total		1,112	100%	405	100%	690	100%					
h Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	1	0 hrs	32	3%	19	6%	33	5%	3.2	3.4	** -.11	3.3	-.06
		2	1-5 hrs	451	41%	156	33%	285	36%					
		3	6-10 hrs	299	27%	94	25%	158	24%					
		4	11-15 hrs	134	12%	59	13%	90	13%					
		5	16-20 hrs	84	7%	35	9%	57	9%					
		6	21-25 hrs	40	4%	15	5%	24	4%					
		7	26-30 hrs	29	3%	13	4%	24	4%					
		8	More than 30 hrs	43	4%	17	5%	23	4%					
		Total		1,112	100%	408	100%	694	100%					
i Providing care for dependents (children, siblings, parents, etc.)	tmcare	1	0 hrs	524	47%	211	49%	342	48%	2.2	2.0	* .09	2.1	.04
		2	1-5 hrs	306	28%	122	28%	196	28%					
		3	6-10 hrs	116	10%	41	12%	65	11%					
		4	11-15 hrs	63	6%	15	4%	32	4%					
		5	16-20 hrs	29	3%	5	1%	22	2%					
		6	21-25 hrs	28	3%	3	1%	12	2%					
		7	26-30 hrs	19	2%	7	2%	14	2%					
		8	More than 30 hrs	27	2%	5	2%	10	2%					
		Total		1,112	100%	409	100%	693	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e		
Item wording or description	Variable name ^c	Values ^d	Response options													
j Travelling to class/other places used to engage with academic work (driving, walking, etc.)	tmcommute	1	0 hrs	149	13%	50	16%	104	17%	2.6	2.7	-.04	2.7	-.05		
		2	1-5 hrs	579	52%	212	52%	340	50%							
		3	6-10 hrs	183	17%	63	13%	103	13%							
		4	11-15 hrs	79	7%	28	6%	51	7%							
		5	16-20 hrs	53	4%	15	4%	34	5%							
		6	21-25 hrs	21	2%	12	3%	21	3%							
		7	26-30 hrs	24	2%	10	2%	17	2%							
		8	More than 30 hrs	23	2%	16	4%	23	4%							
			Total	1,111	100%	406	100%	693	100%							
16. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																
a Writing clearly and effectively	pgwrite	1	Very little	28	3%	20	4%	47	6%	3.4	3.1	***	.32	3.1	***	.31
		2	Some	116	11%	85	21%	127	19%							
		3	Quite a bit	390	35%	147	37%	241	36%							
		4	Very much	578	52%	154	38%	275	39%							
			Total	1,112	100%	406	100%	690	100%							
b Speaking clearly and effectively	pgspeak	1	Very little	43	4%	38	9%	58	9%	3.2	3.0	***	.28	3.0	***	.24
		2	Some	151	14%	83	17%	133	18%							
		3	Quite a bit	413	37%	152	39%	249	38%							
		4	Very much	499	45%	130	34%	248	36%							
			Total	1,106	100%	403	100%	688	100%							
c Thinking critically and analytically	pgthink	1	Very little	9	1%	13	3%	22	3%	3.5	3.3	***	.20	3.3	***	.21
		2	Some	107	10%	49	11%	94	13%							
		3	Quite a bit	318	29%	136	36%	217	34%							
		4	Very much	671	61%	208	50%	357	50%							
			Total	1,105	100%	406	100%	690	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
d Analysing numerical and statistical information	pganalyze	1	Very little	107	10%	71	10%	102	10%	2.9	2.8	*** .15	2.8	*** .14
		2	Some	263	24%	105	30%	188	30%					
		3	Quite a bit	342	31%	119	32%	188	30%					
		4	Very much	397	36%	108	28%	207	30%					
		Total		1,109	100%	403	100%	685	100%					
e Using computing and information technology	pgcmpts	1	Very little	37	3%	32	4%	46	5%	3.5	3.2	*** .29	3.2	*** .30
		2	Some	93	8%	70	18%	117	18%					
		3	Quite a bit	301	27%	105	30%	198	31%					
		4	Very much	677	61%	197	47%	328	47%					
		Total		1,108	100%	404	100%	689	100%					
f Developing job- or work-related knowledge and skills	pgwork	1	Very little	82	7%	45	11%	81	12%	3.1	2.8	*** .26	2.8	*** .26
		2	Some	210	19%	118	25%	189	25%					
		3	Quite a bit	343	31%	128	32%	209	31%					
		4	Very much	474	43%	112	32%	208	32%					
		Total		1,109	100%	403	100%	687	100%					
g Working effectively with others	pgothers	1	Very little	33	3%	21	5%	34	5%	3.3	3.2	*** .16	3.2	*** .15
		2	Some	148	14%	83	18%	131	18%					
		3	Quite a bit	355	32%	136	33%	221	32%					
		4	Very much	573	51%	164	45%	302	46%					
		Total		1,109	100%	404	100%	688	100%					
h Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	46	4%	31	6%	51	7%	3.2	3.0	*** .17	3.0	*** .20
		2	Some	194	18%	91	19%	159	20%					
		3	Quite a bit	366	33%	148	40%	245	38%					
		4	Very much	504	45%	132	35%	229	35%					
		Total		1,110	100%	402	100%	684	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.)	pgdiverse	1	Very little	50	5%	20	3%	43	5%	3.4	3.3	.04	3.3	** .09
		2	Some	140	13%	58	15%	105	15%					
		3	Quite a bit	281	25%	110	29%	184	28%					
		4	Very much	638	57%	217	53%	357	52%					
		Total		1,109	100%	405	100%	689	100%					
j Solving complex real-world problems	pgprobsolve	1	Very little	72	7%	40	11%	70	11%	3.0	2.9	** .11	2.9	*** .12
		2	Some	236	21%	106	22%	173	22%					
		3	Quite a bit	391	35%	131	32%	220	32%					
		4	Very much	411	37%	126	35%	220	35%					
		Total		1,110	100%	403	100%	683	100%					
k Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.)	pgcitizen	1	Very little	59	5%	41	10%	70	10%	3.1	3.0	*** .13	3.0	*** .16
		2	Some	208	19%	75	20%	150	22%					
		3	Quite a bit	379	34%	120	30%	196	29%					
		4	Very much	467	42%	166	40%	267	39%					
		Total		1,113	100%	402	100%	683	100%					
l Developing entrepreneurial skills and mindset	pgentrepre	1	Very little	123	11%	86	20%	126	18%	2.9	2.6	*** .27	2.6	*** .24
		2	Some	273	25%	122	26%	206	27%					
		3	Quite a bit	324	29%	106	29%	179	28%					
		4	Very much	393	35%	89	25%	173	26%					
		Total		1,113	100%	403	100%	684	100%					
17. During the current academic year, how many of your modules provided tutorials?														
	tutprov	1	None	27	2%	15	8%	40	8%	2.8	2.7	* .08	2.7	*** .13
		2	Some	374	34%	91	39%	218	41%					
		3	Most	527	48%	95	29%	173	29%					
		4	All	169	16%	200	24%	250	22%					
		Total		1,097	100%	401	100%	681	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b								
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with								
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e				
Variable name ^c	Values ^d	Response options							Mean	Mean	Effect size ^e	Mean	Effect size ^e					
18. If #17 is not None: During the current academic year, how often do you attend tutorial sessions?																		
tutsession	1	Never	21	2%	12	7%	27	7%	3.1	2.9	***	.22	2.9	***	.25			
	2	Sometimes	250	24%	55	27%	141	29%								△		
	3	Often	347	33%	87	33%	167	33%								△		
	4	Very often	440	41%	228	33%	301	32%								△		
		Total	1,058	100%	382	100%	636	100%										
19. How would you evaluate your entire educational experience at this institution?																		
evalexp	1	Poor	18	2%	9	3%	21	4%	3.2	3.0	***	.18	3.0	***	.25			
	2	Fair	188	17%	81	19%	164	22%								△		
	3	Good	517	46%	219	51%	356	50%								△		
	4	Excellent	390	35%	97	27%	151	24%								△		
		Total	1,113	100%	406	100%	692	100%										
20. If you could start over again, would you go to the same institution you are now attending?																		
sameinst	1	Definitely not	39	3%	29	7%	67	8%	3.3	3.1	***	.19	3.0	***	.31			
	2	Probably not	132	12%	73	14%	150	17%								△		
	3	Probably yes	389	35%	161	38%	270	38%								▲		
	4	Definitely yes	553	50%	141	42%	206	36%								▲		
		Total	1,113	100%	404	100%	693	100%										
21. Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?																		
a	Parent/guardian's money	FSSparfam	1	Using	259	24%	135	30%	190	27%	24%	30%	***	-.14	27%	*	-.08	
		(Means indicate the percentage who responded "Using.")	2	Not using	804	73%	227	67%	443	70%								▽
			3	Not sure	36	3%	10	3%	22	3%								▽
				Total	1,099	100%	372	100%	655	100%								
b	My own money	FSSself	1	Using	145	14%	48	12%	91	13%	14%	12%	.05	13%	.02			
		(Means indicate the percentage who responded "Using.")	2	Not using	908	83%	303	86%	531	85%						▽		
			3	Not sure	38	4%	9	2%	17	2%						▽		
				Total	1,091	100%	360	100%	639	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
c Private sponsor/s (e.g. family contributors)	FSSsprison (Means indicate the percentage who responded "Using.")	1	Using	64	6%	27	11%	47	10%	6%	11%	*** -0.16	10%	*** -0.13
		2	Not using	995	91%	323	86%	573	87%					
		3	Not sure	29	3%	10	3%	19	3%					
		Total	1,088	100%	360	100%	639	100%	▽					
d Employer	FSSemployer (Means indicate the percentage who responded "Using.")	1	Using	16	1%	6	2%	10	2%	1%	2%	-0.01	2%	-0.01
		2	Not using	1,039	96%	343	96%	609	96%					
		3	Not sure	30	3%	8	2%	15	2%					
		Total	1,085	100%	357	100%	634	100%						
e Non-governmental bursary (e.g. institutional, merit, private company)	FSSnongov (Means indicate the percentage who responded "Using.")	1	Using	89	8%	29	11%	44	9%	8%	11%	* -0.08	9%	-0.04
		2	Not using	971	89%	327	89%	580	89%					
		3	Not sure	33	3%	3	1%	13	2%					
		Total	1,093	100%	359	100%	637	100%	▽					
f Governmental bursary (excluding NSFAS)	FSSgovbur (Means indicate the percentage who responded "Using.")	1	Using	125	11%	40	13%	85	14%	11%	13%	-0.05	14%	* -0.08
		2	Not using	946	86%	316	86%	546	85%					
		3	Not sure	24	2%	5	1%	8	1%					
		Total	1,095	100%	361	100%	639	100%						
g NSFAS	FSSnsfas (Means indicate the percentage who responded "Using.")	1	Using	873	79%	303	77%	544	79%	79%	77%	.03	79%	-0.01
		2	Not using	210	19%	94	21%	139	20%					
		3	Not sure	22	2%	4	1%	7	1%					
		Total	1,105	100%	401	100%	690	100%						
h Loan (including institutional, banks, or private companies)	FSSstudlo (Means indicate the percentage who responded "Using.")	1	Using	25	2%	18	7%	26	6%	2%	7%	*** -0.19	6%	*** -0.16
		2	Not using	1,032	95%	331	91%	594	92%					
		3	Not sure	32	3%	8	2%	15	2%					
		Total	1,089	100%	357	100%	635	100%	▽					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e			
22. In the past year, were there any times that you ran out of food and could not afford to buy more?																	
	FSSafford	1	Never	188	17%	134	29%	182	25%	2.2	2.0	***	.27	2.1	***	.20	
		2	Sometimes	523	47%	170	45%	302	46%								
		3	Most days	350	32%	87	22%	183	25%								
		4	Every day	49	5%	13	4%	23	4%								
		Total		1,110	100%	404	100%	690	100%								
23. Have you ever considered dropping out of university?																	
	FSSdropnot	1	Yes	373	34%	140	31%	238	32%	1.7	1.7	-	.05	1.7	-	.03	
		2	No	738	66%	267	69%	455	68%								
		Total		1,111	100%	407	100%	693	100%								
24. If #23 is Yes: I have considered dropping out of university because of the following reasons. (Mark all that apply.)																	
The cost of university tuition fees	FSSdroptuition (Means indicate the percentage who chose this option.)	1	True	100	28%	48	24%	69	24%	28%	24%	.	.08	24%	.	.10	
		0	False	273	72%	92	76%	169	76%								
		Total		373	100%	140	100%	238	100%								
The cost of academic materials (books, etc.)	FSSdropmat (Means indicate the percentage who chose this option.)	1	True	84	24%	33	14%	55	17%	24%	14%	***	.28	17%	**	.19	
		0	False	289	76%	107	86%	183	83%								
		Total		373	100%	140	100%	238	100%								
Living costs	FSSdropliving (Means indicate the percentage who chose this option.)	1	True	196	53%	60	40%	105	42%	53%	40%	***	.26	42%	***	.22	
		0	False	177	47%	80	60%	133	58%								
		Total		373	100%	140	100%	238	100%								
Travel/commuting costs	FSSdropttravel (Means indicate the percentage who chose this option.)	1	True	75	20%	23	11%	32	11%	20%	11%	***	.28	11%	***	.30	
		0	False	298	80%	117	89%	206	89%								
		Total		373	100%	140	100%	238	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a						Statistical Comparisons ^b								
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with								
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e				
Food insecurity (not having regular access to food)	FSSdropfood (Means indicate the percentage who chose this option.)	1	True	191	51%	35	32%	81	37%	51%	32%	***	.40	37%	***	.29		
		0	False	182	49%	105	68%	157	63%								▲	△
		Total		373	100%	140	100%	238	100%									
Poor living conditions	FSSdropcon (Means indicate the percentage who chose this option.)	1	True	45	12%	27	21%	50	22%	12%	21%	***	-.21	22%	***	-.23		
		0	False	328	88%	113	79%	188	78%								▽	▽
		Total		373	100%	140	100%	238	100%									
Safety concerns (off campus)	FSSdropoff (Means indicate the percentage who chose this option.)	1	True	84	22%	9	12%	30	15%	22%	12%	***	.29	15%	**	.19		
		0	False	289	78%	131	88%	208	85%								△	△
		Total		373	100%	140	100%	238	100%									
Safety concerns (on campus)	FSSdropon (Means indicate the percentage who chose this option.)	1	True	11	3%	7	3%	15	4%	3%	3%		.03	4%		-.06		
		0	False	362	97%	133	97%	223	96%									
		Total		373	100%	140	100%	238	100%									
Poor academic performance	FSSdropperf (Means indicate the percentage who chose this option.)	1	True	186	49%	71	53%	116	51%	49%	53%		-.07	51%		-.04		
		0	False	187	51%	69	47%	122	49%									
		Total		373	100%	140	100%	238	100%									
Feeling that I don't belong or fit in	FSSdropbelong (Means indicate the percentage who chose this option.)	1	True	199	54%	85	59%	130	55%	54%	59%		-.11	55%		-.03		
		0	False	174	46%	55	41%	108	45%									
		Total		373	100%	140	100%	238	100%									
Personal or family problems	FSSdropfam (Means indicate the percentage who chose this option.)	1	True	166	44%	79	51%	121	49%	44%	51%	*	-.14	49%		-.09		
		0	False	207	56%	61	49%	117	51%								▽	
		Total		373	100%	140	100%	238	100%									

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SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				Count	%	Count	%	Count	%	UFS	Traditional Universities	SASSE Overall	Mean	Effect size ^e	
Other reasons	FSSdropother (Means indicate the percentage who chose this option.)	1	True	48	12%	26	18%	35	16%	12%	18%	*	-.15	16%	-.09
		0	False	325	88%	114	82%	203	84%						
			Total	373	100%	140	100%	238	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b										
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with										
Item wording or description				Variable name ^c		Values ^d		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
1. Think about the current academic year. How often have you done each of the following?																				
a	Asked questions or contributed to module/subject discussions in other ways	askquest	1	Never	88	3%	37	4%	73	4%	2.8	2.7	***	.16	2.7	***	.12	△	△	
			2	Sometimes	968	35%	360	41%	721	40%										
			3	Often	996	36%	289	35%	645	35%										
			4	Very Often	712	26%	181	20%	453	21%										
			Total		2,764	100%	867	100%	1,892	100%										
b	Asked another student to help you understand module/subject material	CLaskhelp	1	Never	105	4%	48	6%	86	5%	2.9	2.8	***	.15	2.8	***	.13	△	△	
			2	Sometimes	836	30%	276	36%	629	36%										
			3	Often	914	33%	285	29%	601	30%										
			4	Very Often	909	32%	259	28%	578	29%										
			Total		2,764	100%	868	100%	1,894	100%										
c	Explained module/subject material to other students	CLexplain	1	Never	73	3%	26	4%	54	4%	2.8	3.0	***	-.14	2.9	***	-.12	▽	▽	
			2	Sometimes	1,003	36%	278	28%	635	30%										
			3	Often	978	35%	329	35%	683	35%										
			4	Very Often	706	26%	233	32%	520	31%										
			Total		2,760	100%	866	100%	1,892	100%										
d	Prepared for exams by discussing or working through module/subject material with other students	CLstudy	1	Never	263	10%	107	12%	197	11%	2.8	2.7	**	.07	2.8		.02	△		
			2	Sometimes	845	31%	313	32%	562	30%										
			3	Often	833	30%	224	28%	535	29%										
			4	Very Often	815	30%	221	28%	597	30%										
			Total		2,756	100%	865	100%	1,891	100%										

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
e	Worked with other students on projects or assignments	CLproject	1	Never	131	5%	39	5%	51	4%	3.1	3.1	.00	3.2	**	-.07	
			2	Sometimes	569	21%	235	20%	375	19%							
			3	Often	841	31%	276	33%	573	32%							
			4	Very Often	1,217	44%	313	42%	890	46%							
			Total		2,758	100%	863	100%	1,889	100%							
f	Gave a module/subject presentation	present	1	Never	639	23%	210	25%	400	24%	2.3	2.3	-.02	2.3	*	-.05	
			2	Sometimes	1,126	41%	372	37%	777	38%							
			3	Often	623	22%	170	21%	428	22%							
			4	Very Often	374	13%	114	16%	287	16%							
			Total		2,762	100%	866	100%	1,892	100%							
2. During the current academic year, about how often have you done the following?																	
a	Combined ideas from different modules/subjects when completing assignments	Rlntegrate	1	Never	149	5%	59	8%	143	8%	2.8	2.7	***	.13	2.7	***	.11
			2	Sometimes	927	34%	299	38%	635	37%							
			3	Often	948	34%	287	30%	618	31%							
			4	Very Often	736	27%	222	24%	497	25%							
			Total		2,760	100%	867	100%	1,893	100%							
b	Connected your learning to societal problems or issues	Rlsocietal	1	Never	215	8%	62	12%	227	13%	2.7	2.6	***	.09	2.6	***	.16
			2	Sometimes	966	35%	271	33%	721	36%							
			3	Often	931	34%	288	33%	538	31%							
			4	Very Often	644	23%	238	22%	395	20%							
			Total		2,756	100%	859	100%	1,881	100%							
c	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	Rldiverse	1	Never	262	10%	117	17%	374	19%	2.7	2.5	***	.21	2.4	***	.29
			2	Sometimes	927	34%	277	35%	705	36%							
			3	Often	897	33%	272	29%	499	27%							
			4	Very Often	673	24%	195	19%	308	17%							
			Total		2,759	100%	861	100%	1,886	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b								
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with								
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall				
												Mean	Effect size ^e	Mean	Effect size ^e			
d	Examined the strengths and weaknesses of your own views on a topic or issue	Rlowview	1	Never	101	4%	34	3%	98	4%	3.0	2.8	***	.13	2.8	***	.14	
			2	Sometimes	726	26%	263	36%	588	35%								△
			3	Often	1,135	41%	338	35%	713	36%								
			4	Very Often	797	29%	229	26%	490	26%								△
			Total		2,759	100%	864	100%	1,889	100%								
e	Tried to better understand someone else's views by imagining how an issue looks from their point of view	Rlperspect	1	Never	48	2%	27	3%	52	3%	3.1	3.0		.04	3.0		.04	
			2	Sometimes	636	23%	196	24%	439	24%								
			3	Often	1,141	42%	357	41%	770	41%								
			4	Very Often	933	34%	281	32%	621	33%								
			Total		2,758	100%	861	100%	1,882	100%								
f	Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	28	1%	12	2%	21	1%	3.2	3.1	***	.15	3.1	***	.14	
			2	Sometimes	467	17%	155	21%	380	21%								△
			3	Often	1,181	43%	373	46%	788	44%								
			4	Very Often	1,081	39%	319	32%	695	33%								△
			Total		2,757	100%	859	100%	1,884	100%								
g	Connected ideas from your modules/subjects to your prior experiences and knowledge	Rlconnect	1	Never	22	1%	14	2%	30	2%	3.2	3.2	*	-.06	3.2		-.02	
			2	Sometimes	565	21%	151	20%	398	21%								▽
			3	Often	1,120	41%	324	35%	741	37%								
			4	Very Often	1,052	38%	372	43%	719	41%								
			Total		2,759	100%	861	100%	1,888	100%								
3. During the current academic year, about how often have you done the following?																		
a	Talked about your career plans with a lecturer	SScareer	1	Never	1,279	46%	432	52%	891	50%	1.8	1.7	**	.06	1.8		.02	
			2	Sometimes	972	35%	289	30%	638	31%								△
			3	Often	322	12%	97	10%	218	11%								
			4	Very Often	190	7%	49	8%	146	8%								
			Total		2,763	100%	867	100%	1,893	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b											
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with											
Item wording or description				Variable name ^c		Values ^d		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
b	Worked with a lecturer on activities other than academic work (committees, projects, student groups, etc.)	SSotherwork	1	Never	1,509	54%	496	49%	990	48%	1.7	1.8	***	-0.12	1.8	***	-0.13				
			2	Sometimes	750	27%	212	29%	503	29%											▽
			3	Often	322	12%	101	13%	248	14%											
			4	Very Often	182	7%	55	9%	150	9%											▽
			Total		2,763	100%	864	100%	1,891	100%											
c	Discussed module/subject topics, ideas, or concepts with a lecturer	SSdiscuss	1	Never	557	20%	211	20%	395	20%	2.3	2.3		.01	2.4		-0.02				
			2	Sometimes	1,126	41%	369	41%	768	41%											
			3	Often	660	24%	181	23%	445	24%											
			4	Very Often	418	15%	103	15%	283	16%											
			Total		2,761	100%	864	100%	1,891	100%											
d	Discussed your academic performance with a lecturer	SSperform	1	Never	1,070	39%	347	39%	680	37%	2.0	2.0		.01	2.0		-0.03				
			2	Sometimes	957	35%	304	34%	672	35%											
			3	Often	451	17%	144	17%	335	17%											
			4	Very Often	283	10%	70	10%	204	11%											
			Total		2,761	100%	865	100%	1,891	100%											

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
4. During the current academic year, how much has your academic work emphasised the following?																	
a	Memorising module/subject material (facts, ideas, etc.)	memorize	1	Very little	55	2%	36	3%	66	3%	3.3	3.2	***	.20	3.2	***	.17
			2	Some	369	14%	158	20%	321	19%							
			3	Quite a bit	891	32%	313	33%	649	33%							
			4	Very much	1,445	52%	357	44%	852	45%							
			Total		2,760	100%	864	100%	1,888	100%							
b	Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	39	1%	11	2%	35	2%	3.4	3.3	***	.13	3.3	***	.14
			2	Some	302	11%	88	12%	264	13%							
			3	Quite a bit	821	30%	289	37%	594	35%							
			4	Very much	1,591	57%	473	49%	991	49%							
			Total		2,753	100%	861	100%	1,884	100%							
c	Identifying the different parts of an idea, experience, or argument in detail (analysing)	HOanalyze	1	Very little	59	2%	23	3%	75	4%	3.2	3.2	***	.09	3.1	***	.12
			2	Some	466	17%	140	18%	375	19%							
			3	Quite a bit	968	35%	299	37%	632	36%							
			4	Very much	1,256	45%	392	41%	793	41%							
			Total		2,749	100%	854	100%	1,875	100%							
d	Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	69	3%	27	4%	68	4%	3.2	3.2	***	.08	3.2	***	.09
			2	Some	462	17%	132	20%	341	20%							
			3	Quite a bit	940	34%	308	32%	647	32%							
			4	Very much	1,278	46%	390	44%	825	44%							
			Total		2,749	100%	857	100%	1,881	100%							
e	Forming a new idea or understanding by putting together various pieces of information	HOform	1	Very little	81	3%	36	2%	89	3%	3.3	3.2		.03	3.2	*	.05
			2	Some	447	16%	145	18%	335	18%							
			3	Quite a bit	889	32%	295	35%	602	34%							
			4	Very much	1,329	48%	387	45%	860	45%							
			Total		2,746	100%	863	100%	1,886	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b										
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with										
Item wording or description				Variable name ^c		Values ^d		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
5. During the current academic year, to what extent have your lecturers done the following?																				
a	Clearly explained module/subject outcomes and requirements			ETgoals	1	Very little	51	2%	9	2%	56	3%	3.4	3.3	***	.12	3.3	***	.15	
			2	Some	370	14%	151	19%	346	19%										
			3	Quite a bit	775	28%	295	28%	571	28%										
			4	Very much	1,558	56%	409	51%	916	51%										
			Total		2,754	100%	864	100%	1,889	100%										
b	Presented module/subject sessions in an organised way			ETorganize	1	Very little	108	4%	28	6%	89	6%	3.3	3.2	***	.17	3.2	***	.18	
			2	Some	362	13%	139	17%	327	17%										
			3	Quite a bit	749	27%	279	30%	568	29%										
			4	Very much	1,539	55%	414	47%	895	47%										
			Total		2,758	100%	860	100%	1,879	100%										
c	Used examples or illustrations to explain difficult points			ETexample	1	Very little	66	2%	26	4%	82	5%	3.4	3.2	***	.18	3.2	***	.18	
			2	Some	353	13%	123	17%	296	17%										
			3	Quite a bit	792	29%	281	30%	540	29%										
			4	Very much	1,545	56%	428	48%	959	49%										
			Total		2,756	100%	858	100%	1,877	100%										
d	Provided feedback on a draft or work in progress			ETdraftfb	1	Very little	173	6%	87	11%	190	11%	3.1	3.0	***	.16	3.0	***	.16	
			2	Some	551	20%	209	22%	435	22%										
			3	Quite a bit	736	27%	226	25%	497	25%										
			4	Very much	1,286	47%	336	42%	758	42%										
			Total		2,746	100%	858	100%	1,880	100%										
e	Provided detailed feedback shortly after you completed tests or assignments			ETfeedback	1	Very little	223	8%	104	11%	223	11%	3.1	2.9	***	.19	2.9	***	.17	
			2	Some	555	20%	232	23%	464	23%										
			3	Quite a bit	768	28%	244	32%	482	30%										
			4	Very much	1,206	44%	282	34%	715	36%										
			Total		2,752	100%	862	100%	1,884	100%										

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b									
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with									
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall					
												Mean	Effect size ^e	Mean	Effect size ^e				
f	Explained in advance the criteria for successfully completing your assignments	etcriteria	1	Very little	120	4%	59	10%	148	10%	3.2	3.0	***	.24	3.0	***	.23		
			2	Some	482	18%	176	20%	380	20%								△	△
			3	Quite a bit	781	28%	272	30%	557	29%									
			4	Very much	1,371	50%	350	40%	789	40%									
			Total		2,754	100%	857	100%	1,874	100%									
g	Reviewed and summarised key ideas or concepts	etreview	1	Very little	62	2%	34	4%	90	4%	3.3	3.2	***	.12	3.2	***	.13		
			2	Some	439	16%	165	19%	380	19%								△	△
			3	Quite a bit	901	33%	309	34%	578	32%									
			4	Very much	1,347	49%	350	44%	830	44%									
			Total		2,749	100%	858	100%	1,878	100%									
h	Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	219	8%	94	13%	207	12%	2.9	2.8	**	.07	2.8	**	.07		
			2	Some	716	26%	283	24%	545	24%								△	△
			3	Quite a bit	903	33%	267	30%	574	30%									
			4	Very much	916	33%	209	33%	551	33%									
			Total		2,754	100%	853	100%	1,877	100%									
i	Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	79	3%	38	5%	123	6%	3.4	3.3	***	.11	3.3	***	.18		
			2	Some	306	11%	115	14%	321	16%								△	△
			3	Quite a bit	655	24%	204	22%	461	23%									
			4	Very much	1,715	62%	504	59%	980	55%									
			Total		2,755	100%	861	100%	1,885	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b										
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with										
Item wording or description				Variable name ^c		Values ^d		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
6. During the current academic year, about how often have you done the following?																				
a	Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	440	16%	161	19%	308	18%	2.5	2.5	*	.05	2.5					
			2	Sometimes	1,043	38%	324	34%	701	35%										
			3	Often	642	23%	184	26%	432	25%										
			4	Very Often	633	23%	195	21%	449	22%										
			Total		2,758	100%	864	100%	1,890	100%										
b	Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	QRevaluate	1	Never	559	20%	200	22%	359	20%	2.4	2.4		-.01	2.4					
			2	Sometimes	1,039	38%	317	35%	707	36%										
			3	Often	674	25%	209	24%	497	25%										
			4	Very Often	478	17%	136	19%	324	19%										
			Total		2,750	100%	862	100%	1,887	100%										
c	Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made	QRevidence	1	Never	475	17%	168	22%	309	20%	2.5	2.4	***	.11	2.5	**				
			2	Sometimes	968	35%	299	33%	674	34%										
			3	Often	718	26%	213	26%	470	26%										
			4	Very Often	589	21%	186	19%	435	20%										
			Total		2,750	100%	866	100%	1,888	100%										
d	Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	QRcomplex	1	Never	650	23%	227	25%	384	22%	2.4	2.4		.02	2.4					
			2	Sometimes	942	34%	266	33%	637	33%										
			3	Often	645	24%	197	24%	458	25%										
			4	Very Often	514	19%	170	18%	405	20%										
			Total		2,751	100%	860	100%	1,884	100%										
e	Explained in writing the meaning of numerical or statistical data	QRmeaning	1	Never	690	25%	211	27%	402	25%	2.4	2.3		.02	2.4					
			2	Sometimes	929	34%	264	30%	631	32%										
			3	Often	589	22%	191	24%	426	24%										
			4	Very Often	536	20%	191	19%	416	20%										
			Total		2,744	100%	857	100%	1,875	100%										

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with					
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall	
												Mean	Effect size ^e	Mean	Effect size ^e
7. During the current academic year, about how often have you had discussions with people from the following groups?															
a	People of races or ethnicities other than your own	DDrace	1	Never	231	8%	47	9%	209	11%	2.9	2.9	* .06	2.8	*** .11
			2	Sometimes	752	27%	228	30%	545	30%					
			3	Often	747	27%	218	26%	449	25%					
			4	Very often	1,025	37%	370	35%	685	34%					
			Total		2,755	100%	863	100%	1,888	100%					
b	People from economic backgrounds other than your own	DDeconomic	1	Never	119	4%	30	5%	104	6%	3.2	3.0	*** .12	3.0	*** .15
			2	Sometimes	552	20%	158	23%	428	24%					
			3	Often	872	32%	255	34%	577	33%					
			4	Very often	1,211	44%	421	38%	779	37%					
			Total		2,754	100%	864	100%	1,888	100%					
c	People with religious beliefs other than your own	DDreligion	1	Never	170	6%	56	11%	130	10%	3.1	2.9	*** .20	2.9	*** .19
			2	Sometimes	653	24%	203	26%	479	26%					
			3	Often	767	28%	249	28%	562	29%					
			4	Very often	1,160	42%	354	35%	708	35%					
			Total		2,750	100%	862	100%	1,879	100%					
d	People with political views other than your own	DDpolitical	1	Never	149	5%	50	9%	138	9%	3.1	3.0	*** .11	2.9	*** .14
			2	Sometimes	642	23%	178	23%	496	25%					
			3	Often	813	30%	266	31%	545	30%					
			4	Very often	1,140	42%	368	37%	706	36%					
			Total		2,744	100%	862	100%	1,885	100%					
e	People with sexual orientations other than your own	ddsexorient	1	Never	216	8%	56	11%	191	12%	2.9	2.8	*** .12	2.8	*** .15
			2	Sometimes	780	28%	217	28%	572	30%					
			3	Often	751	27%	251	31%	500	29%					
			4	Very often	1,003	36%	333	30%	617	30%					
			Total		2,750	100%	857	100%	1,880	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
f	People from countries other than your own	ddcountry	1	Never	900	32%	142	36%	417	34%	2.2	2.1	.03	2.2	-.02		
			2	Sometimes	975	35%	297	32%	657	33%							
			3	Often	430	16%	181	16%	353	16%							
			4	Very often	448	16%	240	16%	455	18%							
			Total		2,753	100%	860	100%	1,882	100%							
8. During the current academic year, about how often have you done the following?																	
a	Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	LSreading	1	Never	41	1%	14	1%	39	1%	3.3	3.2	***	.09	3.2	***	.11
			2	Sometimes	446	16%	139	18%	363	19%							
			3	Often	917	33%	318	38%	652	37%							
			4	Very often	1,351	49%	392	43%	833	43%							
			Total		2,755	100%	863	100%	1,887	100%							
b	Reviewed your notes	LSnotes	1	Never	24	1%	11	1%	19	1%	3.5	3.5	.04	3.5	.04		
			2	Sometimes	266	10%	110	9%	222	9%							
			3	Often	726	27%	311	31%	578	30%							
			4	Very often	1,735	63%	427	59%	1,062	60%							
			Total		2,751	100%	859	100%	1,881	100%							
c	Summarised what you learned in class or from module/subject materials	LSsummary	1	Never	51	2%	21	2%	33	2%	3.3	3.4	-.03	3.4	-.03		
			2	Sometimes	401	15%	152	13%	293	13%							
			3	Often	823	30%	290	32%	575	31%							
			4	Very often	1,475	53%	394	53%	976	54%							
			Total		2,750	100%	857	100%	1,877	100%							
d	Changed your learning strategies to adapt to different modules/subjects	LSchange	1	Never	129	5%	48	4%	101	4%	3.1	3.1	*	-.06	3.1	-.04	
			2	Sometimes	642	23%	211	20%	446	21%							
			3	Often	832	30%	253	34%	541	33%							
			4	Very often	1,150	41%	346	42%	795	42%							
			Total		2,753	100%	858	100%	1,883	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
9. During the current academic year, to what extent have your modules/subjects challenged you to do your best work?																	
	challenge		1	Not at all	28	1%	7	1%	29	1%	3.4	3.4	-0.02	3.4	.01		
			2	Some	327	12%	87	14%	239	14%							
			3	Quite a bit	936	34%	280	29%	621	30%							
			4	Very much	1,445	53%	477	56%	984	54%							
			Total		2,736	100%	851	100%	1,873	100%							
10. Which of the following have you done, or do you plan to do before you graduate from your institution?																	
a	Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)	intern	1	Have not decided	233	9%	78	8%	131	8%	25%	34%	***	-0.16	31%	***	-0.09
		(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	65	2%	18	3%	33	3%							
			3	Plan to do	1,598	58%	447	49%	1,104	53%							
			4	Done or in progress	692	25%	263	32%	454	29%							
			5	Not offered at my institution	166	6%	51	7%	160	8%							
			Total		2,754	100%	857	100%	1,882	100%							
b	Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	leader	1	Have not decided	602	22%	132	20%	373	21%	22%	20%	.05	19%	**	.07	
		(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	560	20%	150	23%	410	23%							
			3	Plan to do	940	34%	254	34%	596	34%							
			4	Done or in progress	603	22%	314	20%	470	19%							
			5	Not offered at my institution	48	2%	9	2%	33	2%							
			Total		2,753	100%	859	100%	1,882	100%							
c	Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects	learncom	1	Have not decided	529	19%	156	21%	391	22%	23%	23%	.02	23%	.02		
		(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	337	12%	140	19%	289	18%							
			3	Plan to do	1,183	43%	285	34%	648	34%							
			4	Done or in progress	636	23%	253	22%	477	22%							
			5	Not offered at my institution	65	2%	24	3%	75	4%							
			Total		2,750	100%	858	100%	1,880	100%							

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
d	Develop an international perspective through campus initiatives and interacting with international students	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	680	24%	214	23%	452	23%	14%	15%	.00	15%	-.01	
			2	Do not plan to do	292	11%	103	16%	212	15%						
			3	Plan to do	1,264	46%	318	39%	754	40%						
			4	Done or in progress	395	14%	180	14%	336	14%						
			5	Not offered at my institution	113	4%	41	8%	125	8%						
			Total		2,744	100%	856	100%	1,879	100%						
e	Work with a lecturer or staff member on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	595	21%	204	25%	424	24%	15%	17%	-.04	18%	** -0.07	
			2	Do not plan to do	264	10%	97	9%	202	9%						
			3	Plan to do	1,358	50%	380	45%	796	44%						
			4	Done or in progress	397	15%	142	16%	340	17%						
			5	Not offered at my institution	125	5%	33	5%	117	5%						
			Total		2,739	100%	856	100%	1,879	100%						
f	Participate in a first-year experience, such as university orientation and transition/university 101 programs	Fyexperience <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	225	8%	79	9%	178	9%	55%	52%	*	.06	53%	.04
			2	Do not plan to do	238	9%	114	15%	202	13%						
			3	Plan to do	751	28%	154	24%	409	24%						
			4	Done or in progress	1,509	55%	502	52%	1,072	53%						
			5	Not offered at my institution	22	1%	10	1%	19	1%						
			Total		2,745	100%	859	100%	1,880	100%						
g	Participate in academic literacy or language development activities	acadlit <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	401	14%	144	17%	350	18%	35%	31%	***	.11	30%	*** .13
			2	Do not plan to do	233	9%	109	11%	219	11%						
			3	Plan to do	1,103	40%	299	40%	691	40%						
			4	Done or in progress	964	35%	286	30%	555	29%						
			5	Not offered at my institution	48	2%	17	1%	59	2%						
			Total		2,749	100%	855	100%	1,874	100%						

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b									
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with									
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall					
												Mean	Effect size ^e	Mean	Effect size ^e				
h	Work with other students on a group project or assignment	groupproject	1	Have not decided	63	2%	22	1%	43	1%	80%	81%	-.03	81%	-.03				
					2	Do not plan to do	98	4%	32	4%						55	4%		
					3	Plan to do	369	14%	89	13%						232	13%		
					4	Done or in progress	2,195	80%	703	81%						1,530	81%		
					5	Not offered at my institution	20	1%	7	1%						13	1%		
					Total		2,745	100%	853	100%						1,873	100%		
i	Consult with an academic advisor (staff member) to help you with planning of your studies and education	acadadvise	1	Have not decided	162	6%	116	13%	279	14%	57%	35%	***	.47	37%	***	.42		
					2	Do not plan to do	104	4%	59	11%								153	10%
					3	Plan to do	880	32%	284	40%								601	37%
					4	Done or in progress	1,585	57%	385	35%								817	37%
					5	Not offered at my institution	18	1%	9	1%								24	2%
					Total		2,749	100%	853	100%								1,874	100%
j	Make use of peer learning support (e.g. tutors, mentors, facilitators)	usepeer	1	Have not decided	140	5%	43	7%	127	7%	68%	60%	***	.18	60%	***	.18		
					2	Do not plan to do	118	4%	35	6%								95	6%
					3	Plan to do	591	22%	139	28%								400	27%
					4	Done or in progress	1,873	68%	632	59%								1,232	59%
					5	Not offered at my institution	24	1%	7	1%								25	1%
					Total		2,746	100%	856	100%								1,879	100%
k	Explain module/subject material to other students as a tutor or learning facilitator	exptutor	1	Have not decided	362	13%	107	13%	262	13%	32%	44%	***	-.23	43%	***	-.22		
					2	Do not plan to do	287	10%	72	10%								189	10%
					3	Plan to do	1,197	44%	282	34%								610	33%
					4	Done or in progress	866	32%	381	43%								786	43%
					5	Not offered at my institution	25	1%	6	1%								23	1%
					Total		2,737	100%	848	100%								1,870	100%

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
l	Participate in mathematics or numeracy development activities	mathdevel	1	Have not decided	579	21%	184	20%	413	21%	20%	18%	**	.08	20%	.02	
					821	30%	286	31%	510	29%							
					722	27%	202	29%	476	28%							
					547	20%	162	17%	406	19%							
					75	3%	22	2%	72	3%							
					Total	2,744	100%	856	100%	1,877							100%
m	Participate in an institutional program that develops entrepreneurial skills	entrepre	1	Have not decided	435	16%	183	18%	363	18%	20%	15%	***	.14	18%	**	.07
					289	10%	136	17%	215	15%							
					1,421	52%	387	48%	858	48%							
					548	20%	121	15%	360	17%							
					51	2%	23	2%	68	3%							
					Total	2,744	100%	850	100%	1,864							
n	Participate in an institutional program that focuses on improving mental health	menthlth	1	Have not decided	331	12%	148	16%	299	16%	26%	19%	***	.16	21%	***	.11
					227	8%	91	13%	169	12%							
					1,453	53%	378	49%	876	49%							
					703	26%	228	19%	495	21%							
					27	1%	10	3%	39	3%							
					Total	2,741	100%	855	100%	1,878							
11. About how many of your modules/subjects have included a community-based/community-engagement project (service-learning)?																	
		servcourse	1	None	704	25%	255	30%	558	30%	2.0	2.0	**	.07	2.0	*	.05
					1,362	50%	435	47%	900	46%							
					520	19%	129	18%	308	18%							
					148	6%	32	5%	102	6%							
					2,734	100%	851	100%	1,868	100%							
					Total	2,734	100%	851	100%	1,868							

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
12. Indicate the quality of your interactions with the following people at your institution.																	
a	Other students	Qlstudent	1	Poor	92	3%	10	1%	51	2%	3.2	3.2	.02	3.2	.03		
			2	Fair	417	15%	146	19%	304	18%							
			3	Good	994	36%	336	36%	743	37%							
			4	Excellent	1,233	45%	367	43%	775	42%							
			-	Not applicable	18	1%	2	0%	11	1%							
				Total	2,754	100%	861	100%	1,884	100%							
b	Peer learning support (e.g. tutors, mentors, facilitators)	Qladvisor	1	Poor	179	7%	37	7%	120	7%	3.0	3.0	-.01	3.0	.01		
			2	Fair	552	20%	163	17%	382	18%							
			3	Good	1,074	39%	343	39%	713	38%							
			4	Excellent	888	32%	299	31%	609	31%							
			-	Not applicable	56	2%	20	6%	61	5%							
				Total	2,749	100%	862	100%	1,885	100%							
c	Lecturers and academic staff	Qlfaculty	1	Poor	214	8%	84	7%	167	8%	2.9	2.9	.00	2.9	.00		
			2	Fair	613	22%	251	24%	477	23%							
			3	Good	1,031	37%	297	36%	659	36%							
			4	Excellent	870	32%	222	32%	556	33%							
			-	Not applicable	24	1%	7	1%	24	1%							
				Total	2,752	100%	861	100%	1,883	100%							
d	Student support services (e.g. counselling, health, housing, library, career, etc.)	Qlstaff	1	Poor	309	11%	107	11%	232	11%	2.9	2.8	**	.08	2.8	**	.07
			2	Fair	607	22%	231	27%	446	25%							
			3	Good	865	31%	270	29%	611	30%							
			4	Excellent	881	32%	213	29%	517	29%							
			-	Not applicable	90	3%	37	5%	74	4%							
				Total	2,752	100%	858	100%	1,880	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b										
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with										
Item wording or description				Variable name ^c		Values ^d		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
e	Other administrative services (e.g. registration, financial aid, etc.)	Qladmin	1	Poor	345	12%	129	14%	354	16%	2.7	2.7	-.01	2.6	*	.04				
			2	Fair	833	30%	270	26%	560	27%										
			3	Good	891	32%	245	31%	523	30%										
			4	Excellent	616	23%	187	24%	375	23%										
			-	Not applicable	61	2%	26	4%	69	4%										
				Total	2,746	100%	857	100%	1,881	100%										
13. How much does your institution emphasise the following?																				
a	Spending significant amounts of time studying and on academic work	empstudy	1	Very little	40	2%	15	3%	65	3%	3.6	3.5	.04	3.5	***	.11				
			2	Some	181	7%	44	6%	168	8%										
			3	Quite a bit	672	25%	231	24%	527	26%										
			4	Very much	1,847	67%	567	66%	1,113	63%										
				Total	2,740	100%	857	100%	1,873	100%										
b	Providing support to help students succeed academically	SEacademic	1	Very little	85	3%	33	4%	107	5%	3.4	3.3	***	.08	3.2	***	.14			
			2	Some	372	14%	159	15%	354	16%										
			3	Quite a bit	709	26%	265	28%	558	29%										
			4	Very much	1,567	57%	396	53%	849	51%										
				Total	2,733	100%	853	100%	1,868	100%										
c	Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	SElearnsup	1	Very little	76	3%	21	3%	90	4%	3.5	3.4	**	.07	3.4	***	.14			
			2	Some	285	11%	97	13%	278	15%										
			3	Quite a bit	561	21%	194	22%	446	22%										
			4	Very much	1,816	66%	539	62%	1,050	59%										
				Total	2,738	100%	851	100%	1,864	100%										

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
										UFS		Traditional Universities		SASSE Overall		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
d Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	SEdiverse	1	Very little	240	9%	94	7%	206	8%	3.1	3.1	-.01	3.1	.04		
		2	Some	471	17%	180	19%	408	20%							
		3	Quite a bit	760	28%	221	28%	494	28%							
		4	Very much	1,257	46%	357	45%	757	44%							
		Total	2,728	100%	852	100%	1,865	100%								
e Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	SEsocial	1	Very little	283	10%	86	7%	220	8%	3.1	3.1	.00	3.0	.05		
		2	Some	474	17%	178	20%	392	20%							
		3	Quite a bit	678	25%	246	32%	512	30%							
		4	Very much	1,297	47%	344	42%	743	41%							
		Total	2,732	100%	854	100%	1,867	100%								
f Providing support for your overall well-being (recreation, health care, counselling, etc.)	SEwellness	1	Very little	171	6%	71	8%	163	8%	3.3	3.1	***	.17	3.1	***	.18
		2	Some	396	15%	176	18%	392	19%							
		3	Quite a bit	711	26%	256	30%	507	29%							
		4	Very much	1,444	53%	350	44%	802	44%							
		Total	2,722	100%	853	100%	1,864	100%								
g Helping you manage your non-academic responsibilities (family, work, etc.)	SEnonacad	1	Very little	617	23%	326	29%	594	28%	2.6	2.4	***	.11	2.4	***	.11
		2	Some	692	25%	219	24%	460	24%							
		3	Quite a bit	673	25%	168	22%	429	23%							
		4	Very much	746	27%	143	25%	384	25%							
		Total	2,728	100%	856	100%	1,867	100%								
h Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.)	SEactivities	1	Very little	254	9%	64	9%	151	9%	3.1	3.1	.01	3.1	-.01		
		2	Some	511	19%	170	18%	332	18%							
		3	Quite a bit	712	26%	279	29%	541	28%							
		4	Very much	1,250	46%	343	44%	845	45%							
		Total	2,727	100%	856	100%	1,869	100%								

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b									
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with									
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall					
												Mean	Effect size ^e	Mean	Effect size ^e				
i	Attending events that address important economic, political, or societal issues either face-to-face or online	SEvents	1	Very little	322	12%	102	15%	230	14%	2.9	2.8	***	.10	2.8	***	.08		
			2	Some	627	23%	211	24%	445	24%								△	△
			3	Quite a bit	759	28%	275	27%	539	27%									
			4	Very much	1,026	37%	268	34%	653	35%									
			Total		2,734	100%	856	100%	1,867	100%									
14. To what extent do you agree or disagree with the following statements?																			
a	I feel comfortable being myself at this institution.	SBcomfort	1	Strongly disagree	75	3%	37	4%	79	4%	3.4	3.3	**	.07	3.3	***	.08		
			2	Disagree	160	6%	78	8%	139	7%								△	△
			3	Agree	1,198	44%	366	42%	856	44%									
			4	Strongly agree	1,300	48%	376	46%	799	45%									
			Total		2,733	100%	857	100%	1,873	100%									
b	I feel valued by this institution.	SBvalued	1	Strongly disagree	99	4%	49	3%	99	4%	3.1	3.1		.00	3.1		.04		
			2	Disagree	286	10%	157	13%	304	13%									
			3	Agree	1,565	57%	458	54%	1,038	55%									
			4	Strongly agree	778	29%	192	30%	426	29%									
			Total		2,728	100%	856	100%	1,867	100%									
c	I feel like a part of the community at this institution.	SBcomm	1	Strongly disagree	98	4%	42	5%	90	5%	3.1	3.1		.00	3.1		.03		
			2	Disagree	342	12%	122	11%	256	12%									
			3	Agree	1,412	52%	445	51%	1,016	52%									
			4	Strongly agree	875	32%	244	33%	505	32%									
			Total		2,727	100%	853	100%	1,867	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
15. About how many hours do you spend in a typical 7-day week doing each of the following?																
a	Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	tmprep	1	0 hrs	26	1%	12	2%	18	2%	4.2	4.2	.03	4.2	.03	
			2	1-5 hrs	635	23%	205	25%	463	25%						
			3	6-10 hrs	572	21%	176	17%	378	18%						
			4	11-15 hrs	380	14%	135	14%	280	14%						
			5	16-20 hrs	400	15%	121	16%	274	16%						
			6	21-25 hrs	305	11%	65	8%	162	8%						
			7	26-30 hrs	190	7%	63	10%	122	9%						
			8	More than 30 hrs	245	9%	82	8%	180	8%						
				Total	2,753	100%	859	100%	1,877	100%						
b	Attending timetabled academic activities (lectures, practicals, tutorials, etc.)	tmacaatt	1	0 hrs	20	1%	2	0%	11	0%	4.3	4.5	***	-.10	4.4	-.04
			2	1-5 hrs	464	17%	124	18%	376	20%						
			3	6-10 hrs	640	23%	172	19%	431	21%						
			4	11-15 hrs	482	18%	130	15%	284	15%						
			5	16-20 hrs	441	16%	139	16%	269	15%						
			6	21-25 hrs	299	11%	103	15%	190	13%						
			7	26-30 hrs	197	7%	85	9%	140	8%						
			8	More than 30 hrs	203	7%	100	8%	169	8%						
				Total	2,746	100%	855	100%	1,870	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description				Variable name ^c		Values ^d		Response options		UFS		Traditional Universities		SASSE Overall			
										Count	%	Count	%	Count	%	Mean	Mean
c	Participating in online academic activities (online lectures, discussion forums, etc.)	tmonline	1	0 hrs	182	7%	186	11%	215	9%	3.1	3.1	.03	3.1	-.03		
			2	1-5 hrs	1,280	47%	364	42%	755	41%							
			3	6-10 hrs	509	19%	129	20%	367	21%							
			4	11-15 hrs	267	10%	50	7%	184	9%							
			5	16-20 hrs	189	7%	52	9%	145	9%							
			6	21-25 hrs	112	4%	29	5%	85	5%							
			7	26-30 hrs	111	4%	23	3%	53	3%							
			8	More than 30 hrs	96	4%	21	3%	70	3%							
				Total	2,746	100%	854	100%	1,874	100%							
d	Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	tmcocurr	1	0 hrs	956	35%	313	45%	683	43%	2.4	2.1	***	.20	2.2	***	.14
			2	1-5 hrs	968	35%	328	28%	669	29%							
			3	6-10 hrs	324	12%	99	13%	231	13%							
			4	11-15 hrs	152	6%	40	6%	101	6%							
			5	16-20 hrs	135	5%	28	3%	75	4%							
			6	21-25 hrs	87	3%	16	2%	43	3%							
			7	26-30 hrs	67	2%	18	2%	37	2%							
			8	More than 30 hrs	60	2%	12	1%	36	1%							
				Total	2,749	100%	854	100%	1,875	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
e	Working for pay on campus (student assistant, tutor, etc.)	tmworkon	1	0 hrs	2,233	81%	617	63%	1,357	65%	1.6	2.1	***	-.30	2.0	***	-.26
			2	1-5 hrs	166	6%	85	9%	195	10%							
			3	6-10 hrs	101	4%	60	11%	116	9%							
			4	11-15 hrs	71	3%	25	4%	49	4%							
			5	16-20 hrs	56	2%	17	3%	45	3%							
			6	21-25 hrs	54	2%	21	6%	43	5%							
			7	26-30 hrs	35	1%	13	2%	33	2%							
			8	More than 30 hrs	30	1%	17	2%	37	2%							
				Total	2,746	100%	855	100%	1,875	100%							
f	Working for pay off campus (being a waiter, casual work in shops, etc.)	tmworkoff	1	0 hrs	2,160	78%	712	80%	1,432	77%	1.7	1.6		.04	1.7		.00
			2	1-5 hrs	185	7%	54	7%	167	8%							
			3	6-10 hrs	115	4%	27	4%	88	5%							
			4	11-15 hrs	74	3%	18	2%	54	2%							
			5	16-20 hrs	68	2%	18	3%	46	3%							
			6	21-25 hrs	64	2%	10	1%	30	1%							
			7	26-30 hrs	39	1%	11	3%	27	2%							
			8	More than 30 hrs	47	2%	5	1%	33	1%							
				Total	2,752	100%	855	100%	1,877	100%							
Estimated nr of hours working for pay		tmworkhrs	(Continuous variable created by SASSE)								5.3	7.2	***	-.16	7.2	***	-.15

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		<i>Your seniors compared with</i>					
<i>Item wording or description</i>				<i>Variable name ^c</i>		<i>Values ^d</i>		<i>Response options</i>		UFS		Traditional Universities		SASSE Overall	
				<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size ^e</i>	<i>Mean</i>	<i>Effect size ^e</i>	
g	Doing community service or volunteer work	tmservice	1	0 hrs	1,565	57%	431	63%	1,037	62%	1.9	1.8	.04	1.8	.02
			2	1-5 hrs	721	26%	291	23%	511	22%					
			3	6-10 hrs	178	7%	53	5%	119	6%					
			4	11-15 hrs	88	3%	23	2%	63	3%					
			5	16-20 hrs	85	3%	20	2%	55	2%					
			6	21-25 hrs	45	2%	6	1%	27	1%					
			7	26-30 hrs	36	1%	9	1%	23	1%					
			8	More than 30 hrs	30	1%	22	3%	37	3%					
				Total	2,748	100%	855	100%	1,872	100%					
h	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	1	0 hrs	98	4%	29	5%	75	5%	3.3	3.3	.02	3.3	.02
			2	1-5 hrs	1,062	38%	313	40%	727	40%					
			3	6-10 hrs	653	24%	208	19%	433	20%					
			4	11-15 hrs	374	14%	134	14%	267	14%					
			5	16-20 hrs	245	9%	77	12%	161	11%					
			6	21-25 hrs	108	4%	33	3%	81	4%					
			7	26-30 hrs	78	3%	22	3%	51	3%					
			8	More than 30 hrs	128	5%	40	4%	81	4%					
				Total	2,746	100%	856	100%	1,876	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall		
												Mean	Effect size ^e	Mean	Effect size ^e	
i	Providing care for dependents (children, siblings, parents, etc.)	tmcare	1	0 hrs	1,142	42%	460	45%	801	42%	2.5	2.4	*	.05	2.4	.01
			2	1-5 hrs	778	28%	217	26%	525	27%						
			3	6-10 hrs	256	9%	51	9%	190	10%						
			4	11-15 hrs	172	6%	35	6%	109	6%						
			5	16-20 hrs	119	4%	27	6%	68	5%						
			6	21-25 hrs	89	3%	19	2%	55	3%						
			7	26-30 hrs	69	2%	11	1%	40	1%						
			8	More than 30 hrs	123	4%	30	5%	80	5%						
			Total		2,748	100%	850	100%	1,868	100%						
j	Travelling to class/other places used to engage with academic work (driving, walking, etc.)	tmcommute	1	0 hrs	295	11%	104	14%	257	14%	2.8	2.9	*	-.06	2.8	-.04
			2	1-5 hrs	1,450	53%	432	48%	935	48%						
			3	6-10 hrs	415	15%	141	13%	287	14%						
			4	11-15 hrs	209	8%	67	9%	155	9%						
			5	16-20 hrs	143	5%	33	4%	75	4%						
			6	21-25 hrs	89	3%	18	2%	57	3%						
			7	26-30 hrs	64	2%	25	4%	47	4%						
			8	More than 30 hrs	81	3%	36	5%	65	4%						
			Total		2,746	100%	856	100%	1,878	100%						
16. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																
a	Writing clearly and effectively	pgwrite	1	Very little	61	2%	34	4%	90	4%	3.4	3.3	***	.14	3.3	***
			2	Some	258	9%	106	13%	244	13%						
			3	Quite a bit	866	32%	296	31%	613	31%						
			4	Very much	1,565	56%	422	52%	928	51%						
			Total		2,750	100%	858	100%	1,875	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
b	Speaking clearly and effectively	pgspeak	1	Very little	77	3%	52	4%	100	4%	3.3	3.3	***	.09	3.3	***	.10
			2	Some	306	11%	124	14%	276	14%							
			3	Quite a bit	950	35%	316	35%	651	35%							
			4	Very much	1,411	51%	366	48%	841	47%							
			Total		2,744	100%	858	100%	1,868	100%							
c	Thinking critically and analytically	pgthink	1	Very little	26	1%	14	2%	34	2%	3.5	3.5		.03	3.5	**	.06
			2	Some	210	8%	62	6%	169	7%							
			3	Quite a bit	728	27%	245	29%	539	29%							
			4	Very much	1,772	65%	537	63%	1,127	62%							
			Total		2,736	100%	858	100%	1,869	100%							
d	Analysing numerical and statistical information	pganalyze	1	Very little	279	10%	120	13%	195	11%	3.0	2.9		.03	3.0		-.01
			2	Some	590	21%	198	21%	395	21%							
			3	Quite a bit	872	32%	244	28%	579	29%							
			4	Very much	999	37%	291	39%	701	39%							
			Total		2,740	100%	853	100%	1,870	100%							
e	Using computing and information technology	pgcmpts	1	Very little	105	4%	68	6%	113	5%	3.4	3.4		.04	3.3		.04
			2	Some	302	11%	127	11%	267	12%							
			3	Quite a bit	776	28%	220	27%	469	26%							
			4	Very much	1,559	57%	444	57%	1,023	57%							
			Total		2,742	100%	859	100%	1,872	100%							
f	Developing job- or work-related knowledge and skills	pgwork	1	Very little	174	6%	74	8%	183	9%	3.2	3.1		.02	3.1	*	.05
			2	Some	440	16%	170	15%	355	16%							
			3	Quite a bit	878	32%	275	31%	574	31%							
			4	Very much	1,257	46%	337	46%	758	45%							
			Total		2,749	100%	856	100%	1,870	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b									
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with									
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall					
												Mean	Effect size ^e	Mean	Effect size ^e				
g	Working effectively with others	pgothers	1	Very little	66	2%	25	3%	58	3%	3.4	3.4	**	.07	3.4	**	.07		
			2	Some	301	11%	141	13%	281	13%								△	△
			3	Quite a bit	787	29%	275	28%	543	28%									
			4	Very much	1,594	58%	413	55%	981	55%									
			Total		2,748	100%	854	100%	1,863	100%									
h	Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	108	4%	49	5%	114	6%	3.2	3.2		.02	3.2	*	.06		
			2	Some	454	17%	142	14%	351	16%									
			3	Quite a bit	882	32%	306	36%	629	35%									
			4	Very much	1,300	47%	358	45%	777	44%									△
			Total		2,744	100%	855	100%	1,871	100%									
i	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.)	pgdiverse	1	Very little	104	4%	40	5%	98	5%	3.4	3.4		.00	3.3		.03		
			2	Some	351	13%	127	11%	284	12%									
			3	Quite a bit	728	27%	227	26%	480	26%									
			4	Very much	1,567	57%	463	57%	1,007	56%									
			Total		2,750	100%	857	100%	1,869	100%									
j	Solving complex real-world problems	pgprobsolve	1	Very little	135	5%	45	5%	128	6%	3.2	3.1	**	.07	3.1	***	.08		
			2	Some	487	18%	206	22%	408	21%								△	△
			3	Quite a bit	922	34%	286	31%	607	31%									
			4	Very much	1,203	44%	322	42%	726	42%									
			Total		2,747	100%	859	100%	1,869	100%									
k	Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.)	pgcitizen	1	Very little	137	5%	46	5%	120	6%	3.2	3.1	***	.09	3.1	***	.10		
			2	Some	452	16%	180	19%	390	19%								△	△
			3	Quite a bit	851	31%	280	34%	590	33%									
			4	Very much	1,299	47%	347	42%	767	42%									
			Total		2,739	100%	853	100%	1,867	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b										
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with										
Item wording or description				Variable name ^c		Values ^d		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
I Developing entrepreneurial skills and mindset	pgentrepre	1	Very little	275	10%	177	16%	288	15%	3.0	2.7	***	.26	2.8	***	.20	△	△		
		2	Some	591	22%	239	24%	465	23%											
		3	Quite a bit	823	30%	231	33%	518	32%											
		4	Very much	1,054	38%	209	26%	600	29%											
		Total		2,743	100%	856	100%	1,871	100%											
17. During the current academic year, how many of your modules provided tutorials?																				
	tutprov	1	None	206	8%	52	11%	182	12%	2.8	2.6	***	.26	2.6	***	.27	△	△		
		2	Some	780	29%	196	39%	607	40%											
		3	Most	1,024	38%	170	29%	434	29%											
		4	All	716	26%	437	20%	632	20%											
		Total		2,726	100%	855	100%	1,855	100%											
18. If #17 is not None: During the current academic year, how often do you attend tutorial sessions?																				
	tutsession	1	Never	74	3%	22	8%	70	7%	3.1	2.9	***	.22	2.9	***	.25	△	△		
		2	Sometimes	586	24%	106	26%	427	29%											
		3	Often	797	32%	151	35%	398	33%											
		4	Very often	1,022	41%	521	32%	762	31%											
		Total		2,479	100%	800	100%	1,657	100%											
19. How would you evaluate your entire educational experience at this institution?																				
	evalexp	1	Poor	27	1%	16	2%	55	2%	3.2	3.1		.04	3.1	***	.10	△			
		2	Fair	439	16%	176	20%	409	21%											
		3	Good	1,306	47%	430	41%	906	43%											
		4	Excellent	973	36%	238	37%	505	35%											
		Total		2,745	100%	860	100%	1,875	100%											

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
20. If you could start over again, would you go to the same institution you are now attending?																	
		sameinst	1	Definitely not	138	5%	65	6%	185	8%	3.3	3.3	-0.04	3.2	***	.09	
			2	Probably not	313	11%	138	10%	373	13%							
			3	Probably yes	986	36%	322	32%	696	33%							
			4	Definitely yes	1,307	48%	337	52%	626	46%							
			Total		2,744	100%	862	100%	1,880	100%							
21. Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?																	
a	Parent/guardian's money	FSSparfam <i>(Means indicate the percentage who responded "Using.")</i>	1	Using	593	22%	330	28%	539	26%	22%	28%	***	-0.12	26%	***	-0.09
			2	Not using	2,025	75%	428	70%	1,186	71%							
			3	Not sure	76	3%	20	2%	56	3%							
			Total		2,694	100%	778	100%	1,781	100%							
b	My own money	FSSself <i>(Means indicate the percentage who responded "Using.")</i>	1	Using	452	17%	192	21%	378	21%	17%	21%	***	-0.10	21%	***	-0.09
			2	Not using	2,144	79%	548	77%	1,326	77%							
			3	Not sure	97	4%	23	2%	60	3%							
			Total		2,693	100%	763	100%	1,764	100%							
c	Private sponsor/s (e.g. family contributors)	FSSprispon <i>(Means indicate the percentage who responded "Using.")</i>	1	Using	225	8%	90	11%	169	10%	8%	11%	***	-0.08	10%	**	-0.06
			2	Not using	2,357	88%	634	86%	1,509	86%							
			3	Not sure	100	4%	29	3%	71	4%							
			Total		2,682	100%	753	100%	1,749	100%							
d	Employer	FSSemployer <i>(Means indicate the percentage who responded "Using.")</i>	1	Using	62	2%	21	4%	50	4%	2%	4%	***	-0.08	4%	**	-0.07
			2	Not using	2,519	94%	702	94%	1,630	94%							
			3	Not sure	85	3%	18	2%	51	3%							
			Total		2,666	100%	741	100%	1,731	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
e	Non-governmental bursary (e.g. institutional, merit, private company)	FSSnongov (Means indicate the percentage who responded "Using.")	1	Using	150	6%	76	7%	140	7%	6%	7%	**	-.07	7%	**	-.06
			2	Not using	2,440	91%	653	90%	1,564	90%							
			3	Not sure	90	3%	18	3%	41	3%							
			Total		2,680	100%	747	100%	1,745	100%							
f	Governmental bursary (excluding NSFAS)	FSSgovbur (Means indicate the percentage who responded "Using.")	1	Using	320	12%	86	16%	265	16%	12%	16%	***	-.10	16%	***	-.12
			2	Not using	2,312	86%	657	82%	1,455	81%							
			3	Not sure	61	2%	14	2%	37	2%							
			Total		2,693	100%	757	100%	1,757	100%							
g	NSFAS	FSSnsfas (Means indicate the percentage who responded "Using.")	1	Using	2,167	79%	550	75%	1,366	76%	79%	75%	***	.11	76%	***	.08
			2	Not using	507	19%	260	24%	444	22%							
			3	Not sure	54	2%	14	2%	28	2%							
			Total		2,728	100%	824	100%	1,838	100%							
h	Loan (including institutional, banks, or private companies)	FSSstudlo (Means indicate the percentage who responded "Using.")	1	Using	106	4%	54	4%	84	4%	4%	4%		-.02	4%		-.01
			2	Not using	2,499	93%	683	92%	1,623	93%							
			3	Not sure	83	3%	20	3%	52	3%							
			Total		2,688	100%	757	100%	1,759	100%							
22. In the past year, were there any times that you ran out of food and could not afford to buy more?																	
		FSSafford	1	Never	310	11%	206	18%	303	16%	2.3	2.2	***	.15	2.3	***	.10
			2	Sometimes	1,341	49%	406	48%	878	47%							
			3	Most days	982	36%	216	29%	619	31%							
			4	Every day	115	4%	30	5%	76	5%							
			Total		2,748	100%	858	100%	1,876	100%							
23. Have you ever considered dropping out of university?																	
		FSSdropnot	1	Yes	1,207	44%	367	34%	786	35%	1.6	1.7	***	-.22	1.6	***	-.18
			2	No	1,542	56%	496	66%	1,096	65%							
			Total		2,749	100%	863	100%	1,882	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall		
												Mean	Effect size ^e	Mean	Effect size ^e	
24. If #23 is Yes: I have considered dropping out of university because of the following reasons. (Mark all that apply.)																
The cost of university tuition fees		FSSdroptuition (Means indicate the percentage who chose this option.)	1	True	393	33%	198	30%	302	29%	33%	30%	.06	29%	* .08	
			0	False	813	67%	168	70%	479	71%						
			Total		1,206	100%	366	100%	781	100%						△
The cost of academic materials (books, etc.)		FSSdropmat (Means indicate the percentage who chose this option.)	1	True	255	21%	90	22%	166	21%	21%	22%	-.01	21%	.00	
			0	False	951	79%	276	78%	615	79%						
			Total		1,206	100%	366	100%	781	100%						
Living costs		FSSdropliving (Means indicate the percentage who chose this option.)	1	True	685	57%	202	54%	414	53%	57%	54%	.07	53%	* .07	
			0	False	521	43%	164	46%	367	47%						
			Total		1,206	100%	366	100%	781	100%						△
Travel/commuting costs		FSSdropttravel (Means indicate the percentage who chose this option.)	1	True	234	19%	74	14%	143	15%	19%	14%	***	.14	15%	** .12
			0	False	972	81%	292	86%	638	85%						
			Total		1,206	100%	366	100%	781	100%						
Food insecurity (not having regular access to food)		FSSdropfood (Means indicate the percentage who chose this option.)	1	True	655	55%	134	46%	353	48%	55%	46%	***	.17	48%	*** .13
			0	False	551	45%	232	54%	428	52%						
			Total		1,206	100%	366	100%	781	100%						
Poor living conditions		FSSdropcon (Means indicate the percentage who chose this option.)	1	True	226	19%	68	14%	142	15%	19%	14%	***	.15	15%	** .10
			0	False	980	81%	298	86%	639	85%						
			Total		1,206	100%	366	100%	781	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
											Mean	Effect size ^e	Mean	Effect size ^e		
Safety concerns (off campus)	FSSdropoff (Means indicate the percentage who chose this option.)	1	True	336	28%	50	11%	97	11%	28%	11%	***	.56	11%	***	.54
		0	False	870	72%	316	89%	684	89%							
		Total		1,206	100%	366	100%	781	100%							
Safety concerns (on campus)	FSSdropon (Means indicate the percentage who chose this option.)	1	True	34	3%	15	2%	27	2%	3%	2%		.06	2%		.04
		0	False	1,172	97%	351	98%	754	98%							
		Total		1,206	100%	366	100%	781	100%							
Poor academic performance	FSSdropperf (Means indicate the percentage who chose this option.)	1	True	533	44%	191	44%	362	43%	44%	44%		.00	43%		.02
		0	False	673	56%	175	56%	419	57%							
		Total		1,206	100%	366	100%	781	100%							
Feeling that I don't belong or fit in	FSSdropbelong (Means indicate the percentage who chose this option.)	1	True	511	42%	182	54%	342	49%	42%	54%	***	-.23	49%	***	-.14
		0	False	695	58%	184	46%	439	51%							
		Total		1,206	100%	366	100%	781	100%							
Personal or family problems	FSSdropfam (Means indicate the percentage who chose this option.)	1	True	675	56%	216	49%	430	50%	56%	49%	***	.14	50%	***	.12
		0	False	531	44%	150	51%	351	50%							
		Total		1,206	100%	366	100%	781	100%							
Other reasons	FSSdropother (Means indicate the percentage who chose this option.)	1	True	120	10%	67	22%	120	19%	10%	22%	***	-.29	19%	***	-.24
		0	False	1,086	90%	299	78%	661	81%							
		Total		1,206	100%	366	100%	781	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 24 for key to triangle symbols. See the endnotes on the last page of this report.

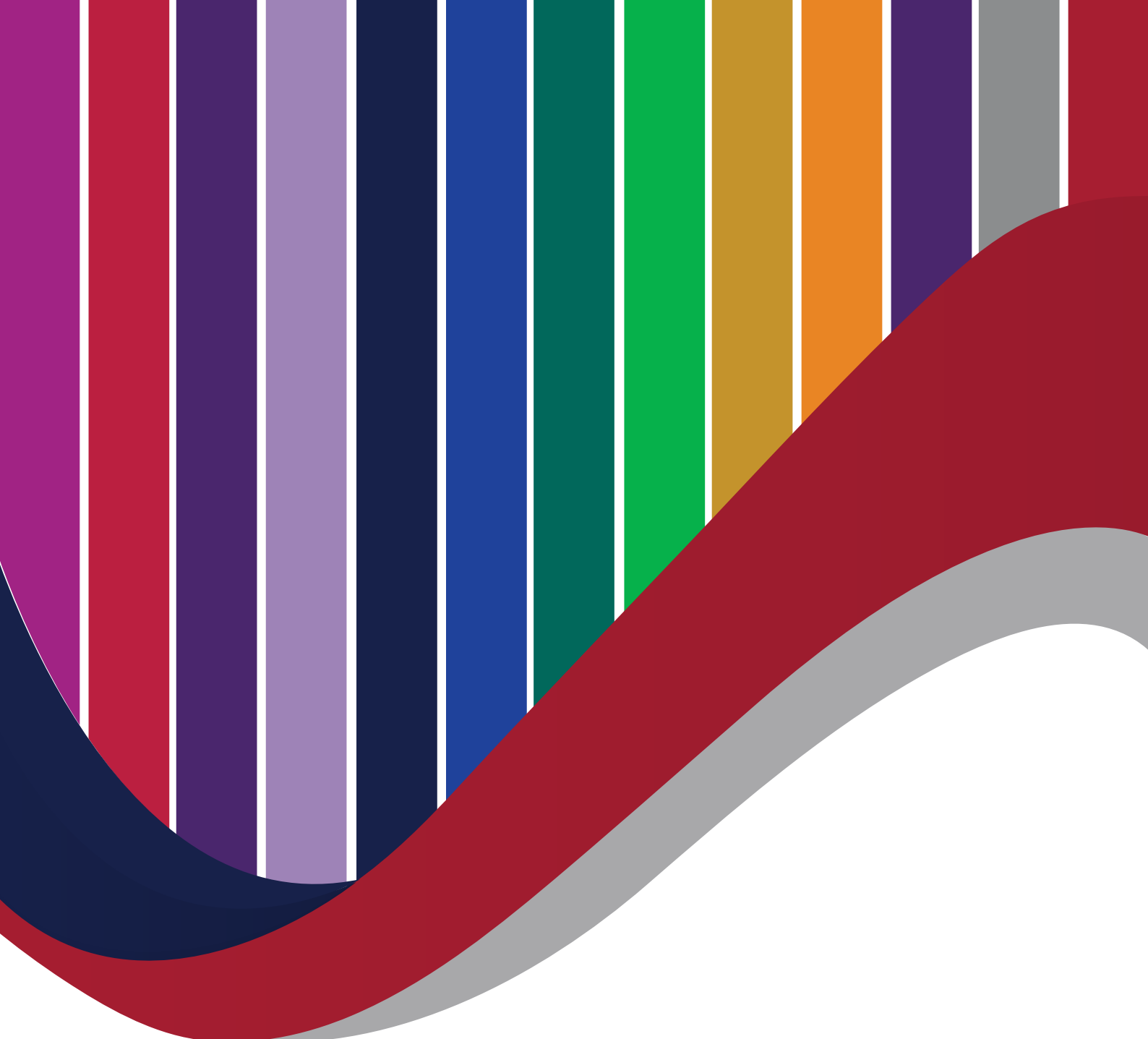


SASSE Frequencies and Statistical Comparisons

University of the Free State

Endnotes

- a. Column percentages are weighted by gender (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by gender (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very Often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SS = Student-Staff Interaction.
- d. These are the values used to calculate means. These values match the codes in the data file and codebook.
- e. Effect size for independent t -tests uses Cohen's d . See page 24 for more details.



Respondent Profile



SASSE Respondent Profile

About This Report

The *Respondent Profile* presents student-reported demographic information, allowing you to examine similarities and differences between your students and those at your comparison group institutions. The display below highlights important details in the report to keep in mind when interpreting your results.



SASSE Respondent Profile

SASSEville University

Item number	Item wording or description	Variable name	Response options	First-Year Students				Seniors			
				SASSEville		SASSE Overall		SASSEville		SASSE Overall	
				Count	%	Count	%	Count	%	Count	%
23	Thinking about this current academic term, are you registered as a full-time or part-time student?	fulltime	Full time Part time Total	212 9 221	96% 4% 100%	2600 100 2700	96% 4% 100%	210 540 750	28% 72% 100%	8300 200 8500	98% 2% 100%
24	How many years have you been registered as a student at this institution?	timereg	One Two Three or more Total	145 70 4 220	66% 32% 2% 100%	2700 0 0 2700	100% 0% 0% 100%	0 250 500 750	0% 33% 67% 100%	0 2500 6100 8600	0% 29% 71% 100%

1. **Class level**

2. **Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report*.

3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. **Response options:** Response options are worded as they appear on the instrument.

5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages are weighted by gender. Comparison group percentages are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages.



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
25 Thinking about this current academic term, how are you registered?	fulltime	Full time contact	1,068	95%	401	98%	682	98%	2,687	97%	835	93%	1,794	93%
		Full time distance	32	3%	4	1%	8	1%	39	1%	15	4%	46	4%
		Part time contact	19	2%	3	0%	6	0%	20	1%	8	0%	33	1%
		Part time distance	1	0%	2	1%	4	1%	12	0%	6	3%	15	2%
		Total	1,120	100%	410	100%	700	100%	2,758	100%	864	100%	1,888	100%
26 How many years have you been registered as a student at this institution?	timereg	One	1,122	100%	412	100%	703	100%	0	0%	0	0%	0	0%
		Two	0	0%	0	0%	0	0%	854	31%	250	25%	591	27%
		Three or more	0	0%	0	0%	0	0%	1,914	69%	618	75%	1,305	73%
		Total	1,122	100%	412	100%	703	100%	2,768	100%	868	100%	1,896	100%
27 Which of the following are you currently enrolled for at this institution?	currentenroll	Degree (B.A., B.Sc., etc.)	906	81%	354	83%	375	63%	2,272	82%	790	83%	848	63%
		B.Tech	7	1%	0	0%	2	0%	5	0%	0	0%	7	0%
		Diploma	0	0%	11	5%	264	28%	12	0%	13	6%	898	26%
		Advanced Diploma	3	0%	1	1%	6	1%	3	0%	1	0%	44	1%
		Extended Degree	98	9%	37	9%	37	6%	431	15%	59	10%	61	8%
		Extended Diploma	1	0%	1	1%	10	1%	6	0%	1	0%	27	1%
		Certificate of Higher Education Studies	98	9%	4	2%	4	1%	27	1%	3	1%	4	1%
		Not enrolled for Degree/Diploma purposes	8	1%	0	0%	0	0%	7	0%	0	0%	5	0%
		Total	1,121	100%	408	100%	698	100%	2,763	100%	867	100%	1,894	100%
28 Did you start your higher education at your current institution or elsewhere?	enter	Started here	999	90%	371	90%	615	89%	2,498	91%	783	88%	1,684	88%
		Started elsewhere	111	10%	39	10%	86	11%	252	9%	76	12%	199	12%
		Total	1,110	100%	410	100%	701	100%	2,750	100%	859	100%	1,883	100%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
29 [If #28 is answered "Started elsewhere"] Since finishing high school, which of the following type(s) of institution(s) have you attended other than the one you are attending now? (Mark all that apply.)	otherinst1	Another public higher education institution	61	60%	22	39%	48	47%	108	46%	43	40%	97	42%
	otherinst2	Another private higher education institution	6	5%	4	20%	12	19%	33	14%	13	17%	25	15%
	otherinst3	TVET college (technical or vocational college)	13	12%	7	30%	17	27%	58	24%	15	39%	47	37%
	otherinst4	Private training college	3	3%	2	12%	2	7%	16	7%	3	4%	11	5%
	otherinst6	Other	25	23%	7	19%	14	18%	43	18%	9	16%	28	16%
30 In which category do most of your grades marks up to now at this institution fall? (Mark only one.)	grades	0-39%	7	1%	7	2%	10	2%	14	1%	3	0%	12	1%
		40-49%	26	2%	12	2%	18	2%	40	1%	14	2%	37	2%
		50-59%	201	18%	110	26%	177	26%	471	17%	198	17%	414	18%
		60-69%	450	40%	153	38%	266	39%	1,250	45%	400	43%	853	43%
		70-79%	347	31%	107	25%	186	25%	834	30%	210	28%	476	28%
		80-89%	86	8%	19	6%	42	6%	143	5%	42	8%	97	8%
		90-100%	3	0%	3	1%	3	0%	10	0%	0	0%	4	0%
		Total	1,120	100%	411	100%	702	100%	2,762	100%	867	100%	1,893	100%
31 What is the highest level of education you ever expect to complete?	eduplan	Certificate	119	10%	41	9%	69	9%	298	11%	52	6%	158	7%
		Diploma	8	1%	3	1%	46	5%	23	1%	5	1%	175	5%
		Bachelor's degree (B.A., B.Sc., B.Tech., etc.)	181	17%	70	19%	115	18%	527	19%	147	24%	291	22%
		Honours degree	199	18%	71	16%	100	14%	522	19%	182	17%	326	16%
		Master's degree (M.A., M.Sc., M.Tech., etc.)	248	22%	114	29%	177	27%	648	23%	217	22%	414	21%
		Doctoral degree (Ph.D., M.D., D.Tech., etc.)	357	32%	111	26%	193	27%	732	26%	260	30%	518	29%
		Total	1,112	100%	410	100%	700	100%	2,750	100%	863	100%	1,882	100%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
On which campus do you attend your classes?	campus	Bloemfontein Campus	737	66%	-	-	-	-	2,100	76%	-	-	-	-
		Qwaqwa Campus	209	19%	-	-	-	-	553	20%	-	-	-	-
		South Campus	176	15%	-	-	-	-	115	4%	-	-	-	-
		Total	1,122	100%	-	-	-	-	2,768	100%	-	-	-	-
32 Please select the category that best represents your major field of study.	cesm	Business, Commerce, and Management Education	334	30%	85	24%	178	26%	725	27%	162	19%	487	22%
		Human and Social Sciences	221	20%	64	26%	72	19%	695	25%	104	27%	152	21%
		Science, Engineering, and Technology	298	27%	151	29%	207	26%	835	30%	364	34%	578	30%
		Total	246	23%	102	22%	236	29%	467	18%	226	20%	661	26%
		Total	1,099	100%	402	100%	693	100%	2,722	100%	856	100%	1,878	100%
33 Please select the faculty that you are registered in.	faculty	Economic and Management Sciences	281	25%	-	-	-	-	571	21%	-	-	-	-
		Education	207	18%	-	-	-	-	681	25%	-	-	-	-
		Health Sciences	39	4%	-	-	-	-	99	4%	-	-	-	-
		Law	88	8%	-	-	-	-	227	8%	-	-	-	-
		Natural and Agricultural Sciences	256	24%	-	-	-	-	446	17%	-	-	-	-
		The Humanities	217	19%	-	-	-	-	685	24%	-	-	-	-
		Theology and Religion	32	3%	-	-	-	-	56	2%	-	-	-	-
		Total	1,120	100%	-	-	-	-	2,765	100%	-	-	-	-
34 What is your gender identity?	gender	Male	327	37%	123	33%	248	38%	821	34%	242	33%	660	37%
		Female	780	62%	277	65%	442	61%	1,914	65%	602	65%	1,194	61%
		Another gender identity	4	0%	2	0%	2	0%	13	0%	7	1%	9	1%
		I prefer not to respond	6	1%	8	1%	9	1%	16	1%	13	1%	21	1%
		Total	1,117	100%	410	100%	701	100%	2,764	100%	864	100%	1,884	100%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
35 Indicate your year of birth.	age (Recorded from yearofbirth.)	18 years old	210	19%	54	11%	76	10%	65	2%	24	6%	37	5%
		19 years old	416	38%	160	37%	228	34%	241	9%	79	9%	189	9%
		20 years old	192	18%	94	25%	180	26%	514	19%	177	18%	398	19%
		21 years old	99	9%	38	11%	90	13%	549	20%	190	20%	403	20%
		22 years old	68	6%	19	6%	45	7%	414	15%	158	18%	299	17%
		23 years old	29	3%	12	4%	20	4%	295	11%	81	11%	184	11%
		24 years old	19	2%	7	1%	12	1%	223	8%	52	6%	114	6%
		25 years and older	58	6%	15	5%	26	5%	381	14%	91	13%	210	13%
		Total	1,091	100%	399	100%	677	100%	2,682	100%	852	100%	1,834	100%
36 Are you an international student?	internat	Yes	20	2%	23	8%	36	7%	45	2%	38	3%	75	3%
		No	1,097	98%	383	92%	661	93%	2,713	98%	824	97%	1,810	97%
		Total	1,117	100%	406	100%	697	100%	2,758	100%	862	100%	1,885	100%
37 Indicate your race.	race	African	1,047	94%	365	88%	654	91%	2,576	93%	763	90%	1,778	92%
		Coloured	36	3%	6	2%	6	1%	97	3%	38	2%	43	2%
		Indian	4	0%	3	0%	3	0%	9	0%	9	1%	10	1%
		Asian	0	0%	0	0%	0	0%	2	0%	2	0%	2	0%
		White	32	3%	28	9%	28	7%	71	3%	46	7%	47	5%
		Other	1	0%	6	1%	6	1%	7	0%	8	0%	9	0%
		Total	1,120	100%	408	100%	697	100%	2,762	100%	866	100%	1,889	100%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
38 What is your home language or mother tongue? (Mark all that apply.)	motherton1	Afrikaans	75	7%	35	11%	39	8%	198	7%	71	10%	83	8%
	motherton2	English	182	16%	95	18%	126	16%	392	14%	233	20%	329	17%
	motherton3	IsiNdebele	11	1%	9	3%	13	2%	41	1%	17	2%	45	2%
	motherton4	IsiXhosa	230	20%	143	17%	162	14%	480	17%	309	15%	392	13%
	motherton5	IsiZulu	332	29%	90	22%	138	20%	830	30%	194	23%	395	22%
	motherton6	North Sotho	86	8%	32	9%	83	12%	182	7%	57	7%	226	10%
	motherton7	Sesotho	350	31%	35	12%	97	15%	838	30%	81	16%	284	17%
	motherton8	Setswana	128	11%	64	25%	87	21%	323	12%	99	30%	191	25%
	motherton9	SiSwati	48	4%	10	2%	40	4%	143	5%	29	3%	120	5%
	motherton13	South African Sign Language	30	3%	10	3%	38	5%	56	2%	20	4%	90	5%
	motherton10	Tshivenda	1	0%	0	0%	1	0%	6	0%	1	0%	2	0%
	motherton11	Xitsonga	45	4%	23	9%	69	10%	114	4%	32	6%	214	9%
motherton12	Other	19	2%	18	4%	23	4%	50	2%	43	3%	81	3%	
39 Residential Status	resstatus	On-campus	425	38%	287	55%	467	57%	591	21%	427	41%	922	43%
	(Recoded from <i>livenow</i> .)	Off-campus	694	62%	124	45%	233	43%	2,168	79%	437	59%	968	57%
		Total	1,119	100%	411	100%	700	100%	2,759	100%	864	100%	1,890	100%
40 What types of modules/subjects have you taken at this institution this current academic year?	moduletype	Mostly face-to-face modules/subjects	937	84%	390	90%	558	81%	2,317	84%	812	87%	1,332	79%
		Mostly online modules/subjects	5	0%	2	1%	23	3%	35	1%	11	5%	126	6%
		Mostly hybrid modules/subjects (combining face-to-face and online)	146	13%	15	7%	83	11%	328	12%	20	4%	295	10%
		A balanced mix of the above module/subject types	31	3%	5	3%	38	5%	81	3%	20	4%	134	6%
		Total	1,119	100%	412	100%	702	100%	2,761	100%	863	100%	1,887	100%



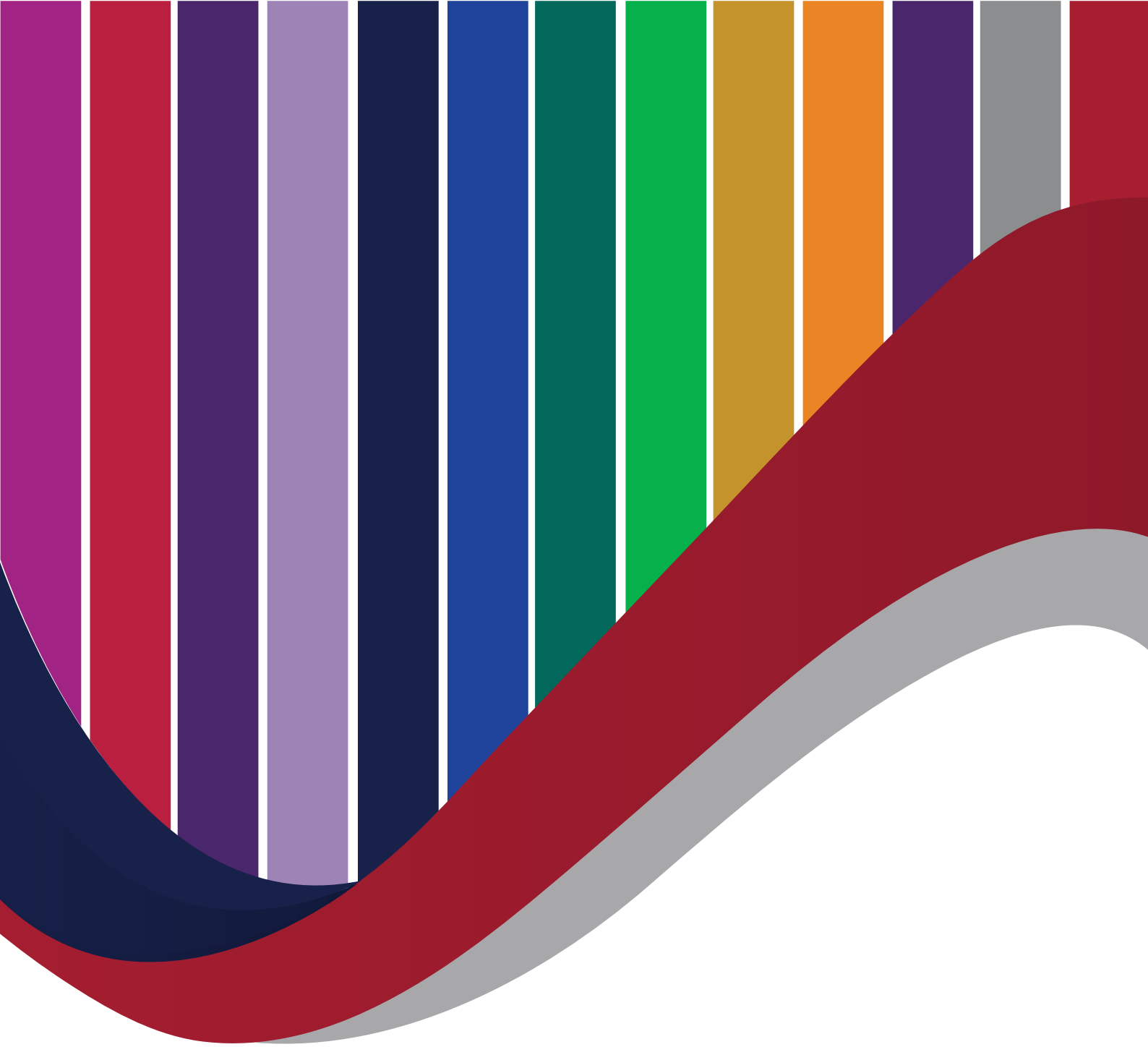
SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
41 Besides English, what other language(s) do you use when learning with peers or during tutorials, etc.? (Mark all that apply.)	stutlang1	Afrikaans	126	11%	52	19%	65	15%	366	13%	99	15%	129	12%
	stutlang2	IsiNdebele	13	1%	8	1%	25	3%	78	3%	27	6%	78	5%
	stutlang3	IsiXhosa	407	36%	181	25%	232	23%	1,021	37%	481	27%	706	26%
	stutlang4	IsiZulu	704	63%	202	47%	392	52%	1,724	63%	465	54%	1,141	57%
	stutlang5	North Sotho	108	10%	32	12%	90	14%	281	10%	71	13%	268	15%
	stutlang6	Sesotho	663	59%	99	32%	243	36%	1,799	65%	191	33%	764	39%
	stutlang7	Setswana	292	26%	130	51%	226	46%	758	28%	205	49%	517	44%
	stutlang8	SiSwati	102	9%	23	4%	71	8%	300	11%	77	7%	258	10%
	stutlang13	South African Sign Language	24	2%	0	0%	3	0%	74	3%	1	0%	10	0%
	stutlang9	Tshivenda	39	3%	10	3%	46	6%	100	4%	15	3%	176	6%
	stutlang10	Xitsonga	57	5%	20	7%	78	11%	153	6%	37	5%	337	11%
	stutlang11	None	100	9%	56	10%	74	9%	222	8%	129	10%	196	9%
stutlang12	Other	22	2%	20	4%	33	4%	67	2%	35	2%	74	2%	
42 Do you have a disability or condition that impacts your learning, working, or living activities?	disability	Yes	49	4%	33	6%	49	6%	131	5%	58	4%	104	4%
		No	1,010	90%	341	85%	598	86%	2,489	91%	753	90%	1,695	91%
		I prefer not to respond	57	5%	36	8%	53	8%	125	5%	52	6%	86	5%
		Total	0	0%	0	0%	0	0%	2,745	100%	863	100%	1,885	100%
43 [If #42 is answered "Yes"] Which of the following impacts your learning, working, or living activities? (Mark all that apply.)	dis_sense	A sensory impairment (vision or hearing)	25	51%	10	44%	20	48%	71	56%	16	45%	43	49%
	dis_mobility	A mobility impairment	0	0%	0	0%	1	2%	9	7%	1	10%	1	8%
	dis_learning	A learning disability	6	13%	3	9%	3	7%	17	13%	10	24%	13	20%
	dis_mental	A mental health disorder or developmental disability	10	20%	14	33%	15	27%	34	27%	33	32%	38	27%
	dis_other	A disability or impairment not listed above	14	30%	7	22%	11	23%	22	17%	7	12%	19	16%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Disability or impairment	disability_all	A sensory impairment	22	2%	8	2%	18	3%	54	2%	8	1%	33	1%
	<i>(Items dis_sense to dis_other recoded where each student is represented only once.)</i>	A mobility impairment	0	0%	0	0%	1	0%	6	0%	0	0%	0	0%
		A learning disability	3	0%	3	1%	3	0%	8	0%	7	1%	9	1%
		A mental health disorder	5	0%	12	2%	13	1%	17	1%	28	1%	32	1%
		A disability or impairment not listed	13	1%	7	1%	11	1%	19	1%	5	1%	15	1%
		More than one disability or impairment	6	1%	2	1%	2	0%	22	1%	9	1%	12	1%
		No disability or impairment	1,010	90%	341	85%	598	86%	2,489	91%	753	90%	1,695	91%
	Prefer not to respond	57	5%	36	8%	53	8%	125	5%	52	6%	86	5%	
Total	1,116	100%	409	100%	699	100%	2,740	100%	862	100%	1,882	100%		
44 First Generational status <i>(Neither parent have graduated from a university before you.)</i>	FGbac	Not first generation	211	19%	120	25%	171	23%	474	17%	256	19%	394	18%
	<i>(Recoded from fammembergradN through fammembergradO.)</i>	First generation	910	81%	287	75%	526	77%	2,286	83%	608	81%	1,496	82%
Total		1,121	100%	407	100%	697	100%	2,760	100%	864	100%	1,890	100%	



Qualitative Data



SASSE Qualitative Data

University of the Free State

This report displays a few comments your students provided in response to an open-ended question at the end of the SASSE survey. These comments were chosen at random in order to give you a sample of what you can expect from your students' responses and do not include any analyses. Please see the data file provided to your institution for the raw data of all the students' comments.

This sample of comments, as well as the raw data of students' comments, appear exactly as the students entered them and **may not be suitable for distribution without prior review**. Staff or students may be mentioned by names, and comments were not edited for grammar, offensive language, excessive length, or otherwise questionable content. For this reason, please use discretion when using, storing and disseminating this data.

Open-ended question wording:

What has been the most important factor contributing to your learning and development at this institution and explain why it is important?

Sample comments:

The advanced technology, I was able to gain improvement in my learning and studying methods due to the use of the advanced technology at the institution.

Learning to critically analyse academic content that relate to world issues.

Being able to engage to other peers without being judged and be able to get help without criticism

The support that I get from the administrative lady has been amazing, Julia Molete has really given support every time. She made a lot of things easier.

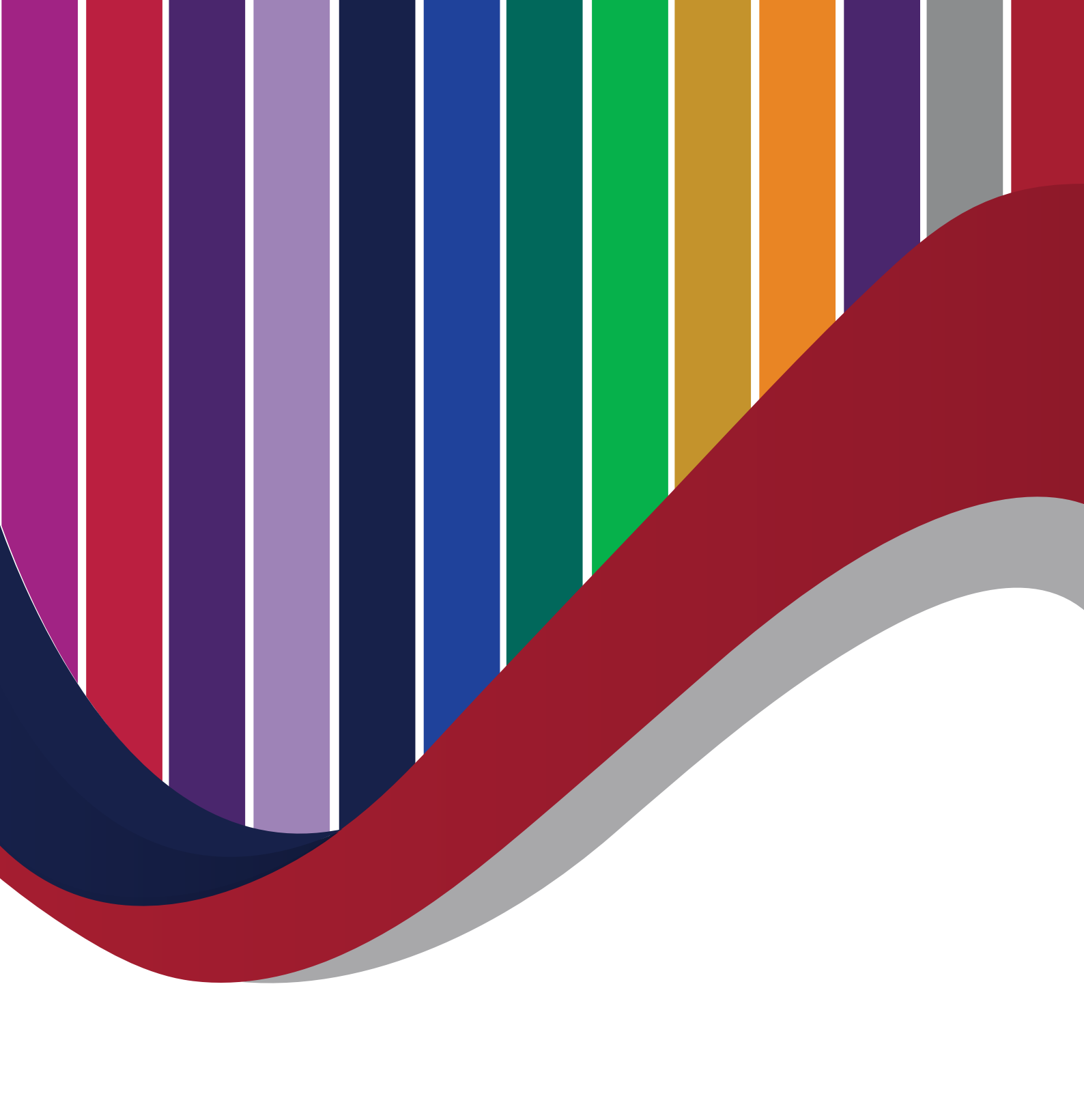
Creating connection with people from different backgrounds and also different provinces and countries. It has also developed m? intellectual capacity to be able to express myself and which is important for a person going to a working environment. Where I will be required to use proper language and respect

God. My relationship with God is the only thing that keeps me going.

My dream to become a lawyer.

**UFS total open-ended student
responses:**

3313



Topical Module:
Inclusivity and Decoloniality



SASSE Inclusiveness and Decoloniality

Frequencies and Statistical Comparisons

University of the Free State

The questions explore students' perceptions of institutional values regarding diversity and decolonial teaching practices.

First-Year Students				Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		*SASSE Overall ^c		Your first-year students compared with		
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	UFS	*SASSE Overall ^c	
								Mean	Mean	Effect size ^e
1. How much does your institution emphasise the following?										
a Demonstrating a commitment to inclusivity	commit	1	No emphasis	28	2%			3.6		
		2	Some	110	10%					
		3	Quite a bit	267	24%					
		4	Very much	614	55%					
		5	I don't know	99	9%					
		Total		1,118	100%					
b Providing students with the knowledge and skills needed for success in a multicultural world	multicul	1	No emphasis	15	1%			3.6		
		2	Some	87	8%					
		3	Quite a bit	239	22%					
		4	Very much	718	64%					
		5	I don't know	57	5%					
		Total		1,116	100%					
c Creating an overall sense of community among students	studcomm	1	No emphasis	30	3%			3.5		
		2	Some	114	10%					
		3	Quite a bit	265	24%					
		4	Very much	668	59%					
		5	I don't know	42	4%					
		Total		1,119	100%					

*Due to only your institution administering this topical module in 2024, no comparisons were done.



SASSE Inclusiveness and Decoloniality

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		*SASSE Overall ^c		Your first-year students compared with		
				Count	%	Count	%	Mean	Mean	Effect size ^e
d Ensuring that you are not stigmatised because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	stigma	1	No emphasis	34	3%			3.6		
		2	Some	104	9%					
		3	Quite a bit	215	19%					
		4	Very much	697	62%					
		5	I don't know	69	6%					
		Total		1,119	100%					
e Providing information about anti-discrimination and harassment policies	harass	1	No emphasis	48	4%			3.5		
		2	Some	130	12%					
		3	Quite a bit	245	22%					
		4	Very much	588	53%					
		5	I don't know	106	9%					
		Total		1,117	100%					
f Taking allegations of discrimination or harassment seriously	allegatn	1	No emphasis	42	4%			3.7		
		2	Some	95	9%					
		3	Quite a bit	176	16%					
		4	Very much	582	52%					
		5	I don't know	221	19%					
		Total		1,116	100%					
g Helping students develop the skills to confront discrimination and harassment	confront	1	No emphasis	60	5%			3.6		
		2	Some	125	11%					
		3	Quite a bit	234	21%					
		4	Very much	509	45%					
		5	I don't know	190	17%					
		Total		1,118	100%					

*Due to only your institution administering this topical module in 2024, no comparisons were done.



SASSE Inclusiveness and Decoloniality

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		*SASSE Overall ^c		Your first-year students compared with		
				Count	%	Count	%	Mean	Mean	Effect size ^e
2. To what extent do you agree or disagree with the following statements?										
a My module/subject work includes a variety of countries' theories and concepts (e.g., African, western, Asian etc.).	afritheo	1	Strongly disagree	34	3%	3.1				
		2	Disagree	146	13%					
		3	Agree	662	59%					
		4	Strongly agree	276	25%					
		Total		1,118	100%					
b My module/subject work is relevant to challenges in the Southern African context.	sachal	1	Strongly disagree	23	2%	3.2				
		2	Disagree	68	6%					
		3	Agree	656	59%					
		4	Strongly agree	367	33%					
		Total		1,114	100%					
c Conversations in classrooms/online sessions allow different perspectives to be heard.	diffpers	1	Strongly disagree	24	2%	3.4				
		2	Disagree	30	3%					
		3	Agree	492	45%					
		4	Strongly agree	567	51%					
		Total		1,113	100%					

*Due to only your institution administering this topical module in 2024, no comparisons were done.



SASSE Inclusiveness and Decoloniality

Frequencies and Statistical Comparisons

University of the Free State

Seniors

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		*SASSE Overall ^c		Your seniors compared with		
				Count	%	Count	%	Mean	Mean	Effect size ^e
1. How much does your institution emphasise the following?										
a Demonstrating a commitment to inclusivity	commit	1	No emphasis	67	2%			3.5		
		2	Some	299	11%					
		3	Quite a bit	649	23%					
		4	Very much	1,549	56%					
		5	I don't know	189	7%					
		Total		2,753	100%					
b Providing students with the knowledge and skills needed for success in a multicultural world	multicul	1	No emphasis	68	2%			3.5		
		2	Some	306	11%					
		3	Quite a bit	625	23%					
		4	Very much	1,639	60%					
		5	I don't know	119	4%					
		Total		2,757	100%					
c Creating an overall sense of community among students	studcomm	1	No emphasis	78	3%			3.5		
		2	Some	322	12%					
		3	Quite a bit	692	25%					
		4	Very much	1,569	57%					
		5	I don't know	90	3%					
		Total		2,751	100%					

*Due to only your institution administering this topical module in 2024, no comparisons were done.



SASSE Inclusiveness and Decoloniality

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		*SASSE Overall ^c		UFS	*SASSE Overall ^c	
Item wording or description				Count	%	Count	%	Mean	Mean	Effect size ^e
Variable name				Values ^d		Response options		Your seniors compared with		
d	Ensuring that you are not stigmatised because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	stigma	1	No emphasis	121	4%			3.5	
			2	Some	310	11%				
			3	Quite a bit	568	21%				
			4	Very much	1,603	58%				
			5	I don't know	153	6%				
			Total		2,755	100%				
e	Providing information about anti-discrimination and harassment policies	harass	1	No emphasis	146	5%			3.4	
			2	Some	367	13%				
			3	Quite a bit	611	22%				
			4	Very much	1,439	52%				
			5	I don't know	192	7%				
			Total		2,755	100%				
f	Taking allegations of discrimination or harassment seriously	allegatn	1	No emphasis	164	6%			3.5	
			2	Some	309	11%				
			3	Quite a bit	482	17%				
			4	Very much	1,455	53%				
			5	I don't know	344	12%				
			Total		2,754	100%				
g	Helping students develop the skills to confront discrimination and harassment	confront	1	No emphasis	194	7%			3.4	
			2	Some	351	13%				
			3	Quite a bit	582	21%				
			4	Very much	1,279	47%				
			5	I don't know	340	12%				
			Total		2,746	100%				

*Due to only your institution administering this topical module in 2024, no comparisons were done.



SASSE Inclusiveness and Decoloniality

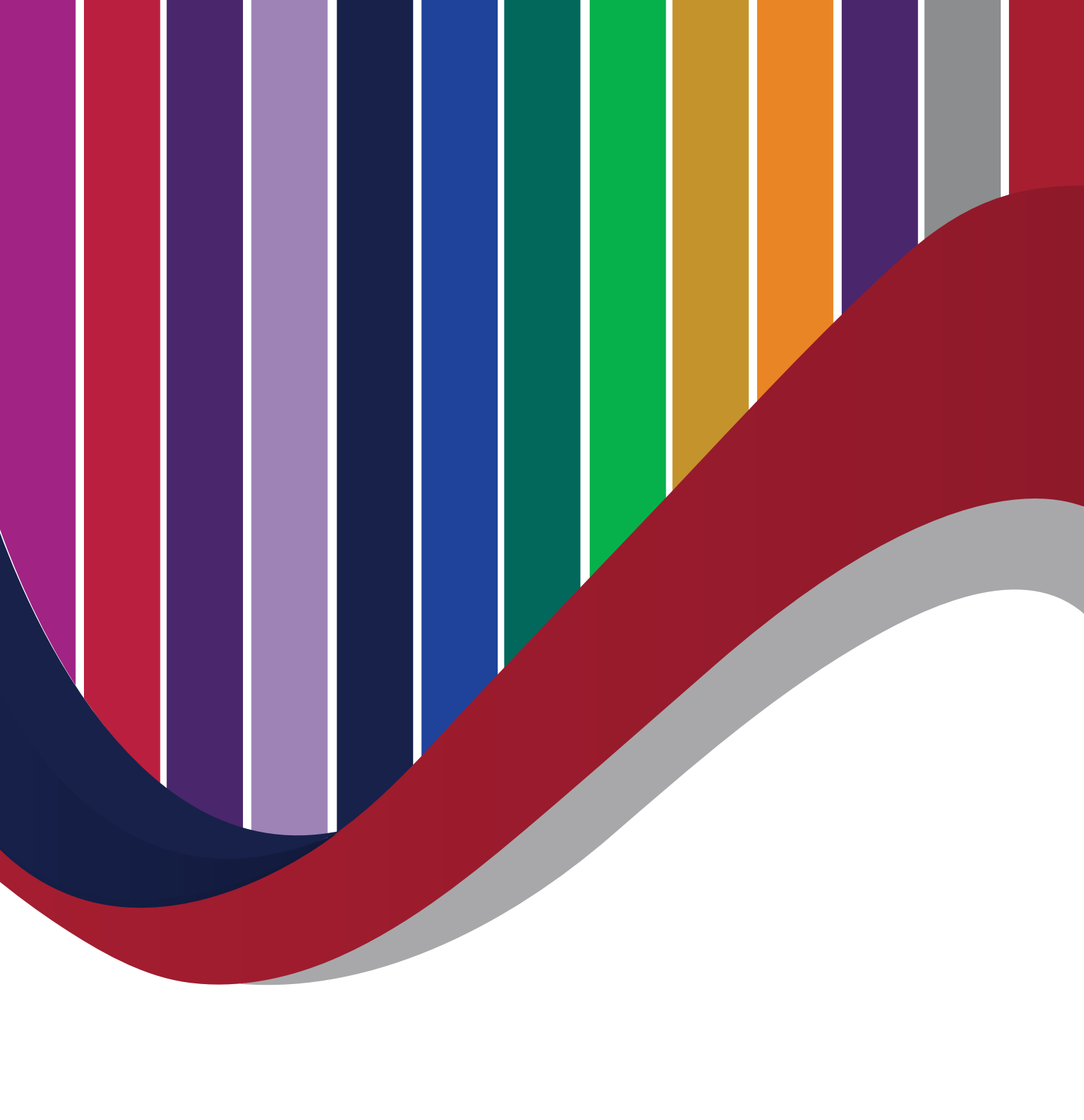
Frequencies and Statistical Comparisons

University of the Free State

Seniors

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		*SASSE Overall ^c		Your seniors compared with		
				Count	%	Count	%	Mean	Mean	Effect size ^e
2. To what extent do you agree or disagree with the following statements?										
a My module/subject work includes a variety of countries' theories and concepts (e.g., African, western, Asian etc.).	afritheo	1	Strongly disagree	115	4%			3.1		
		2	Disagree	257	9%					
		3	Agree	1,621	59%					
		4	Strongly agree	762	28%					
		Total		2,755	100%					
b My module/subject work is relevant to challenges in the Southern African context.	sachal	1	Strongly disagree	83	3%			3.2		
		2	Disagree	169	6%					
		3	Agree	1,516	55%					
		4	Strongly agree	979	36%					
		Total		2,747	100%					
c Conversations in classrooms/online sessions allow different perspectives to be heard.	diffpers	1	Strongly disagree	88	3%			3.4		
		2	Disagree	88	3%					
		3	Agree	1,254	46%					
		4	Strongly agree	1,313	48%					
		Total		2,743	100%					

*Due to only your institution administering this topical module in 2024, no comparisons were done.



Topical Module:
Experiences with Writing



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

The questions examine how much writing and reading students do, the time spent on writing, the types of writing students do, and their meaning-making of written assignments.

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b				
				UFS		*SASSE Overall ^c		Your first-year students compared with				
				Count	%	Count	%	UFS	*SASSE Overall ^c	Effect size ^e		
				Count	%	Count	%	Mean	Mean	Effect size ^e		
1. Think about the current academic year. How often have you prepared two or more drafts of a paper or assignment before handing it in?												
	drafts	1	Never	371	33%	33	6%	2.0	2.9	***	-.91	
		2	Sometimes	389	35%	161	31%					
		3	Often	294	27%	181	35%					
		4	Very often	59	5%	146	28%					
		Total		1,113	100%	521	100%					
2. During the current academic year, about how many papers, reports, or other written tasks of the following lengths have you been given to complete? (Include those not yet submitted.)												
a	Up to 5 pages	wrshort	1	None	116	10%	32	6%	3.0	3.4	***	-.31
			2	1-2	313	28%	99	19%				
			3	3-5	382	34%	178	36%				
			4	6-10	174	16%	103	20%				
			5	11-15	56	5%	39	8%				
			6	More than 15 papers	70	6%	58	11%				
			Total		1,111	100%	509	100%				
b	Between 6 and 10 pages	wrmed	1	None	458	42%	104	18%	2.2	3.0	***	-.59
			2	1-2	248	23%	107	20%				
			3	3-5	172	17%	115	26%				
			4	6-10	132	12%	108	25%				
			5	11-15	30	3%	29	7%				
			6	More than 15 papers	25	2%	22	5%				
			Total		1,065	100%	485	100%				



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		*SASSE Overall ^c		Your first-year students compared with			
Item wording or description				Count	%	Count	%	Mean	Mean	Effect size ^e	
c 11 pages or more	wrlong	1	None	724	68%	216	39%	1.8	2.6	***	-.51
		2	1-2	121	12%	82	17%				
		3	3-5	82	8%	56	14%				
		4	6-10	42	4%	49	11%				
		5	11-15	57	5%	46	12%				
		6	More than 15 papers	32	3%	32	8%				
		Total		1,058	100%	481	100%				
3. If #2 is not None: On average, how long does it take you to complete a paper, report, or other written task of the following lengths?											
a Up to 5 pages	tmshort	1	1-5	433	44%	185	44%	1.0	1.0		.00
		2	6-10	330	34%	153	32%				
		3	11-15	121	12%	78	15%				
		4	More than 15 hours	102	10%	55	9%				
		Total		986	100%	471	100%				
b Between 6 and 10 pages	tmmed	1	1-5	133	23%	73	23%	2.4	2.3		.07
		2	6-10	202	34%	137	38%				
		3	11-15	158	26%	93	24%				
		4	More than 15 hours	105	17%	68	15%				
		Total		598	100%	371	100%				
c 11 pages or more	tmlong	1	1-5	51	15%	40	18%	2.7	2.7		.03
		2	6-10	97	30%	62	25%				
		3	11-15	74	23%	70	28%				
		4	More than 15 hours	108	32%	87	29%				
		Total		330	100%	259	100%				



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		*SASSE Overall ^c		Your first-year students compared with			
				Count	%	Count	%	UFS	*SASSE Overall ^c	Effect size ^e	
4. During the current academic year, which of the following types of writing have you done? (Mark all that apply.)											
Essays	wressay	1	True	149	14%	214	54%	86%	46%	***	.81
	(Means indicate the percentage who chose this option.)	0	False	972	86%	313	46%				
	Total			1,121	100%	527	100%				
Assignments/projects	wrassign	1	True	75	7%	31	6%	93%	94%		-.04
	(Means indicate the percentage who chose this option.)	0	False	1,046	93%	496	94%				
	Total			1,121	100%	527	100%				
Reports	wrreport	1	True	975	87%	349	65%	13%	35%	***	-.45
	(Means indicate the percentage who chose this option.)	0	False	146	13%	178	35%				
	Total			1,121	100%	527	100%				
Reflective writing	wrreflect	1	True	344	31%	390	80%	69%	20%	***	1.21
	(Means indicate the percentage who chose this option.)	0	False	777	69%	137	20%				
	Total			1,121	100%	527	100%				
Case studies	wrcase	1	True	715	64%	361	71%	36%	29%	***	.15
	(Means indicate the percentage who chose this option.)	0	False	406	36%	166	29%				
	Total			1,121	100%	527	100%				
Lab reports	wrlab	1	True	991	88%	394	73%	12%	27%	***	-.33
	(Means indicate the percentage who chose this option.)	0	False	130	12%	133	27%				
	Total			1,121	100%	527	100%				



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		*SASSE Overall ^c		Your first-year students compared with			
				Count	%	Count	%	Mean	Mean	Effect size ^e	
Journal writing	wrjournl (Means indicate the percentage who chose this option.)	1	True	945	84%	474	92%	16%	8%	***	.28
		0	False	176	16%	53	8%				
		Total		1,121	100%	527	100%				
Blogs	wrblog (Means indicate the percentage who chose this option.)	1	True	1,062	95%	516	98%	5%	2%	***	.22
		0	False	59	5%	11	2%				
		Total		1,121	100%	527	100%				
Wiki's	wrwiki (Means indicate the percentage who chose this option.)	1	True	1,101	98%	523	99%	2%	1%	*	.12
		0	False	20	2%	4	1%				
		Total		1,121	100%	527	100%				
Short answer activities	wrshrt (Means indicate the percentage who chose this option.)	1	True	319	29%	199	41%	71%	59%	***	.25
		0	False	802	71%	328	59%				
		Total		1,121	100%	527	100%				
Other	wroth (Means indicate the percentage who chose this option.)	1	True	1,061	95%	498	95%	5%	5%		.00
		0	False	60	5%	29	5%				
		Total		1,121	100%	527	100%				



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		*SASSE Overall ^c		Your first-year students compared with			
				Count	%	Count	%	Mean	Mean	Effect size ^e	
5. On average, how many pages of reading are assigned to you per a typical 7-day week?											
	pgsread	1	0	26	2%	15	3%	3.0	2.9 △	**	.12
		2	1-10	464	41%	216	43%				
		3	11-30	307	28%	163	31%				
		4	31-50	144	13%	68	13%				
		5	More than 50 pages	174	16%	64	11%				
		Total		1,115	100%	526	100%				
6. If #5 is greater than 0: What percentage of the assigned reading do you actually read?											
	perread	1	None (0%)	4	0%	7	1%	4.2	4.1 △	**	.13
		2	Less than 25%	35	3%	21	4%				
		3	Between 25% and 50%	234	21%	124	24%				
		4	Between 51% and 75%	431	40%	197	40%				
		5	More than 75%	256	24%	110	22%				
		6	All (100%)	125	12%	49	9%				
		Total		1,085	100%	508	100%				



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		*SASSE Overall ^c		Your first-year students compared with		
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e
<p>For the purpose of this question, a <i>written assignment</i> includes papers, lab reports, multimedia projects, blogs, online discussions, posters, PowerPoint presentations, and so on.</p> <p>7. During the current academic year, for how many written assignments have you done the following?</p>										
a	Analysed or evaluated something you read, researched, or observed	waanalyse	1 No written assignments 2 Some written assignments 3 Most written assignments 4 All written assignments Total	49 335 444 290 1,118	4% 30% 40% 26% 100%	10 146 191 174 521	2% 30% 35% 32% 100%	2.9	3.0 ▽	** -.13
b	Argued a position using evidence and reasoning	waargue	1 No written assignments 2 Some written assignments 3 Most written assignments 4 All written assignments Total	107 381 429 197 1,114	10% 34% 39% 18% 100%	61 175 172 114 522	12% 36% 34% 18% 100%	2.6	2.6	.07
c	Written in the style and format of a specific field (engineering, history, psychology, etc.)	wastyle	1 No written assignments 2 Some written assignments 3 Most written assignments 4 All written assignments Total	230 361 250 273 1,114	20% 32% 23% 24% 100%	82 140 133 164 519	18% 30% 26% 26% 100%	2.5	2.6 ▽	* -.09



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

Seniors

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b				
				UFS		*SASSE Overall ^c		Your seniors compared with				
				Count	%	Count	%	UFS	*SASSE Overall ^c	Effect size ^e		
1. Think about the current academic year. How often have you prepared two or more drafts of a paper or assignment before handing it in?												
	drafts	1	Never	971	35%	105	6%	2.0	2.9	***	-.97	
		2	Sometimes	950	34%	525	30%					
		3	Often	692	25%	568	35%					
		4	Very often	144	5%	472	29%					
		Total		2,757	100%	1,670	100%					
2. During the current academic year, about how many papers, reports, or other written tasks of the following lengths have you been given to complete? (Include those not yet submitted.)												
a	Up to 5 pages	wrshort	1	None	234	9%	99	6%	3.2	3.7	***	-.32
			2	1-2	594	22%	240	14%				
			3	3-5	931	34%	483	30%				
			4	6-10	519	19%	356	22%				
			5	11-15	197	7%	151	9%				
			6	More than 15 papers	245	9%	294	19%				
			Total		2,720	100%	1,623	100%				
b	Between 6 and 10 pages	wrmed	1	None	779	29%	260	15%	2.6	3.2	***	-.43
			2	1-2	594	22%	293	17%				
			3	3-5	578	22%	397	25%				
			4	6-10	462	17%	360	24%				
			5	11-15	126	5%	124	8%				
			6	More than 15 papers	125	5%	141	10%				
			Total		2,664	100%	1,575	100%				



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		*SASSE Overall ^c		Your seniors compared with			
				UFS		*SASSE Overall ^c		UFS	*SASSE Overall ^c		
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e	
c 11 pages or more	wrlong	1	None	1,314	49%	538	31%	2.2	2.9	***	-.40
		2	1-2	488	18%	300	18%				
		3	3-5	267	10%	205	14%				
		4	6-10	234	9%	172	13%				
		5	11-15	189	7%	155	11%				
		6	More than 15 papers	158	6%	192	14%				
		Total		2,650	100%	1,562	100%				
3. If #2 is not None: On average, how long does it take you to complete a paper, report, or other written task of the following lengths?											
a Up to 5 pages	tmshort	1	1-5	897	36%	564	40%	2.1	2.0	**	.09
		2	6-10	862	35%	524	34%				
		3	11-15	362	15%	247	15%				
		4	More than 15 hours	353	14%	180	11%				
		Total		2,474	100%	1,515	100%				
b Between 6 and 10 pages	tmmed	1	1-5	348	19%	238	20%	2.6	2.4	***	.12
		2	6-10	589	32%	431	35%				
		3	11-15	471	25%	349	26%				
		4	More than 15 hours	462	24%	287	19%				
		Total		1,870	100%	1,305	100%				
c 11 pages or more	tmlong	1	1-5	145	11%	113	13%	3.0	2.8	***	.13
		2	6-10	302	23%	244	26%				
		3	11-15	316	24%	257	26%				
		4	More than 15 hours	562	42%	402	35%				
		Total		1,325	100%	1,016	100%				



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

Seniors

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		*SASSE Overall ^c		Your seniors compared with			
				Count	%	Count	%	UFS	*SASSE Overall ^c	Effect size ^e	
4. During the current academic year, which of the following types of writing have you done? (Mark all that apply.)											
Essays	wressay	1	True	673	24%	785	54%	76%	46%	***	.58
	(Means indicate the percentage who chose this option.)	0	False	2,091	76%	901	46%				
	Total			2,764	100%	1,686	100%				
Assignments/projects	wrassign	1	True	177	6%	92	6%	94%	94%		-.02
	(Means indicate the percentage who chose this option.)	0	False	2,587	94%	1,594	94%				
	Total			2,764	100%	1,686	100%				
Reports	wrreport	1	True	1,995	72%	844	50%	28%	50%	***	-.44
	(Means indicate the percentage who chose this option.)	0	False	769	28%	842	50%				
	Total			2,764	100%	1,686	100%				
Reflective writing	wrreflect	1	True	1,346	49%	1,212	77%	51%	23%	***	.68
	(Means indicate the percentage who chose this option.)	0	False	1,418	51%	474	23%				
	Total			2,764	100%	1,686	100%				
Case studies	wrcase	1	True	1,465	53%	1,131	67%	47%	33%	***	.31
	(Means indicate the percentage who chose this option.)	0	False	1,299	47%	555	33%				
	Total			2,764	100%	1,686	100%				
Lab reports	wrlab	1	True	2,480	89%	1,235	72%	11%	28%	***	-.39
	(Means indicate the percentage who chose this option.)	0	False	284	11%	451	28%				
	Total			2,764	100%	1,686	100%				



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		*SASSE Overall ^c		UFS	*SASSE Overall ^c		
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e	
Journal writing	wrjournl	1	True	2,300	83%	1,455	89%	17%	11%	***	.17
	(Means indicate the percentage who chose this option.)	0	False	464	17%	231	11%				
	Total			2,764	100%	1,686	100%				
Blogs	wrblog	1	True	2,662	96%	1,625	96%	4%	4%		.00
	(Means indicate the percentage who chose this option.)	0	False	102	4%	61	4%				
	Total			2,764	100%	1,686	100%				
Wiki's	wrwiki	1	True	2,731	99%	1,668	99%	1%	1%		.00
	(Means indicate the percentage who chose this option.)	0	False	33	1%	18	1%				
	Total			2,764	100%	1,686	100%				
Short answer activities	wrshrt	1	True	1,043	38%	727	45%	62%	55%	***	.15
	(Means indicate the percentage who chose this option.)	0	False	1,721	62%	959	55%				
	Total			2,764	100%	1,686	100%				
Other	wroth	1	True	2,629	95%	1,560	93%	5%	7%	**	-.08
	(Means indicate the percentage who chose this option.)	0	False	135	5%	126	7%				
	Total			2,764	100%	1,686	100%				



SASSE Experiences with Writing
Frequencies and Statistical Comparisons
University of the Free State

Seniors

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		*SASSE Overall ^c		Your seniors compared with			
				Count	%	Count	%	UFS	*SASSE Overall ^c	Effect size ^e	
						Mean	Mean				
5. On average, how many pages of reading are assigned to you per a typical 7-day week?											
	pgsread	1	0	72	3%	45	2%	3.0	3.1 ▽	*	-.07
		2	1-10	1,126	41%	590	36%				
		3	11-30	761	28%	491	31%				
		4	31-50	382	14%	254	15%				
		5	More than 50 pages	411	15%	304	16%				
		Total		2,752	100%	1,684	100%				
6. If #5 is greater than 0: What percentage of the assigned reading do you actually read?											
	perread	1	None (0%)	10	0%	6	0%	4.1	4.2 ▽	*	-.07
		2	Less than 25%	112	4%	60	3%				
		3	Between 25% and 50%	634	24%	353	21%				
		4	Between 51% and 75%	1,028	39%	644	40%				
		5	More than 75%	609	23%	383	23%				
		6	All (100%)	275	10%	180	12%				
		Total		2,668	100%	1,626	100%				



SASSE Experiences with Writing

Frequencies and Statistical Comparisons

University of the Free State

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		*SASSE Overall ^c		UFS	Your seniors compared with *SASSE Overall ^c	
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e
<p>For the purpose of this question, a <i>written assignment</i> includes papers, lab reports, multimedia projects, blogs, online discussions, posters, PowerPoint presentations, and so on.</p> <p>7. During the current academic year, for how many written assignments have you done the following?</p>										
a	Analysed or evaluated something you read, researched, or observed	waanalyse	1 No written assignments 2 Some written assignments 3 Most written assignments 4 All written assignments Total	107 781 1,039 832 2,759	4% 28% 38% 30% 100%	54 415 655 559 1,683	3% 26% 38% 33% 100%	2.9	3.0 ▽	* -.07
b	Argued a position using evidence and reasoning	waargue	1 No written assignments 2 Some written assignments 3 Most written assignments 4 All written assignments Total	303 900 977 572 2,752	11% 33% 35% 21% 100%	209 507 583 376 1,675	13% 33% 34% 20% 100%	2.7	2.6 △	* .06
c	Written in the style and format of a specific field (engineering, history, psychology, etc.)	wastyle	1 No written assignments 2 Some written assignments 3 Most written assignments 4 All written assignments Total	467 832 696 753 2,748	17% 30% 25% 27% 100%	230 427 439 579 1,675	14% 28% 27% 32% 100%	2.6	2.8 ▽	*** -.12

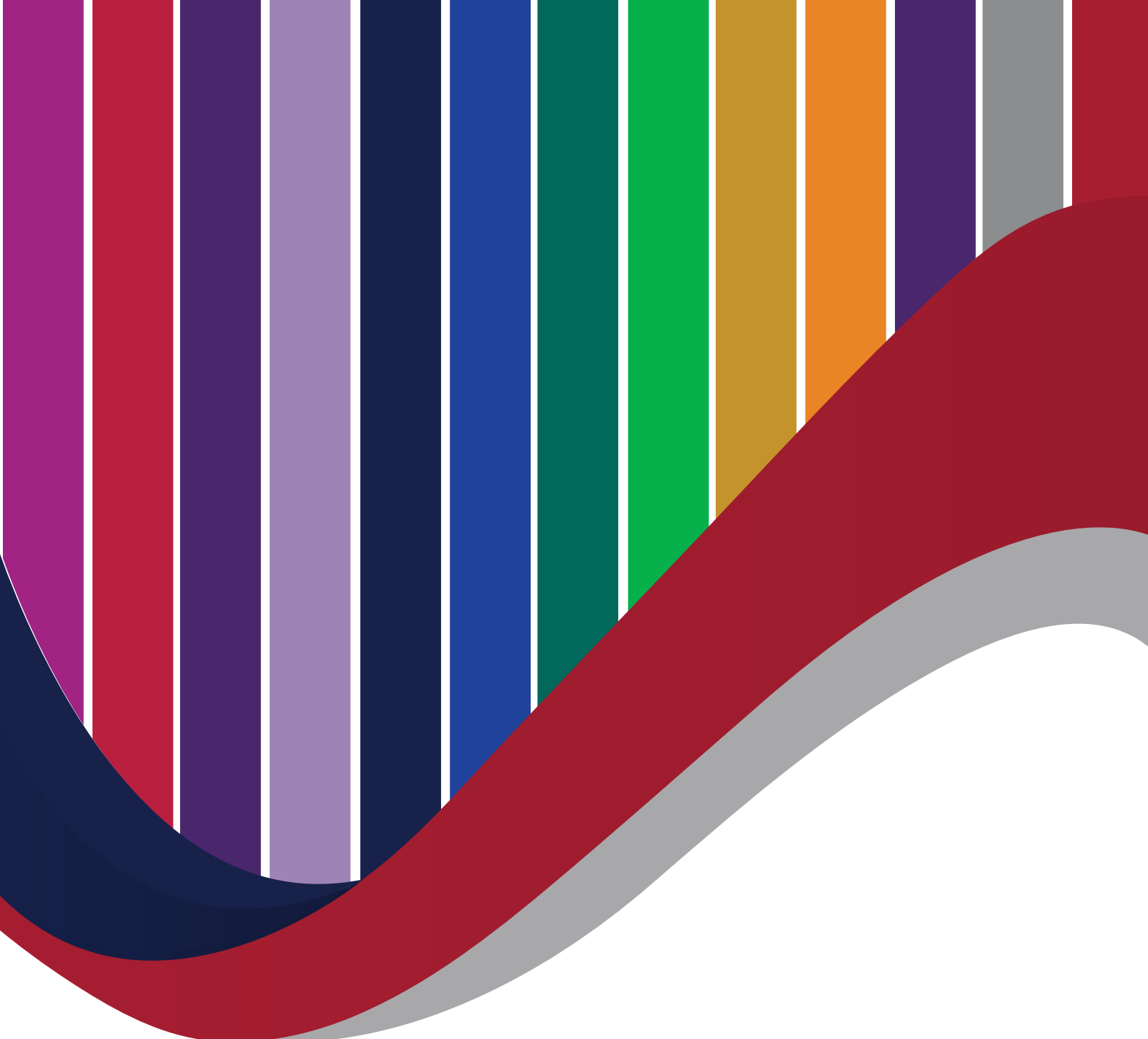
Endnotes

- a. Column percentages are weighted by gender (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by gender (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very Often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests.
- c. The comparison group is comprised of those institutions who chose to administer the same topical module.
- d. These are the values used to calculate means. These values match the codes in the data file and codebook.
- e. Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favourable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behaviour or institutional practice represented by the item may warrant attention. Effect sizes for independent t -tests use Cohen's d . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation.

Key to symbols:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.



Codebook



SASSE 2024 Codebook

Survey questions are listed in the order that students received them. Response options appear in italics beneath. Variable names appear in brackets (e.g., [askquest]) after each item. Items that are recoded (e.g., reversed response values) or derived (new computed values such as age) from original question(s) are shaded and prefaced by a bracket and the word "RECODED" or "DERIVED."

On which campus do you attend your classes?

Response options: Bloemfontein Campus=2201, Qwaqwa Campus=2202, South Campus=2203

1. Think about the current academic year. How often have you done each of the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Asked questions or contributed to module/subject discussions in other ways [askquest]
- b. Asked another student to help you understand module/subject material [CLaskhelp]
- c. Explained module/subject material to other students [CLexplain]
- d. Prepared for exams by discussing or working through module/subject material with other students [CLstudy]
- e. Worked with other students on projects or assignments [CLproject]
- f. Gave a module/subject presentation [present]

2. During the current academic year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Combined ideas from different modules/subjects when completing assignments [RIintegrate]
- b. Connected your learning to societal problems or issues [RIsocietal]
- c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments [RIdiverse]
- d. Examined the strengths and weaknesses of your own views on a topic or issue [Rlownview]
- e. Tried to better understand someone else's views by imagining how an issue looks from their point of view [Rlperspect]
- f. Learned something that changed the way you understand an issue or concept [Rlnewview]
- g. Connected ideas from your modules/subjects to your prior experiences and knowledge [RIconnect]

3. During the current academic year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Talked about your career plans with a lecturer [SScareer]
- b. Worked with a lecturer on activities other than academic work (committees, projects, student groups, etc.) [SSotherwork]
- c. Discussed module/subject topics, ideas, or concepts with a lecturer [SSdiscuss]
- d. Discussed your academic performance with a lecturer [SSperform]

4. During the current academic year, how much has your academic work emphasised the following?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. Memorising module/subject material (facts, ideas, etc.) [memorize]
- b. Applying facts, theories, or methods to practical problems or new situations [HOapply]
- c. Identifying the different parts of an idea, experience, or argument in detail (analysing) [HOanalyze]
- d. Evaluating a point of view, decision, or information source [HOevaluate]
- e. Forming a new idea or understanding by putting together various pieces of information [HOform]

SASSE 2024 Codebook

5. During the current academic year, to what extent have your lecturers done the following?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. Clearly explained module/subject outcomes and requirements [ETgoals]
- b. Presented module/subject sessions in an organised way [ETorganize]
- c. Used examples or illustrations to explain difficult points [ETexample]
- d. Provided feedback on a draft or work in progress [ETdraftfb]
- e. Provided detailed feedback shortly after you completed tests or assignments [ETfeedback]
- f. Explained in advance the criteria for successfully completing your assignments [etcriteria]
- g. Reviewed and summarised key ideas or concepts [etreview]
- h. Taught in a way that aligns with how you prefer to learn [etprefer]
- i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities [etdemonstrate]

6. During the current academic year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]
- b. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [QRevaluate]
- c. Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made [QRevidence]
- d. Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics) [QRcomplex]
- e. Explained in writing the meaning of numerical or statistical data [QRmeaning]

7. During the current academic year, about how often have you had discussions with people from the following groups?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. People of races or ethnicities other than your own [DDrace]
- b. People from economic backgrounds other than your own [DDeconomic]
- c. People with religious beliefs other than your own [DDreligion]
- d. People with political views other than your own [DDpolitical]
- e. People with sexual orientations other than your own [ddsexorient]
- f. People from countries other than your own [ddcountry]

8. During the current academic year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.) [LSreading]
- b. Reviewed your notes [LSnotes]
- c. Summarised what you learned in class or from module/subject materials [LSsummary]
- d. Changed your learning strategies to adapt to different modules/subjects [LSchange]

9. During the current academic year, to what extent have your modules/subjects challenged you to do your best work? [challenge]

Response options: Very much=4, Quite a bit=3, Some=2, Not at all=1

SASSE 2024 Codebook

10. Which of the following have you done, or do you plan to do before you graduate from your institution?

Response options: Not offered at my institution=5, Done or in progress=4, Plan to do=3, Do not plan to do=2, Have not decided=1

- a. Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.) [intern]
- b. Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.) [leader]
- c. Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects [learncom]
- d. Develop an international perspective through campus initiatives and interacting with international students [abroad]
- e. Work with a lecturer or staff member on a research project [research]
- f. Participate in a first-year experience, such as university orientation and transition/university 101 programs [Fyexperience]
- g. Participate in academic literacy or language development activities [acadlit]
- h. Work with other students on a group project or assignment [groupproject]
- i. Consult with an academic advisor (staff member) to help you with planning of your studies and education [acadadvise]
- j. Make use of peer learning support (e.g. tutors, mentors, facilitators) [usepeer]
- k. Explain module/subject material to other students as a tutor or learning facilitator [exptutor]
- l. Participate in mathematics or numeracy development activities [mathdevel]
- m. Participate in an institutional program that develops entrepreneurial skills [entrepre]
- n. Participate in an institutional program that focuses on improving mental health [mentalth]

11. About how many of your modules/subjects have included a community-based/community-engagement project (service-learning)? [servcourse]

Response options: All=4, Most=3, Some=2, None=1

12. Indicate the quality of your interactions with the following people at your institution.

Response options: Not applicable=5, Excellent=4, Good=3, Fair=2, Poor=1

- a. Other students [QIstudent]
- b. Peer learning support (e.g. tutors, mentors, facilitators) [QIadvisor]
- c. Lecturers and academic staff [QIfaculty]
- d. Student support services (e.g. counselling, health, housing, library, career, etc.) [QIstaff]
- e. Other administrative services (e.g. registration, financial aid, etc.) [QIadmin]

13. How much does your institution emphasise the following?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. Spending significant amounts of time studying and on academic work [empstudy]
- b. Providing support to help students succeed academically [SEacademic]
- c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.) [SElearnsup]
- d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.) [SEdiverse]
- e. Providing opportunities to be involved socially either face-to-face or online (not related to academic work) [SEsocial]
- f. Providing support for your overall well-being (recreation, health care, counselling, etc.) [SEwellness]
- g. Helping you manage your non-academic responsibilities (family, work, etc.) [SEnonacad]
- h. Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.) [SEactivities]
- i. Attending events that address important economic, political, or societal issues either face-to-face or online [SEevents]

SASSE 2024 Codebook

14. To what extent do you agree or disagree with the following statements?

Response options: Strongly disagree, Disagree, Agree, Strongly agree

- I feel comfortable being myself at this institution. [SBcomfort]
- I feel valued by this institution. [SBvalued]
- I feel like a part of the community at this institution. [SBcomm]

15. About how many hours do you spend in a typical 7-day week doing each of the following?

Response options: 0=1, 1-5=2, 6-10=3, 11-15=4, 16-20=5, 21-25=6, 26-30=7, More than 30 hours=8

- Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities) [tmprep]
- Attending timetabled academic activities (lectures, practicals, tutorials, etc.) [tmacaatt]
- Participating in online academic activities (online lectures, discussion forums, etc.) [tmonline]
- Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [tmccocurr]
- Working for pay **on campus** (student assistant, tutor, etc.) [tmworkon]
- Working for pay **off campus** (being a waiter, casual work in shops, etc.) [tmworkoff]
- Doing community service or volunteer work [tmsservice]
- Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [tmrelax]
- Providing care for dependents (children, siblings, parents, etc.) [tmcare]
- Travelling to class/other places used to engage with academic work (driving, walking, etc.) [tmcommute]

[DERIVED] Estimated number of hours working for pay recoded and summed by SASSE from tmworkonhrs and tmworkoffhrs using the response range midpoints and an estimate for unbounded options [tmworkhrs]

16. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- Writing clearly and effectively [pgwrite]
- Speaking clearly and effectively [pgspeak]
- Thinking critically and analytically [pgthink]
- Analysing numerical and statistical information [pganalyze]
- Using computing and information technology [pgcmpts]
- Developing job- or work-related knowledge and skills [pgwork]
- Working effectively with others [pgothers]
- Developing or clarifying a personal code of values and ethics [pgvalues]
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.) [pgdiverse]
- Solving complex real-world problems [pgprobsolve]
- Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.) [pgcitizen]
- Developing entrepreneurial skills and mindset [pgentrepre]

17. During the current academic year, how many of your modules provided tutorials? [tutprov]

Response options: All=4, Most=3, Some=2, None=1

18. If not None: During the current academic year, how often do you attend tutorial sessions? [tutsession]

Response options: Very often=4, Often=3, Sometimes=2, Never=1

19. How would you evaluate your entire educational experience at this institution? [evalexp]

Response options: Excellent=4, Good=3, Fair=2, Poor=1

20. If you could start over again, would you go to the same institution you are now attending? [sameinst]

Response options: Definitely yes=4, Probably yes=3, Probably not=2, Definitely not=1

SASSE 2024 Codebook

21. Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?

Response options: Using=1, Not using=2, Not sure=3

- a. Parent/guardian's money [FSSparfam]
- b. My own money [FSSself]
- c. Private sponsor/s (e.g. family contributors) [FSSprispon]
- d. Employer [FSEmployer]
- e. Non-governmental bursary (e.g. institutional, merit, private company) [FSSnongov]
- f. Governmental bursary (excluding NSFAS) [FSSgovbur]
- g. NSFAS [FSSnsfas]
- h. Loan (including institutional, banks, or private companies) [FSSstudlo]

22. In the past year, were there any times that you ran out of food and could not afford to buy more? [FSSafford]

Response options: Every day=4, Most days=3, Sometimes=2, Never=1

23. Have you ever considered dropping out of university? [FSSdropnot]

Response options: Yes=1, No=2

24. If Yes: I have considered dropping out of university because of the following reasons. (Mark all that apply.)

Response options: Selected=1, Not selected=0

- The cost of university tuition fees [FSSdroptuition]
- The cost of academic materials (books, etc.) [FSSdropmat]
- Living costs [FSSdropliving]
- Travel/commuting costs [FSSdroptavel]
- Food insecurity (not having regular access to food) [FSSdropfood]
- Poor living conditions [FSSdropcon]
- Safety concerns (off campus) [FSSdropoff]
- Safety concerns (on campus) [FSSdropon]
- Poor academic performance [FSSdropperf]
- Feeling that I don't belong or fit in [FSSdropbelong]
- Personal or family problems [FSSdropfam]
- Other reasons, please specify [FSSdropother]
- Other reasons, please specify [FSSdropother_txt]

Response options: Text box

Note: Item was only given if the respondent selected 'Other reasons' in item 24

25. Thinking about this current academic term, how are you registered? [fulltime]

Response options: Full time contact=1, Full time distance=2, Part time contact=3, Part time distance=4

26. How many years have you been registered as a student at this institution? [timereg]

Response options: One=1, Two=2, Three or more=3, Not enrolled for Degree/Diploma purposes=4

[RECODED] This variable is calculated by recoding student responses to item 26. All students who responded 1 were recoded as "First-year". All students who responded 2 or 3 were recoded "Senior". All students who responded 4 were recoded as "Occasional Student". [acst]

Values: First-year=1, Senior=2, Occasional Student=4

27. Which of the following are you currently enrolled for at this institution? [currentenroll]

Response options: Degree (B.A., B.Sc., etc.)=1, BTech=2, Diploma=3, Advanced Diploma=4, Extended Degree=5, Extended Diploma=6, Certificate of Higher Education studies=7, Not enrolled for Degree/Diploma purposes=8

28. Did you start your higher education at your current institution or elsewhere? [enter]

Response options: Started here=1, Started elsewhere=2

SASSE 2024 Codebook

29. **If Started elsewhere: Since finishing high school, which of the following type(s) of institution(s) have you attended *other than* the one you are attending now? (Mark all that apply.)**

Response options: Selected=1, Not selected=0

- Another public higher education institution [otherinst1]
- Another private higher education institution [otherinst2]
- TVET college (technical or vocational college) [otherinst3]
- Private training college [otherinst4]
- Other [otherinst6]

30. **In which category do most of your marks up to now at this institution fall? (Mark only one.) [grades]**

Response options: 0-39%=1, 40-49%=2, 50-59%=3, 60-69%=4, 70-79%=5, 80-89%=6, 90-100%=7

31. **What is the highest level of education you ever expect to complete? [eduplan]**

Response options: Certificate=1, Diploma=2, Bachelor's degree (B.A., B.Sc., B.Tech., etc.)=3, Honours degree=4, Master's degree (M.A., M.Sc., M.Tech., etc.)=5, Doctoral degree (Ph.D., M.D., D.Tech., etc.)=6

32. **Please select the category that best represents your major field of study. (Mark only one.) [cesm]**

Response options: Business, Commerce, and Management=1, Education=2, Human and Social Sciences=3, Science, Engineering, and Technology=4

33. **Please select the faculty that you are registered in. [faculty]**

Response options: Economic and Management Sciences=22901, Education=22902, Health Sciences=22903, Law=22904, Natural and Agricultural Sciences=22905, The Humanities=22906, Theology and Religion=22907

34. **What is your gender identity? [gender]**

Response options: Male=1, Female=2, Another gender identity (please specify)=3, I prefer not to respond=4

- Another gender identity, please specify: [genderother]

Response option: Text box

Note: Item was only given if the respondent selected 'Another gender identity' in item 34

35. **Indicate your year of birth. [yearofbirth]**

Response options: 2006=1, 2005=2, 2004=3, 2003=4, 2002=5, 2001=6, 2000=7, 1999=8, 1998=9, 1997=10, Before 1997=11

[RECODED] Age recoded from yearofbirth [age]

Values: 18 years=1, 19 years=2, 20 years=3, 21 years=4, 22 years=5, 23 years=6, 24 years=7, 25 years or older=8

36. **Are you an international student? [internat]**

Response options: Yes=1, No=2

37. **Indicate your race. (Mark only one.) [race]**

Response options: African=1, Coloured=2, Indian=3, Asian=4, White=5, Other=6

38. **What is your home language or mother tongue? (Mark all that apply.)**

Response options: Selected=1, Not selected=0

- Afrikaans [motherton1]
- English [motherton2]
- IsiNdebele [motherton3]
- IsiXhosa [motherton4]
- IsiZulu [motherton5]
- North Sotho [motherton6]
- Sesotho [motherton7]
- Setswana [motherton8]
- SiSwati [motherton9]
- Tshivenda [motherton10]
- Xitsonga [motherton11]
- Other [motherton12]

SASSE 2024 Codebook

39. Which of the following best describes where you are living now while attending university? [livenow]

Response options: Residence or other campus housing=1, Accommodation (house, apartment, flat, etc.) within walking distance of the institution=2, Accommodation (house, apartment, flat, etc.) within driving distance of the institution=3

[RECODED] This variable is calculated by recoding student responses to item 39. All students who responded 1 were recoded as "On-campus". All students who responded 2 or 3 were recoded "Off-campus". [resstatus]
Values: On-campus=1, Off-campus=2

40. What types of modules/subjects have you taken at this institution this current academic year? [moduletype]

Response options: Mostly face-to-face modules/subjects; Mostly online modules/subjects; Mostly hybrid modules/subjects (combining face-to-face and online); A balanced mix of the above module/subject types

41. Besides English, what other language(s) do you use when learning with peers or during tutorials, etc.? (Mark all that apply.)

Response options: Selected=1, Not selected=0

- Afrikaans [stutlang1]
- IsiNdebele [stutlang2]
- IsiXhosa [stutlang3]
- IsiZulu [stutlang4]
- North Sotho [stutlang5]
- Sesotho [stutlang6]
- Setswana [stutlang7]
- SiSwati [stutlang8]
- Tshivenda [stutlang9]
- Xitsonga [stutlang10]
- None [stutlang11]
- Other, please specify [stutlang12]

- Other, please specify [stutlang12_txt]

Response options: Text box

Note: Item was only given if the respondent selected 'Other' in item 41

42. Do you have a disability or condition that impacts your learning, working, or living activities? [disability]

Response options: Yes=1, No=2, I prefer not to respond=3

43. If Yes: Which of the following impacts your learning, working, or living activities? (Mark all that apply.)

Response options: Selected=1, Not selected=0

- A sensory impairment (vision or hearing) [dis_sense]
- A mobility impairment [dis_mobility]
- A learning disability [dis_learning]
- A mental health disorder or developmental disability [dis_mental]
- A disability or impairment not listed above [dis_other]

[DERIVED] Students' disability identification based on disability and dis_sense through dis_other where each student is represented only once. Values 1 through 5 represent students who selected only one disability or impairment; value 6 represents students who selected more than one disability or impairment. [disability_all]
Values: A sensory impairment=1, A mobility impairment=2, A learning disability=3, A mental health disorder=4, A disability or impairment not listed above=5, More than one disability or impairment=6, No disability or impairment=7, Prefer not to respond=8

SASSE 2024 Codebook

44. Specify which of your family members have graduated from a university before you. (Mark all that apply.)

Response options: Selected=1, Not selected=0

- None, I will be the first [fammembergradN]
- Father (Stepfather)/Guardian [fammembergradF]
- Mother (Stepmother)/Guardian [fammembergradM]
- Brother (Stepbrother) [fammembergradB]
- Sister (Stepsister) [fammembergradS]
- Other [fammembergradO]

[RECODED] First-generation status (neither parent has graduated from a university before you) [FGbac]

Values: Not first-generation=1, First-generation=2

45. What is the most important factor contributing to your learning and development at this institution?

[Learning]

Response options: Text box

Engagement Indicators

Engagement Indicators are sets of items that have been grouped into ten key dimensions of student engagement, organised within four themes. EI scores are calculated for each student and range from 0 to 60. The EI score for an institution is the weighted mean of these student-level scores.

Higher-Order Learning [HO]

Amount academic work emphasised challenging learning tasks including applying learned information to practical problems, identifying ideas and experiences, evaluating information from other sources, and forming new ideas by putting together various pieces of information. Items 4b-e: HOapply, HOanalyze, HOevaluate, HOform

Reflective & Integrative Learning [RI]

How often students made connections with prior knowledge, other modules/subjects, and societal issues, took into account diverse perspectives, and reflected on their own views while examining the views of others. Items 2a-g: RIntegrate, RIsocietal, RIdiverse, Rlownview, Rlperspective, Rlnewview, Rlconnect

Learning Strategies [LS]

How often students enacted basic strategies for academic success, such as using different learning strategies to identify important information from readings, reviewing notes, summarising module/subject material and changing learning strategies to adapt to different modules/subjects. Items 8a-d: LSreading, LSnotes, LSsummary, LSchange

Quantitative Reasoning [QR]

How often students engaged with numerical and statistical information across the curriculum, and examine real-world problems, evaluate what others have concluded, use this information to support a claim, change complex data into understandable forms and explain numerical data in writing. Items 6a-e: QRproblem, QRevaluate, QRevidence, QRcomplex, QRmeaning

Collaborative Learning [CL]

How often students collaborated with others in mastering difficult material by asking for help, explaining material to others, preparing for exams, and working on group projects. Items 1b-e: CLaskhelp, CLexplain, CLstudy, CLproject

Discussions with Diverse Others [DD]

How often students had discussions with people who differ from themselves in terms of race or ethnicity, economic background, religious belief, political views, sexual orientation, or country. Items 7a-f: DDrace, DDeconomic, DDreligion, DDpolitical, ddsexorient *[new in 2023]*, ddcountry *[new in 2023]*
[Previous version of indicator also available in data file as DD_old]

Student-Staff Interaction [SS]

How often students had meaningful, substantive interactions with lecturers and advisors, such as talking about career plans, working on committees or student groups, discussing module/subject material, or discussing their academic performance. Items 3a-d: SScareer, SSotherwork, SSdiscuss, SSperform

SASSE 2024 Codebook

Effective Teaching Practices [ET]

Amount lecturers emphasised student comprehension and learning with clear explanations and organisation, use of illustrative examples, providing formative and effective feedback, criteria for completing assignments, review of key ideas, teaching aligned with students' preference, and opportunities for learning demonstration. Items 5a-i: ETgoals, ETorganize, ETexample, ETdraftfb, ETfeedback, etcriteria [new in 2023], etreview [new in 2023], etprefer [new in 2023], etdemonstrate [new in 2023]

[Previous version of indicator also available in data file as ET_old]

Quality of Interactions [QI]

How students rated their interactions with important people in their learning environment, including other students, peer learning support, lecturers and academic staff, student support services, and other administrative services. Items 12a-e: QIstudent, QIadvisor, QIfaculty, QIstaff, QIadmin

Supportive Environment [SE]

Amount the institution emphasised help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities. Items 13b-i: SEacademic, SElearnsup, SEdiverse, SEsocial, SEwellness, SENonacad, SEactivities, SEevents



Inclusiveness and Decoloniality Topical Module – SASSE 2024

The questions explore students' perceptions of institutional values, their sense of belonging at their institution and decolonial teaching practices.

Survey questions are listed in the order that students received them. Response options appear in italics beneath. Variable names appear in brackets (e.g., [multicul]) after each item.

1. How much does your institution emphasise the following?

Response options: No emphasis=1, Some=2, Quite a bit=3, Very much=4, I don't know=5

- a. Demonstrating a commitment to inclusivity [commit]
- b. Providing students with the resources needed for success in a multicultural world [multicul]
- c. Creating an overall sense of community among students [studcomm]
- d. Ensuring that you are not stigmatised because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.) [stigma]
- e. Providing information about anti-discrimination and harassment policies [harass]
- f. Taking allegations of discrimination or harassment seriously [allegatn]
- g. Helping students develop the skills to confront discrimination and harassment [confront]

2. To what extent do you agree or disagree with the following statements?

Response options: Strongly disagree=1, Disagree=2, Agree=3, Strongly agree=4

- a. My module/subject work includes African and other developing countries' theories and concepts. [afritheo]
- b. My module/subject work is relevant to challenges in the Southern African context. [sachal]
- c. Conversations in classrooms/online sessions allow different perspectives to be heard. [diffpers]



Experiences with Writing Topical Module – SASSE 2024

The questions examine how much writing and reading students do, the time spent on writing, the types of writing students do, and their meaning-making of written assignments.

Survey questions are listed in the order that students received them. Response options appear in italics beneath. Variable names appear in brackets (e.g., [drafts]) after each item.

1. **Think about the current academic year. How often have you prepared two or more drafts of a paper or assignment before handing it in? [drafts]**

Response options: Very often=4, Often=3, Sometimes=2, Never=1

2. **During the current academic year, about how many papers, reports, or other written tasks of the following lengths have you been given to complete? (Include those not yet submitted.)**

Response options: None=1, 1-2=2, 3-5=3, 6-10=4, 11-15=5, More than 15 papers=6

- Up to 5 pages [wrshort]
- Between 6 and 10 pages [wrmed]
- 11 pages or more [wrlong]

3. **If not None: On average, how long does it take you to complete a paper, report, or other written task of the following lengths?**

Response options: 1-5=1, 6-10=2, 11-15=3, More than 15 hours=4

- Up to 5 pages [tmshort]
- Between 6 and 10 pages [tmmed]
- 11 pages or more [tmlong]

4. **During the current academic year, which of the following types of writing have you done? (Mark all that apply.)**

Response options: Selected=1, Not selected=0

- Essays [wressay]
- Assignments/projects [wrassign]
- Reports [wrreport]
- Reflective writing [wrreflect]
- Case studies [wrcase]
- Lab reports [wrlab]
- Journal writing [wrjournal]
- Blogs [wrblog]
- Wiki's [wrwiki]
- Short answer activities [wrshrt]
- Other, please specify [wroth]

- Other, please specify [wroth_txt]

Response option: Text box

Note: Item was only given if the respondent selected 'Other' in item 4

5. **On average, how many pages of reading are assigned to you per a typical 7-day week? [pgsread]**

Response options: 0=1, 1-10=2, 11-30=3, 31-50=4, More than 50 pages=5

6. **If greater than 0: What percentage of the assigned reading do you actually read? [perread]**

Response options: None (0%)=1, Less than 25%=2, Between 25% and 50%=3, Between 51% and 75%=4, More than 75%=5, All (100%)=6

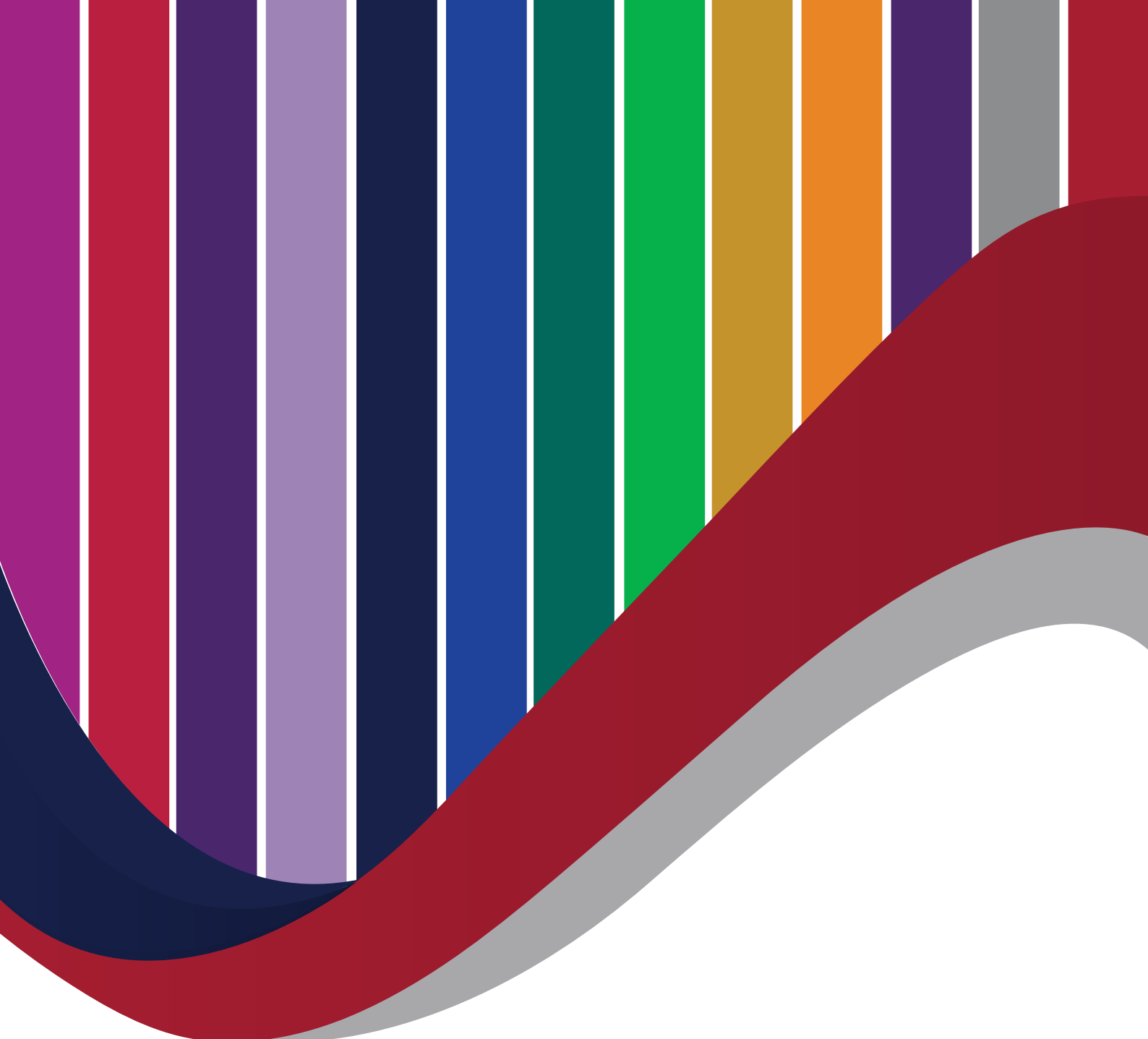
Experiences with Writing Topical Module – SASSE 2024

For the purpose of this question, a *written assignment* includes papers, lab reports, multimedia projects, blogs, online discussions, posters, PowerPoint presentations, and so on.

7. During the current academic year, for how many written assignments have you done the following?

Response options: No written assignments=1, Some written assignments=2, Most written assignments=3, All written assignments=4

- a. Analysed or evaluated something you read, researched, or observed [waanalyse]
- b. Argued a position using evidence and reasoning [waargue]
- c. Written in the style and format of a specific field (engineering, history, psychology, etc.) [wastyle]



Snapshot



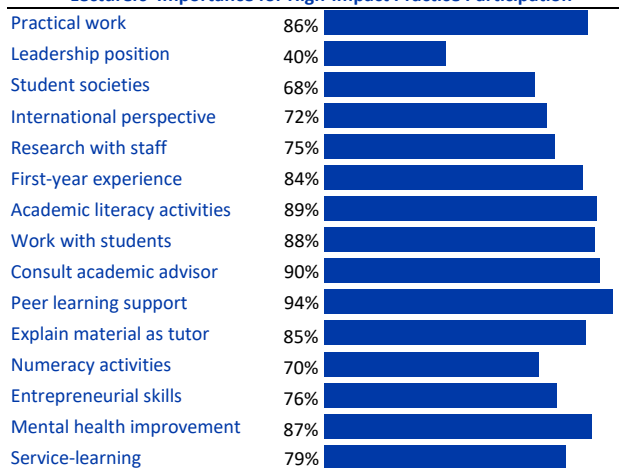
A Summary of Lecturers' Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, modules/subjects and other learning opportunities facilitate student participation in activities that matter to student learning. LSSE surveys lecturers who teach at least one undergraduate module/subject in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's LSSE 2024 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *LSSE-SASSE Combined* reports.

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figure at right compares the percentage of your lecturers who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The figure below summarises lecturers' participation in eight selected High-Impact Practices in a typical week.

Lecturers' Importance for High-Impact Practice Participation



Note: Percentage of lecturers responding "Very important" or "Important"

Lecturers' Participation in High-Impact Practices

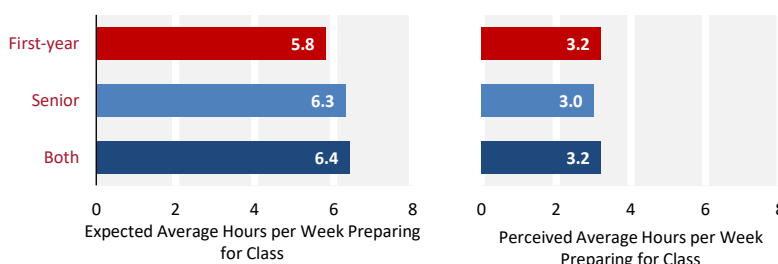


a. Percentage of lecturers responding "Yes" to participation

b. Percentage of lecturers responding that at least "Some" of their modules/subjects include a service-learning component

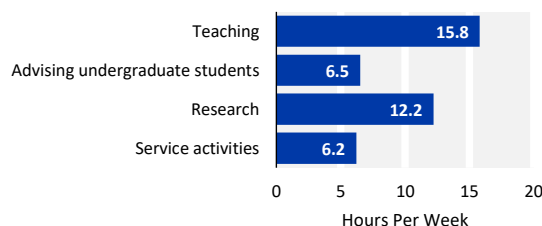
Time Spent Preparing for Class

These figures report the average weekly class preparation time your lecturers *expected* students to spend, and the average amount of time they perceived students *actually* spent, in the lecturers' selected modules/subjects.



Time Allocation

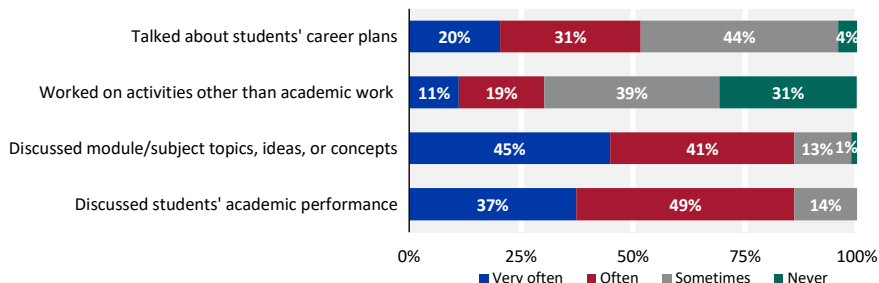
This figure summarises the number of hours that lecturers spent in a typical seven-day week on teaching activities (preparing, teaching class sessions, marking, meeting with students outside of class, etc.); advising; research and scholarly activities; and service activities (membership of institutional committees, reviewer for external journals, etc.).





Student-Staff Interaction

Lecturers reported how often they had done each of the following with the undergraduate students they teach or advise:



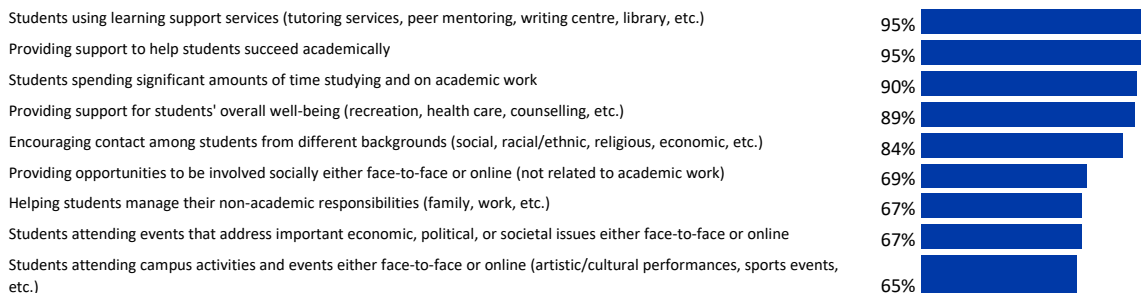
Supportive Environment

Lecturers reported how important it was to them that your institution *increase* its emphasis on each of the following:

Lecturers' values

(Sorted highest to lowest)

Percentage of Lecturers Responding "Very Important" or "Important"



Administration Details

	First-year	Senior	Both	Missing
<i>Count</i>	65	133	38	27
<i>Percentage</i>	25%	51%	14%	10%

See your *Respondent Profile* report for more information. Only lecturers who reported teaching either mostly first-year modules, mostly senior modules (second year and later) or an equal number of first-year and senior modules were included in this report.

Additional Questions

Your institution administered the following additional question set(s):

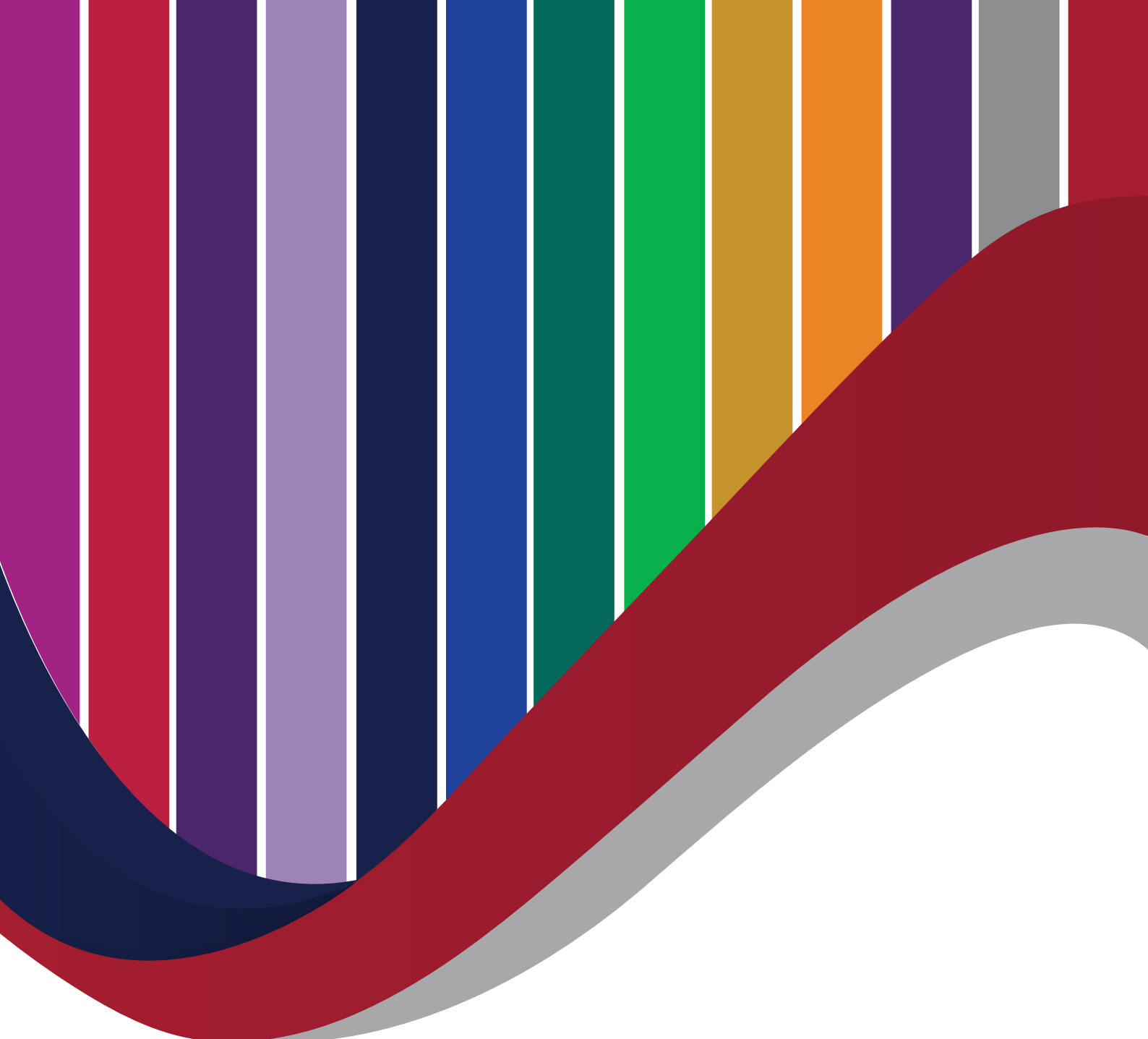
Experiences with Writing

Inclusiveness and Decoloniality

Refer to your *LSSE Topical Module* report(s) for results.

What is LSSE?

LSSE, a complementary survey to the South African Survey of Student Engagement, collects information annually at participating universities from lecturers who teach at least one undergraduate module/subject in the current academic year. The results provide information about lecturers' expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.



LSSE – SASSE
Combined Report



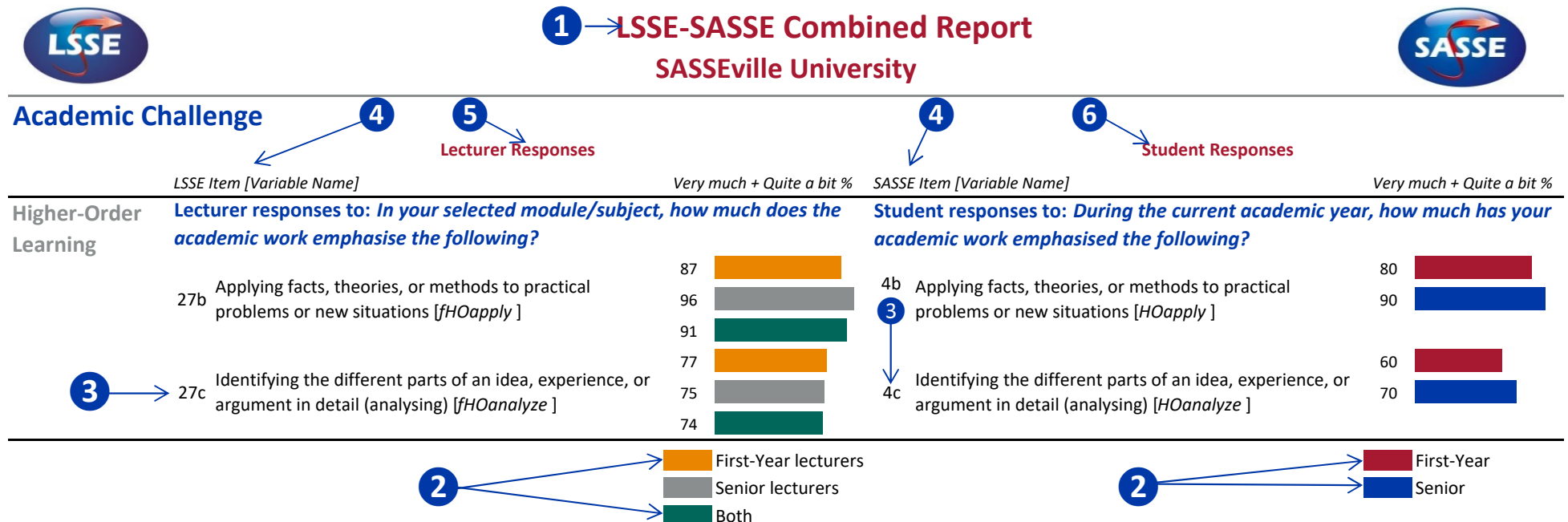
LSSE-SASSE Combined Report

About This Report

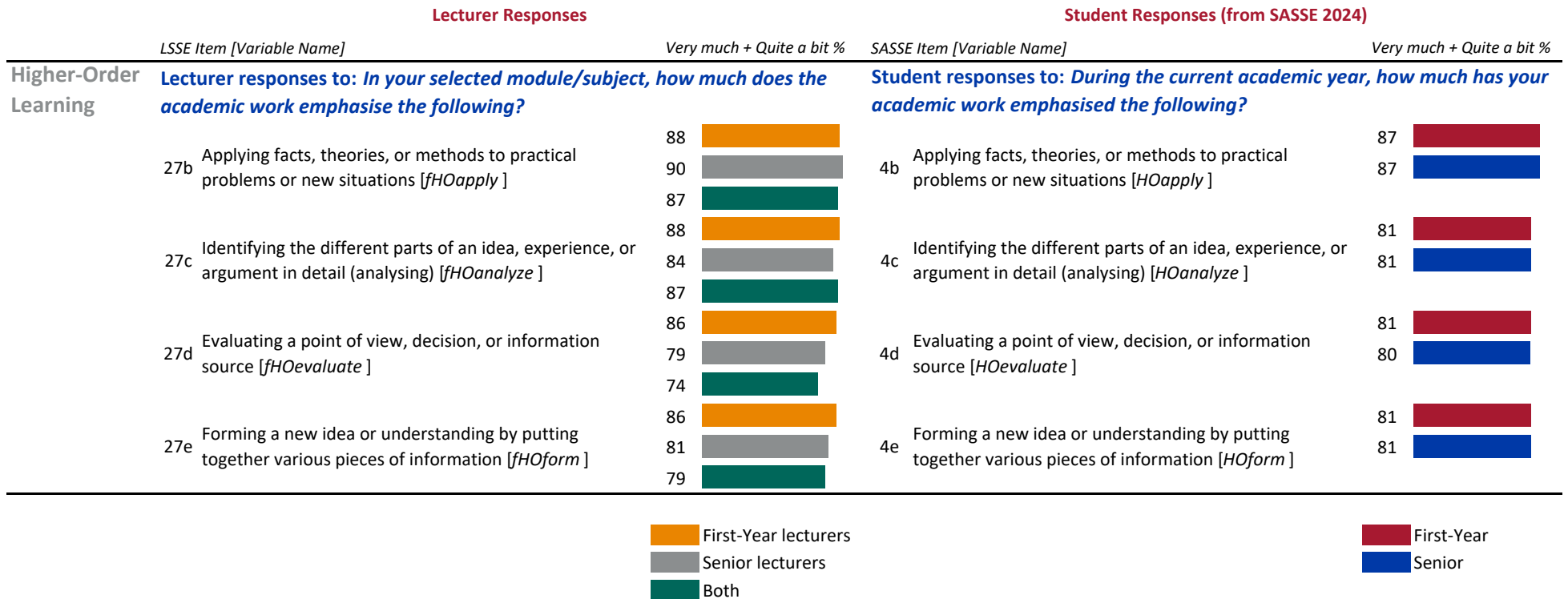


The display below highlights details in the *LSSE-SASSE Combined Report* that are important to keep in mind when interpreting your results.

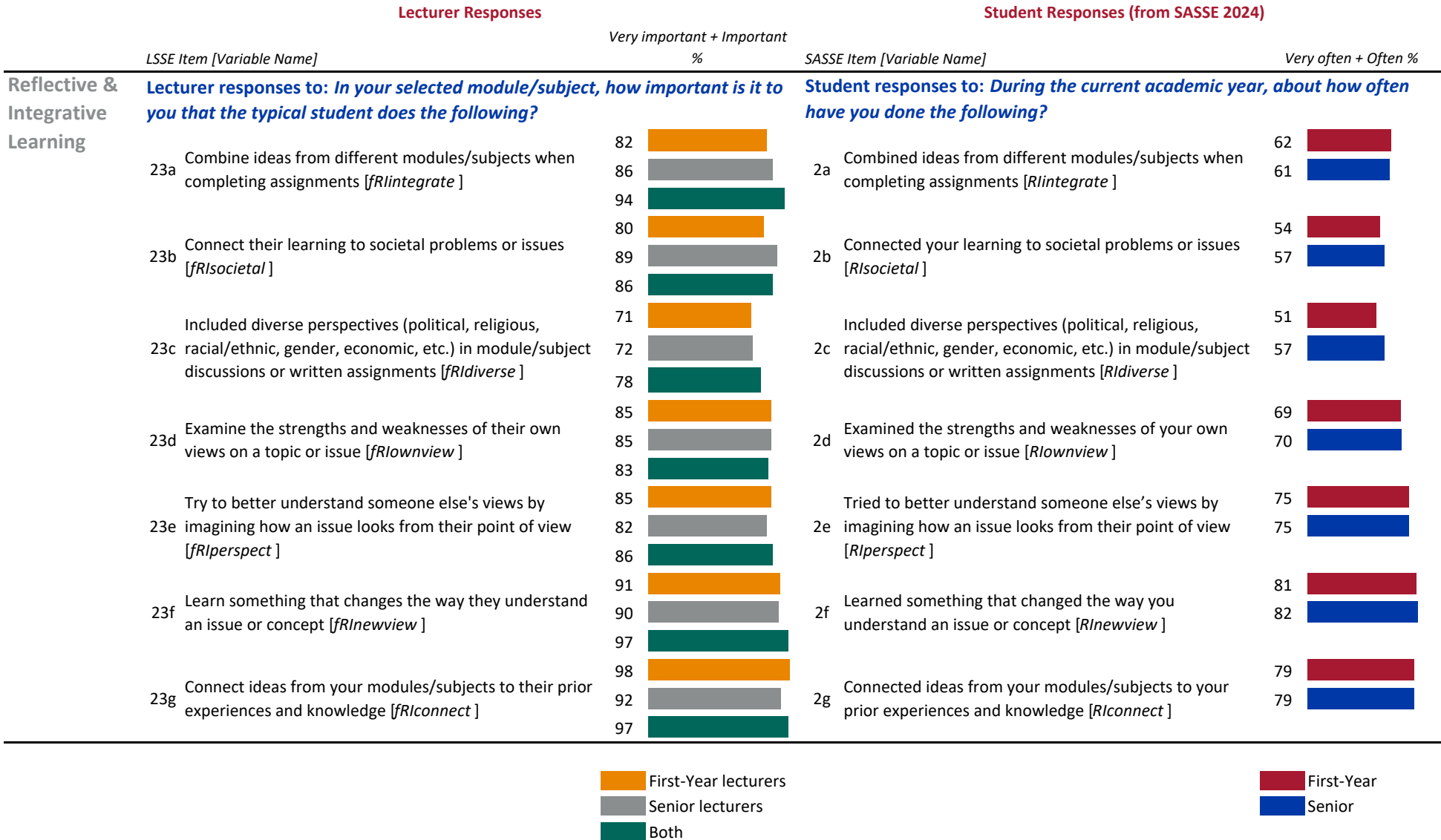
- Sample** : The *LSSE-SASSE Combined Report* shows responses from both students and lecturers at your institution who completed SASSE and LSSE. This report contains responses from lecturers who responded to the survey based on their experiences teaching either mostly first-year modules, mostly senior modules (second year and later) or an equal number of first-year and senior modules. Data from lecturers who did not report a module level are not included in this report. All student responses are the same as those included in the *SASSE Frequencies and Statistical Comparisons* report.
- Class level**: Frequency distributions are reported separately for lecturers who report teaching either mostly first-year modules, mostly senior modules (second year and later) or an equal number of first-year and senior modules. Student responses are reported separately for first-year students and seniors.
- Item numbers** : Item numbering corresponds to the survey facsimiles included in your *Institutional Report* .
- Item wording and variable names**: Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *LSSE Frequencies* report.
- Lecturer responses**: The percentage of lecturers who selected the indicated response categories. To match the response categories provided on the LSSE instrument, this column heading varies throughout the report.
- Student responses**: The percentage of students who selected the indicated response categories. To match the response categories provided on the SASSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your *SASSE Frequencies and Statistical Comparisons* report.



Academic Challenge



Academic Challenge (continued)



Academic Challenge (continued)

		Lecturer Responses		Student Responses (from SASSE 2024)				
<i>LSSE Item [Variable Name]</i>		<i>Very much + Quite a bit %</i>		<i>SASSE Item [Variable Name]</i>		<i>Very often + Often %</i>		
Learning Strategies	Lecturer responses to: <i>In your selected module/subject, how much do you encourage students to do the following?</i>			Student responses to: <i>During the current academic year, about how often have you done the following?</i>				
	25e	Use different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.) <i>[fLSreading]</i>	83	<div style="width: 83%; height: 15px; background-color: #f4a460;"></div>	8a	Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.) <i>[LSreading]</i>	85	<div style="width: 85%; height: 15px; background-color: #a52a2a;"></div>
			76	<div style="width: 76%; height: 15px; background-color: #808080;"></div>			82	<div style="width: 82%; height: 15px; background-color: #00008b;"></div>
			71	<div style="width: 71%; height: 15px; background-color: #006400;"></div>				
	25f	Review notes <i>[fLSnotes]</i>	75	<div style="width: 75%; height: 15px; background-color: #f4a460;"></div>	8b	Reviewed your notes <i>[LSnotes]</i>	89	<div style="width: 89%; height: 15px; background-color: #a52a2a;"></div>
			73	<div style="width: 73%; height: 15px; background-color: #808080;"></div>			89	<div style="width: 89%; height: 15px; background-color: #00008b;"></div>
	25g	Summarise what has been learned from class or from module/subject materials <i>[fLSsummary]</i>	82	<div style="width: 82%; height: 15px; background-color: #006400;"></div>	8c	Summarised what you learned in class or from module/subject materials <i>[LSsummary]</i>	82	<div style="width: 82%; height: 15px; background-color: #a52a2a;"></div>
			86	<div style="width: 86%; height: 15px; background-color: #f4a460;"></div>			83	<div style="width: 83%; height: 15px; background-color: #00008b;"></div>
			81	<div style="width: 81%; height: 15px; background-color: #808080;"></div>				
	25h	Change their learning strategies to adapt to different modules/subjects <i>[fLSchange]</i>	79	<div style="width: 79%; height: 15px; background-color: #006400;"></div>	8d	Changed your learning strategies to adapt to different modules/subjects <i>[LSchange]</i>	71	<div style="width: 71%; height: 15px; background-color: #a52a2a;"></div>
			78	<div style="width: 78%; height: 15px; background-color: #f4a460;"></div>			72	<div style="width: 72%; height: 15px; background-color: #00008b;"></div>
			73	<div style="width: 73%; height: 15px; background-color: #808080;"></div>				
		74	<div style="width: 74%; height: 15px; background-color: #006400;"></div>					

First-Year lecturers

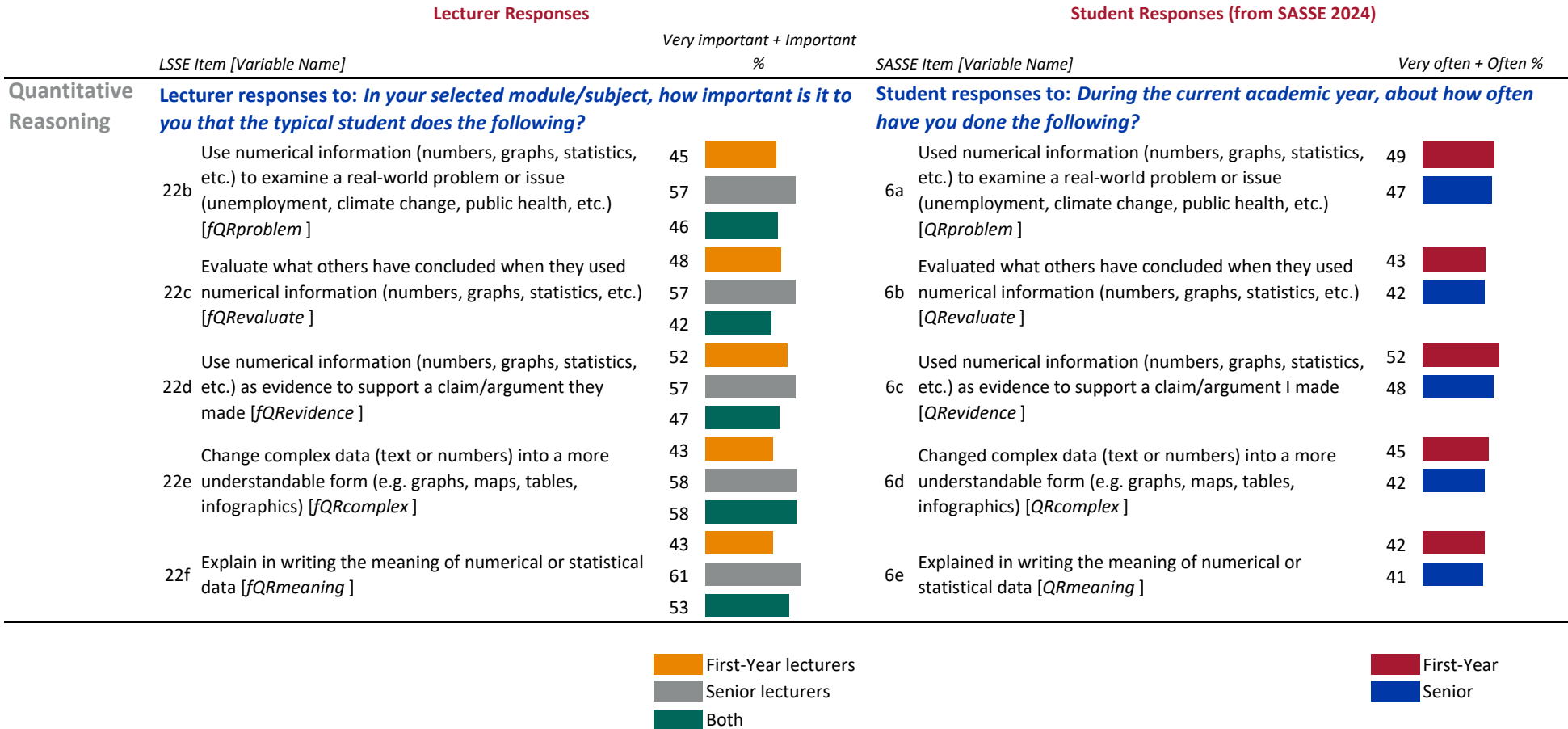
Senior lecturers

Both

First-Year

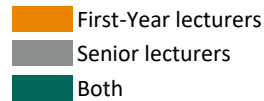
Senior

Academic Challenge (continued)

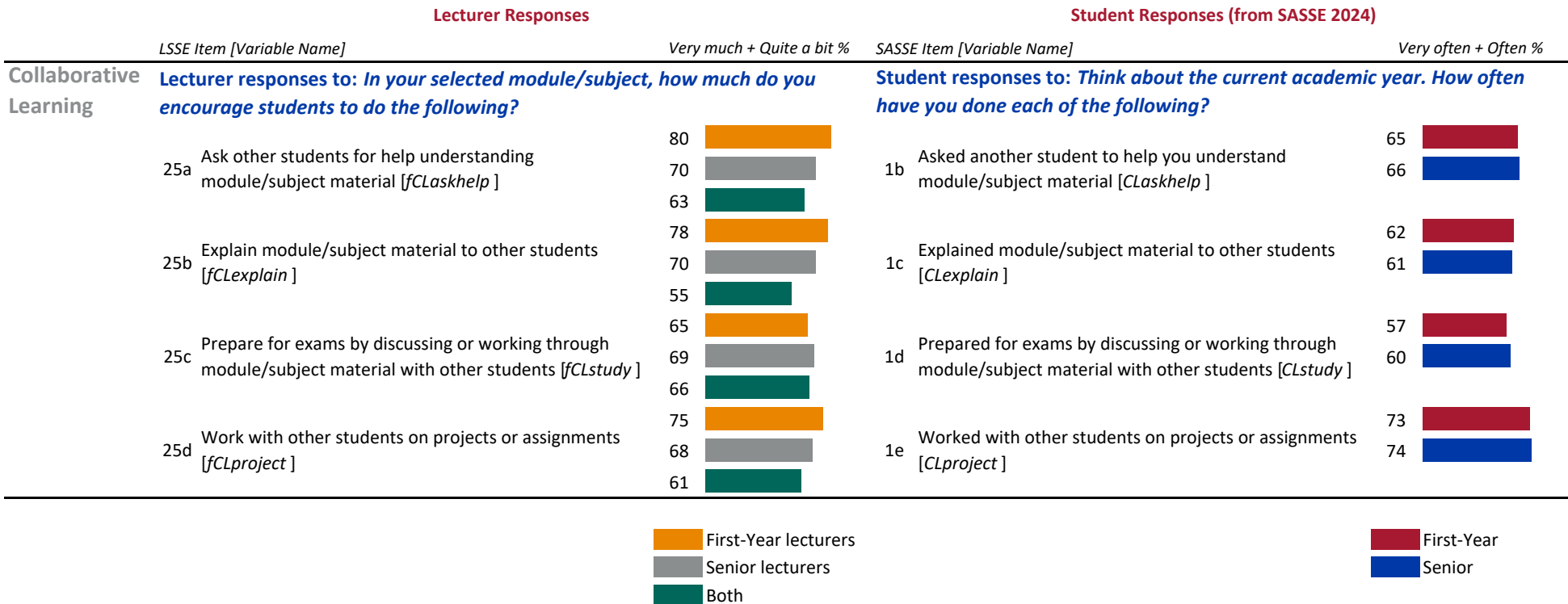


Academic Challenge (continued)

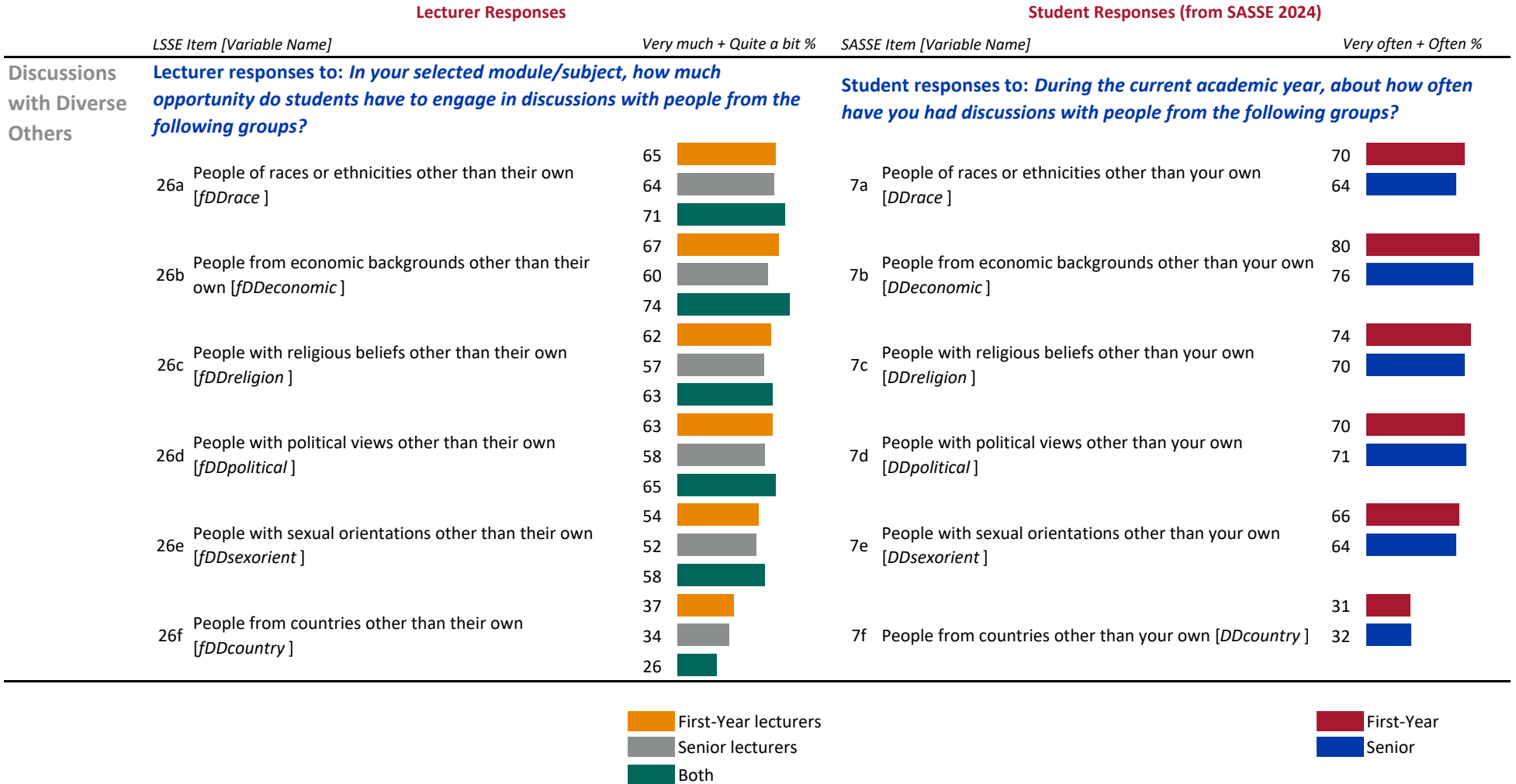
		Lecturer Responses		Student Responses (from SASSE 2024)		
<i>LSSE Item [Variable Name]</i>		<i>Very important + Important %</i>		<i>SASSE Item [Variable Name]</i>		
				<i>Very much + Quite a bit %</i>		
Additional Academic Challenge Items	Lecturer responses to: <i>How important is it to you that your institution increases its emphasis on each of the following?</i>			Student responses to: <i>How much does your institution emphasise the following?</i>		
	2a	Students spending significant amounts of time studying and on academic work [<i>fempstudy</i>]	82	95	13a	Spending significant amounts of time studying and on academic work [<i>empstudy</i>]
			95	95	93	92
<i>LSSE Item [Variable Name]</i>		<i>Very much + Quite a bit %</i>		<i>SASSE Item [Variable Name]</i>		
21	In your selected module/subject, to what extent do students put forth their best work? [<i>fchallenge</i>]	59	57	9	During the current academic year, to what extent have your modules/subjects challenged you to do your best work? [<i>challenge</i>]	
		53	53	86	87	



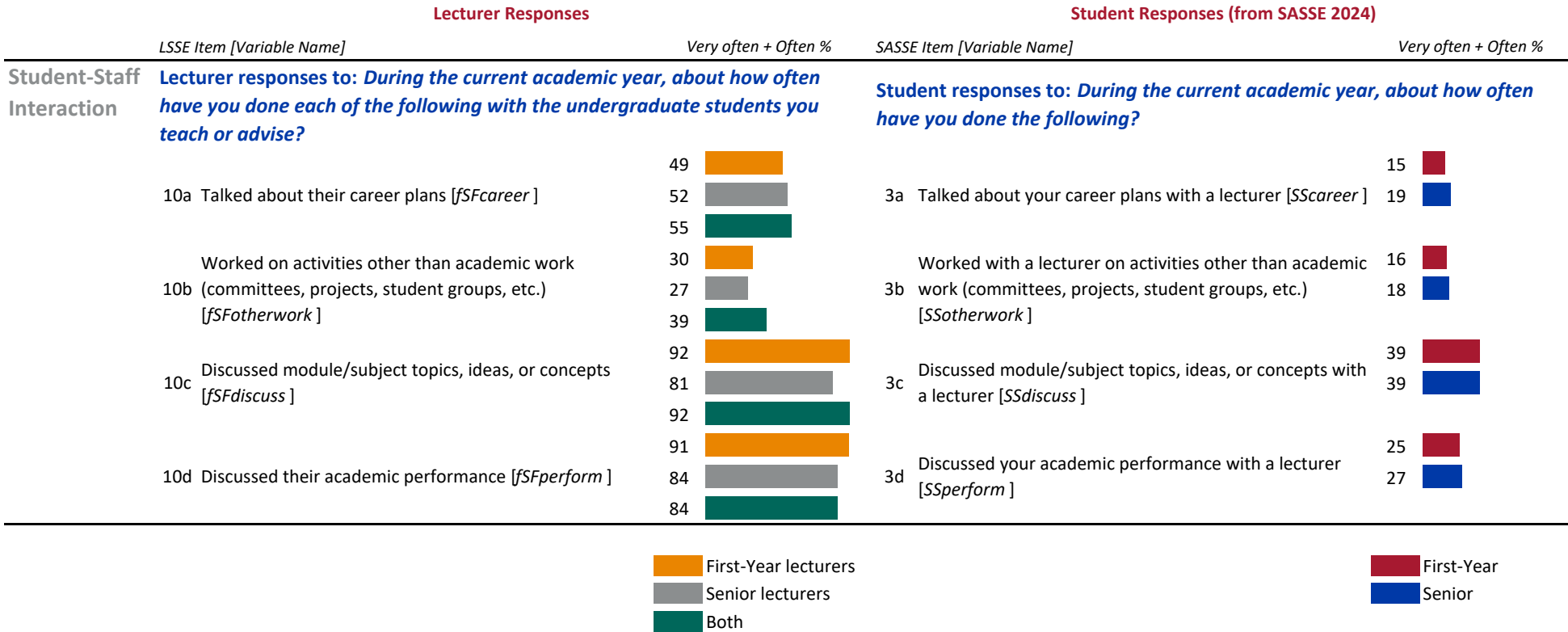
Learning with Peers



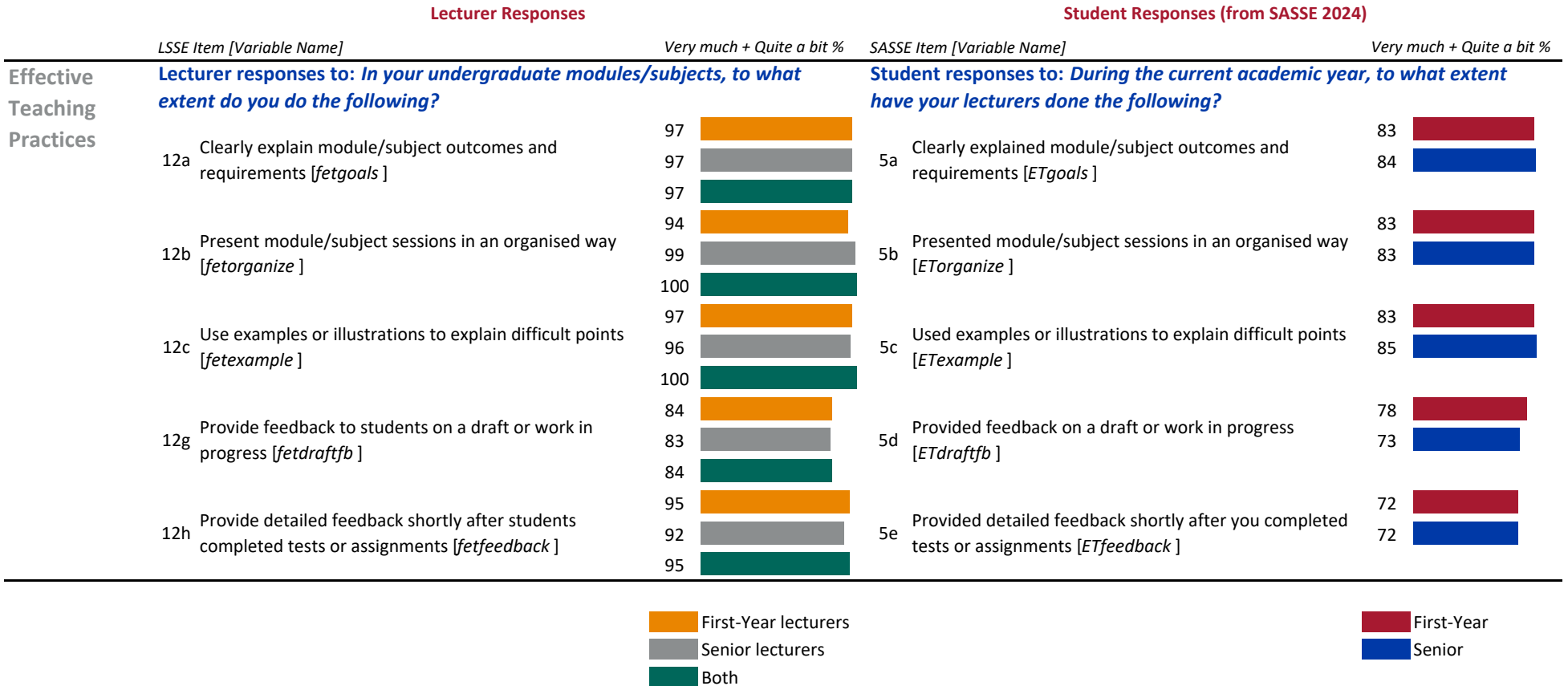
Learning with Peers (continued)



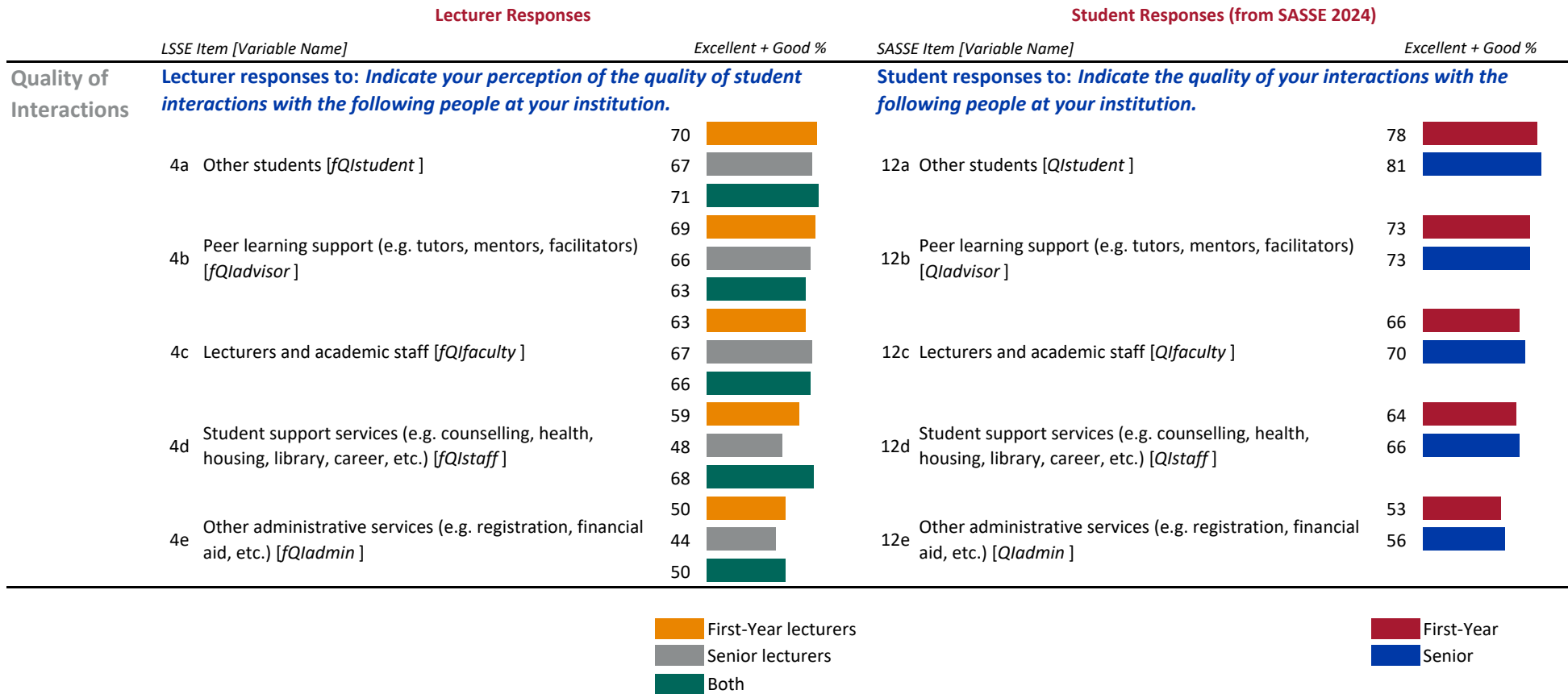
Experiences with Staff



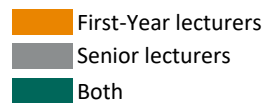
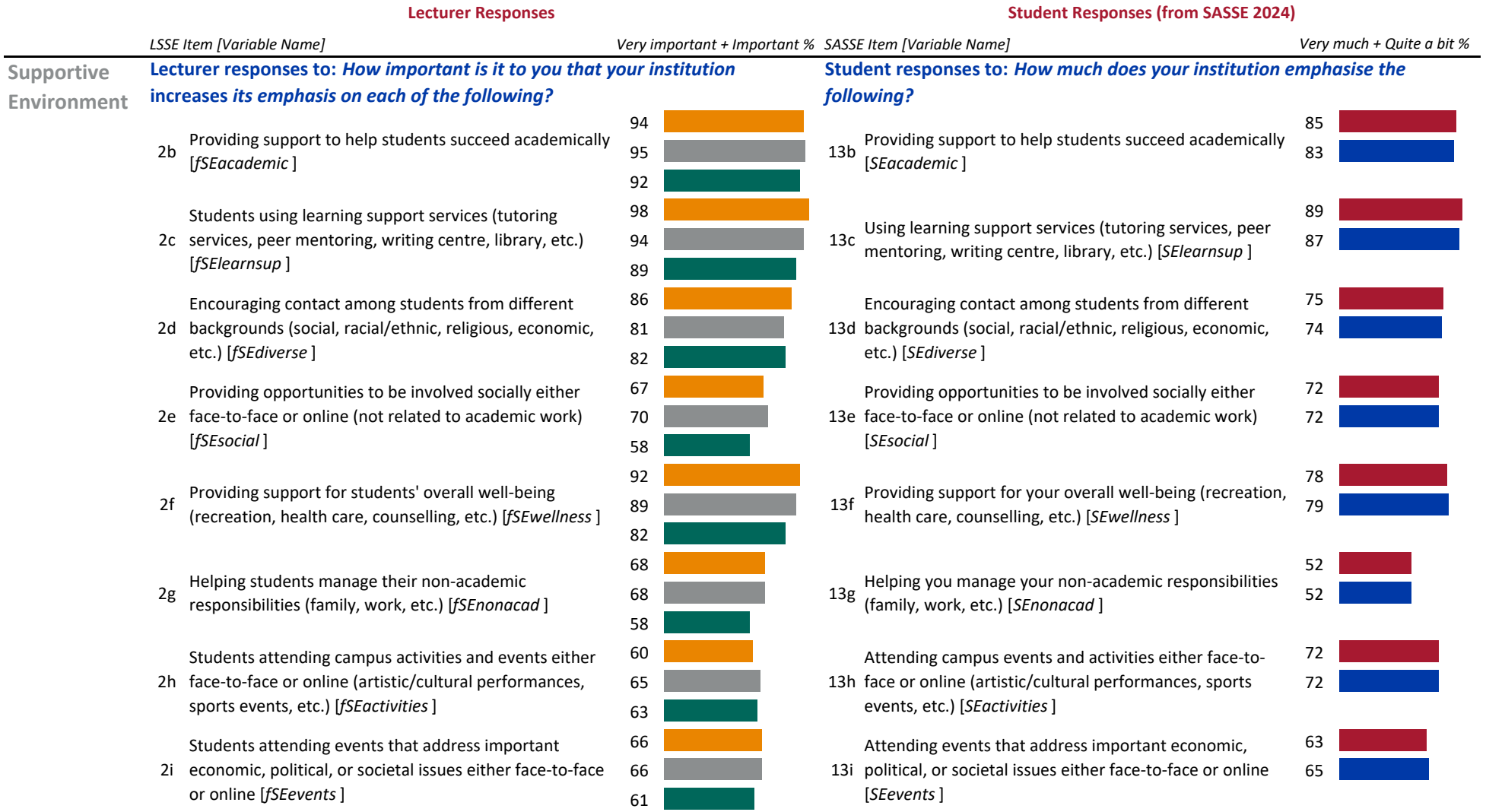
Experiences with Staff (continued)



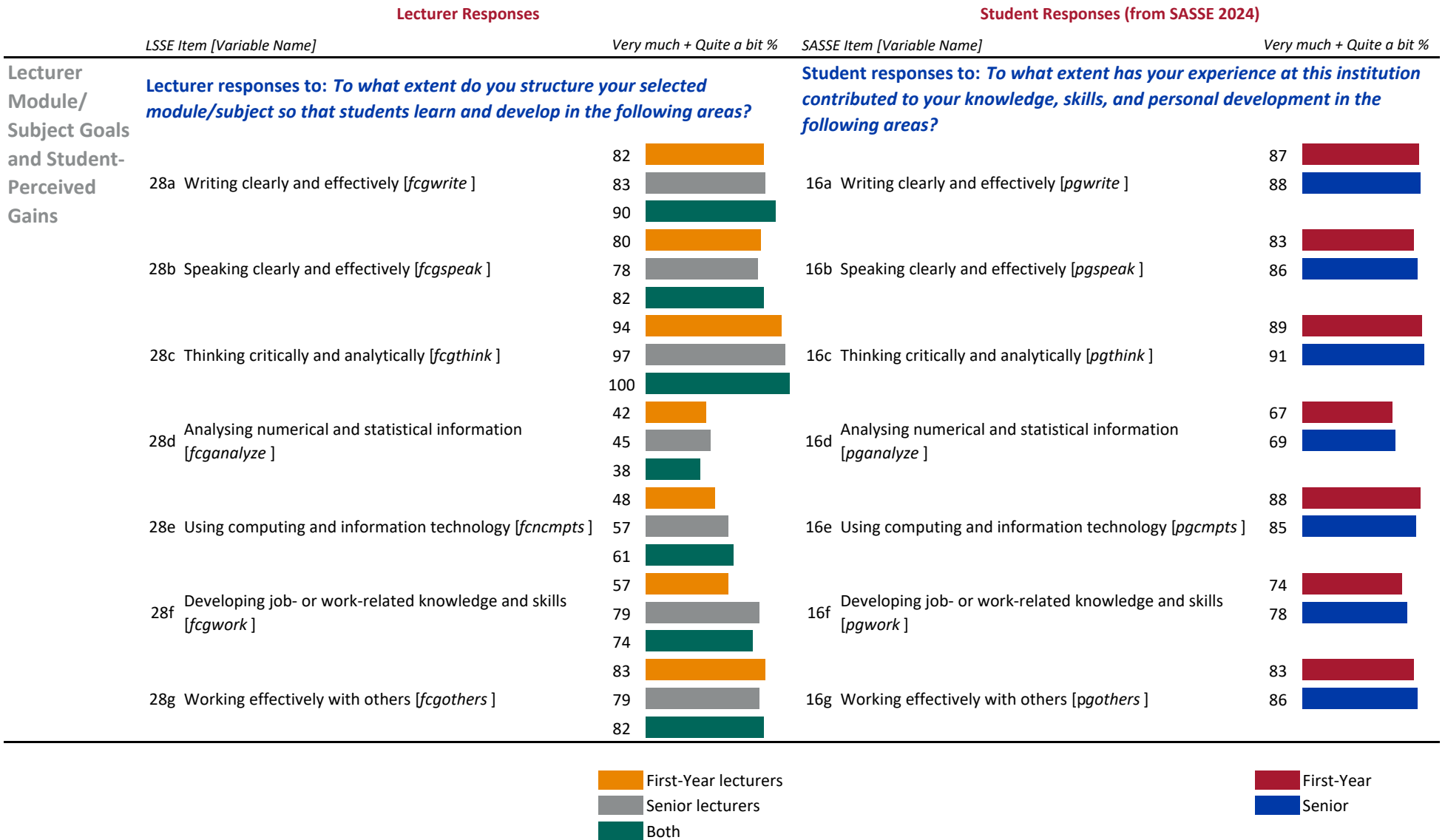
Campus Environment



Campus Environment (continued)



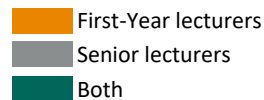
Additional Engagement Items



Additional Engagement Items (continued)

		Lecturer Responses		Student Responses (from SASSE 2024)			
LSSE Item [Variable Name]		Very much + Quite a bit %		SASSE Item [Variable Name]		Very much + Quite a bit %	
Lecturer Module/ Subject Goals and Student- Reported Gains (continued)	28h Developing or clarifying a personal code of values and ethics [fcgvalues]	63	<div style="width: 63%; height: 15px; background-color: #f4a460;"></div>	16h Developing or clarifying a personal code of values and ethics [pgvalues]	78	<div style="width: 78%; height: 15px; background-color: #a52a2a;"></div>	
		75	<div style="width: 75%; height: 15px; background-color: #808080;"></div>		79	<div style="width: 79%; height: 15px; background-color: #00008b;"></div>	
		71	<div style="width: 71%; height: 15px; background-color: #008080;"></div>				
	28i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]	68	<div style="width: 68%; height: 15px; background-color: #f4a460;"></div>	16i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.) [pgdiverse]	82	<div style="width: 82%; height: 15px; background-color: #a52a2a;"></div>	
		69	<div style="width: 69%; height: 15px; background-color: #808080;"></div>		83	<div style="width: 83%; height: 15px; background-color: #00008b;"></div>	
		82	<div style="width: 82%; height: 15px; background-color: #008080;"></div>				
	28j Solving complex real-world problems [fcgprobsolve]	63	<div style="width: 63%; height: 15px; background-color: #f4a460;"></div>	16j Solving complex real-world problems [pgprobsolve]	72	<div style="width: 72%; height: 15px; background-color: #a52a2a;"></div>	
		83	<div style="width: 83%; height: 15px; background-color: #808080;"></div>		77	<div style="width: 77%; height: 15px; background-color: #00008b;"></div>	
		79	<div style="width: 79%; height: 15px; background-color: #008080;"></div>				
	28k Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.) [fcgcitizen]	63	<div style="width: 63%; height: 15px; background-color: #f4a460;"></div>	16k Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.) [pgcitizen]	76	<div style="width: 76%; height: 15px; background-color: #a52a2a;"></div>	
		73	<div style="width: 73%; height: 15px; background-color: #808080;"></div>		79	<div style="width: 79%; height: 15px; background-color: #00008b;"></div>	
		84	<div style="width: 84%; height: 15px; background-color: #008080;"></div>				
28l Developing entrepreneurial skills and mindset [fcgentrepre]	45	<div style="width: 45%; height: 15px; background-color: #f4a460;"></div>	16l Developing entrepreneurial skills and mindset [pgentrepre]	64	<div style="width: 64%; height: 15px; background-color: #a52a2a;"></div>		
	46	<div style="width: 46%; height: 15px; background-color: #808080;"></div>		68	<div style="width: 68%; height: 15px; background-color: #00008b;"></div>		
	58	<div style="width: 58%; height: 15px; background-color: #008080;"></div>					

		Very important + Important %		SASSE Item [Variable Name]		Very often + Often %	
Module/ Subject Engagement	Lecturer responses to: In your selected module/subject, how important is it to you that the typical student does the following?			Student responses to: Think about the current academic year. How often have you done each of the following?			
		94	<div style="width: 94%; height: 15px; background-color: #f4a460;"></div>	1a Asked questions or contributed to module/subject discussions in other ways [askquest]	57	<div style="width: 57%; height: 15px; background-color: #a52a2a;"></div>	
22a Ask questions or contribute to module/subject discussions in other ways [askquest]	96	<div style="width: 96%; height: 15px; background-color: #808080;"></div>	62		<div style="width: 62%; height: 15px; background-color: #00008b;"></div>		
	100	<div style="width: 100%; height: 15px; background-color: #008080;"></div>					



Additional Engagement Items (continued)

		Lecturer Responses		Student Responses (from SASSE 2024)	
<i>LSSE Item [Variable Name]</i>		<i>Very important + Important %</i>		<i>SASSE Item [Variable Name]</i>	
				<i>Done or in progress %</i>	
Student Leadership	Lecturer responses to: <i>How important is it to you that undergraduates at your institution do the following before they graduate?</i>			Student responses to: <i>Which of the following have you done or do you plan to do before you graduate from your institution?</i>	
	Hold a formal leadership position in a student	45		Hold a formal leadership position in a student	14
	1b organisation or group on campus (societies, political organisations, residence committees, etc.) [<i>fleader</i>]	38		10b organisation or group on campus (societies, political organisations, residence committees, etc.) [<i>leader</i>]	22
		32			
<i>LSSE Item [Variable Name]</i>		<i>Very much + Quite a bit %</i>		<i>SASSE Item [Variable Name]</i>	
				<i>Very much + Quite a bit %</i>	
Memorisation	Lecturer responses to: <i>In your selected module/subject, how much does the academic work emphasise the following?</i>			Student responses to: <i>During the current academic year, how much has your academic work emphasised the following?</i>	
	27a Memorising module/subject material (facts, ideas, etc.) [<i>fmemorize</i>]	57		4a Memorising module/subject material (facts, ideas, etc.) [<i>memorize</i>]	84
		47			84
		34			

First-Year lecturers Senior lecturers Both	First-Year Senior
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Additional Engagement Items (continued)

		Lecturer Responses		Student Responses (from SASSE 2024)	
LSSE Item [Variable Name]	16 or more hours %	SASSE Item [Variable Name]	16 or more hours %		
Time Spent by Students		Lecturer responses to: About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?		Student responses to: About how many hours do you spend in a typical 7-day week doing each of the following?	
20a	Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities) [ftmprepare] 11 (First-Year lecturers) 9 (Senior lecturers) 6 (Both)	14a	Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities) [tmprep] 42 (First-Year) 42 (Senior)		
20b	Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [ftmcocurr] 8 (First-Year lecturers) 4 (Senior lecturers) 11 (Both)	14d	Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [tmcocurr] 10 (First-Year) 13 (Senior)		
20c	Working for pay on campus (student assistant, tutor, etc.) [ftmworkon] 5 (First-Year lecturers) 5 (Senior lecturers) 8 (Both)	14e	Working for pay on campus (student assistant, tutor, etc.) [tmworkon] 4 (First-Year) 6 (Senior)		
20d	Working for pay off campus (being a waiter, casual work in shops, etc.) [ftmworkoff] 6 (First-Year lecturers) 8 (Senior lecturers) 8 (Both)	14f	Working for pay off campus (being a waiter, casual work in shops, etc.) [tmworkoff] 4 (First-Year) 8 (Senior)		
20e	Doing community service or volunteer work [ftmservice] 3 (First-Year lecturers) 2 (Senior lecturers) 3 (Both)	14g	Doing community service or volunteer work [tmservice] 4 (First-Year) 7 (Senior)		
20f	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [ftmrelax] 41 (First-Year lecturers) 45 (Senior lecturers) 44 (Both)	14h	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [tmrelax] 17 (First-Year) 20 (Senior)		
20g	Providing care for dependents (children, siblings, parents, etc.) [ftmcare] 11 (First-Year lecturers) 11 (Senior lecturers) 14 (Both)	14i	Providing care for dependents (children, siblings, parents, etc.) [tmcare] 9 (First-Year) 15 (Senior)		
20h	Travelling to class/other places used to engage with academic work (driving, walking, etc.) [ftmcommute] 8 (First-Year lecturers) 7 (Senior lecturers) 11 (Both)	14j	Travelling to class/other places used to engage with academic work (driving, walking, etc.) [tmcommute] 11 (First-Year) 14 (Senior)		

High Impact Practices

FY/SR Participation

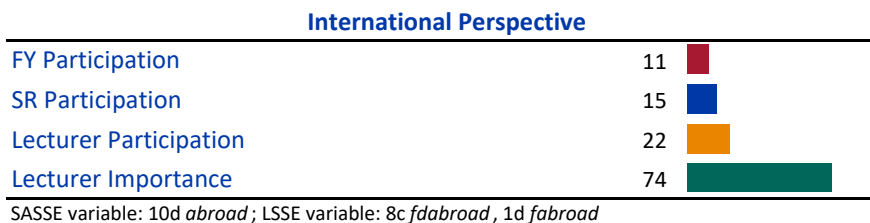
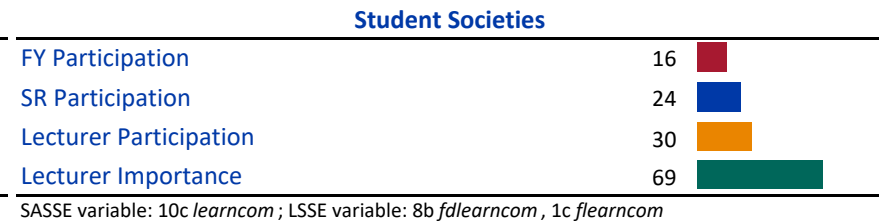
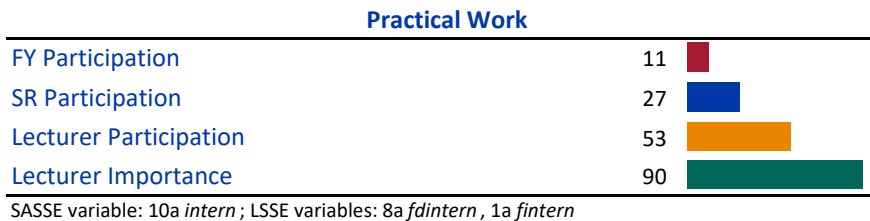
The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" modules/subjects included a community-based project.

Lecturer Participation

The "Lecturer Participation" figures display the percentage of your lecturers who participate in these High-Impact Practices in a typical week. For Service-Learning, this represents the percentage of lecturers responding that at least "Some" of their modules/subjects include a service-learning component. For the remaining experiences, this represents the percentage of lecturers responding "Yes" to participating in the given activity during the current academic year.

Lecturer Importance

The "Lecturer Importance" figures display the percentage of your lecturers who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.





LSSE-SASSE Combined Report

About This Report



High Impact Practices (continued)

Service-Learning

FY Participation	66	
SR Participation	75	
Lecturer Participation	49	
Lecturer Importance	80	

SASSE variable: 11 *servcourse* ; LSSE variables: 11 *fservcourse* , 1o *fservice*

Work with Students

FY Participation	80	
SR Participation	80	
Lecturer Participation	78	
Lecturer Importance	90	

SASSE variable: 10h *groupproject* ; LSSE variable: 8e *fdgroup* , 1h *fgroupproject*

Peer Learning Support

FY Participation	68	
SR Participation	69	
Lecturer Participation	74	
Lecturer Importance	95	

SASSE variable: 10j *usepeer* ; LSSE variable: 8f *fdpeer* , 1j *fusepeer*

Entrepreneurial Skills

FY Participation	14	
SR Participation	21	
Lecturer Participation	27	
Lecturer Importance	77	

SASSE variable: 10m *entrepre* ; LSSE variable: 8g *fdentrepre* , 1m *fentrepre*

First-year Experience

FY Participation	59	
SR Participation	55	
Lecturer Importance	86	

SASSE variable: 10f *Fyexperience* ; LSSE variable: 1f *fFyexperience*

Academic Literacy Activities

FY Participation	37	
SR Participation	36	
Lecturer Importance	92	

SASSE variable: 10g *acadlit* ; LSSE variable: 1g *facadlit*

Consult Academic Advisor

FY Participation	42	
SR Participation	58	
Lecturer Importance	93	

SASSE variable: 10i *acadadvise* ; LSSE variable: 1i *facadadvise*

Explain Material as Tutor

FY Participation	27	
SR Participation	32	
Lecturer Importance	86	

SASSE variable: 10k *exptutor* ; LSSE variable: 1k *fexptutor*









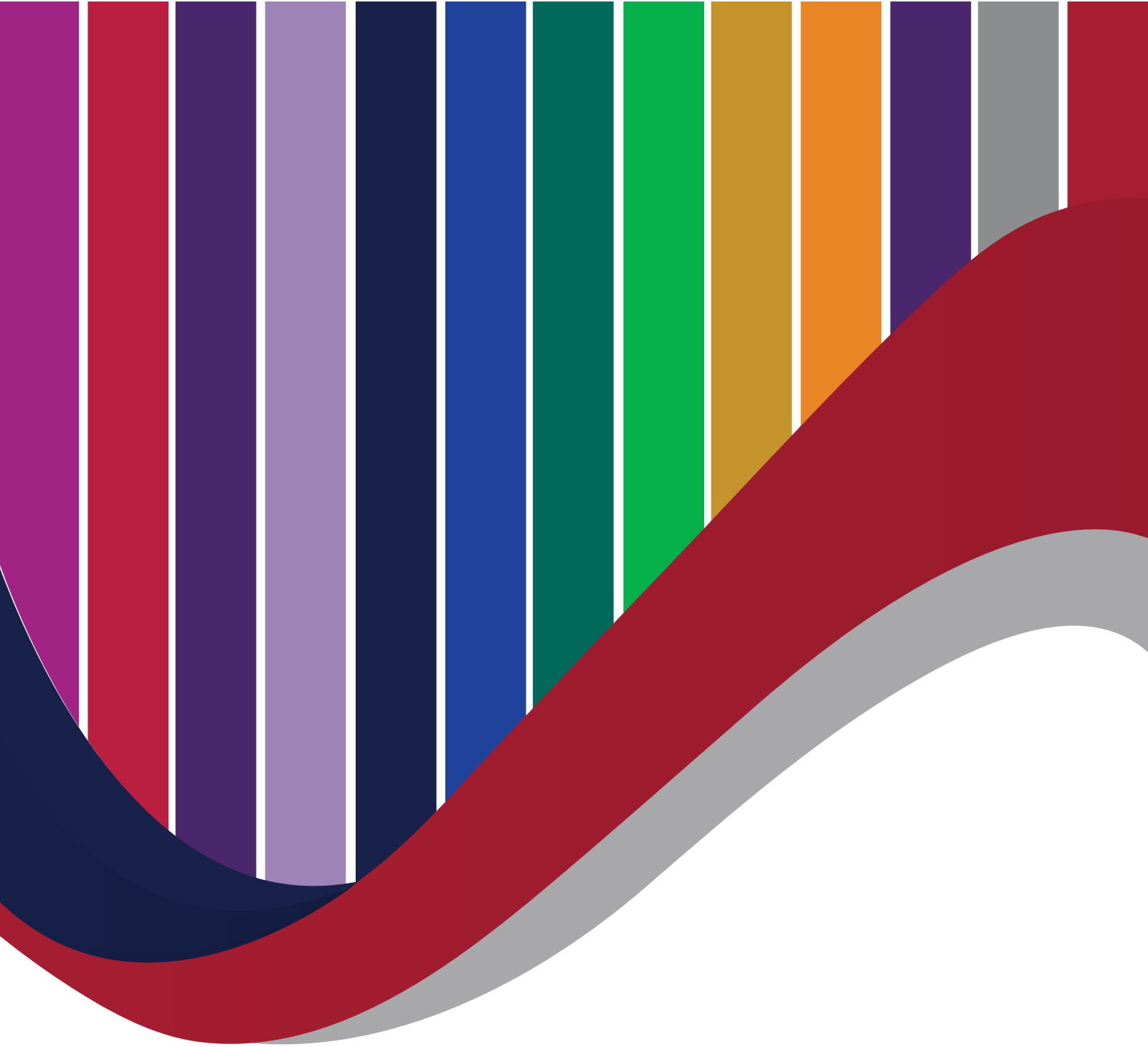
LSSE-SASSE Combined Report

About This Report



High Impact Practices (continued)

Numeracy Activities		Mental Health Improvement	
FY Participation	18 	FY Participation	19 
SR Participation	21 	SR Participation	26 
Lecturer Importance	71 	Lecturer Importance	89 
SASSE variable: 10l <i>mathdevel</i> ; LSSE variable: 1l <i>fmathdevel</i>		SASSE variable: 10n <i>menthlth</i> ; LSSE variable: 1n <i>fmenthlth</i>	



Frequency Distributions


The display below highlights details in the LSSE *Frequencies* report that are important to keep in mind when interpreting your results.

1. **Sample:** The LSSE *Frequencies* report is based on information from all lecturers at your institution who responded to the survey based on their experiences teaching either mostly first-year modules, mostly senior modules (second year and later) or an equal number of first-year and senior modules. Lecturers who did not report the module level are not included in this report.

2. **Class level:** Frequency distributions are reported separately for lecturers who teach first-year modules, senior modules, and an equal number of first-year and senior modules.

3. **Item numbers:** Item numbering corresponds to the survey facsimile included in your *Institutional Report*.

4. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.


1
2

LSSE Frequencies
SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total					
Var. Name Response Options			Count	%	Count	%	Count	%	Count	%				
1. How important is it to you that undergraduates at your institution do the following before they graduate?														
a. Practical work related to their studies (internship, work integrated learning, clinical placement, field experience, etc.)			fintern		Not important		5	3%	5	3%	3	5%	13	3%
			Somewhat important		23	16%	23	13%	15	27%	61	16%	61	16%
			Important		36	24%	30	17%	25	45%	91	24%	91	24%
			Very important		83	56%	12	67%	12	22%	107	28%	107	28%
			Total		147	100%	178	100%	55	100%	380	100%	380	100%
b. Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)			fforlead		Not important		26	18%	32	18%	10	14%	68	17%
			Somewhat important		78	53%	75	42%	25	36%	178	45%	178	45%
			Important		33	29%	50	28%	30	43%	113	29%	113	29%
			Very important		9	0%	19	11%	5	7%	33	8%	33	8%
			Total		146	100%	178	100%	70	100%	394	100%	394	100%
c. Participate in student societies (law, psychology, etc.) where students engage in topics related to their subject			flearncom		Not important		30	20%	48	27%	24	24%	102	24%
			Somewhat important		60	41%	63	36%	48	48%	171	40%	171	40%
			Important		39	27%	40	23%	20	20%	99	23%	99	23%
			Very important		18	12%	26	15%	8	8%	52	12%	52	12%
			Total		147	100%	177	100%	100	100%	424	100%	424	100%

5. **Response options:** Response options are listed just as they appear on the instrument.

6. **Count and column percentage (%):** The Count column contains the number of lecturers who selected the corresponding response option. The column percentage represents the percentage of lecturers selecting the corresponding response option.



LSSE Frequencies University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
1. How important is it to you that undergraduates at your institution do the following before they graduate while in higher education?										
a. Practical work related to their studies (internship, work integrated learning, clinical placement, field experience, etc.)	fintern	Not important	0	0%	6	5%	2	5%	8	3%
		Somewhat important	4	6%	9	7%	4	11%	18	7%
		Important	11	17%	26	20%	5	13%	46	18%
		Very important	48	74%	85	64%	26	68%	179	68%
		Not offered at my institution	2	3%	7	5%	1	3%	11	4%
		Total	65	100%	133	100%	38	100%	262	100%
b. Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	fleader	Not important	12	18%	30	23%	16	42%	64	24%
		Somewhat important	24	37%	52	39%	10	26%	94	36%
		Important	13	20%	30	23%	9	24%	57	22%
		Very important	16	25%	21	16%	3	8%	47	18%
		Not offered at my institution	0	0%	0	0%	0	0%	0	0%
		Total	65	100%	133	100%	38	100%	262	100%
c. Participate in student societies (law, psychology, etc.) where students engage in topics related to their subjects	flearncom	Not important	2	3%	10	8%	9	24%	23	9%
		Somewhat important	15	23%	29	22%	9	24%	56	21%
		Important	23	35%	47	35%	12	32%	95	36%
		Very important	24	37%	44	33%	8	21%	84	32%
		Not offered at my institution	1	2%	3	2%	0	0%	4	2%
		Total	65	100%	133	100%	38	100%	262	100%
d. Develop an international perspective through campus initiatives and interacting with international students	fabroad	Not important	2	3%	7	5%	0	0%	10	4%
		Somewhat important	15	23%	30	23%	8	22%	55	21%
		Important	20	31%	48	36%	16	43%	97	37%
		Very important	27	42%	43	32%	12	32%	92	35%
		Not offered at my institution	1	2%	5	4%	1	3%	7	3%
		Total	65	100%	133	100%	37	100%	261	100%



LSSE Frequencies University of the Free State

	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
e. Work with a lecturer or staff member on a research project	fresearch	Not important	3	5%	7	5%	3	8%	13	5%
		Somewhat important	11	17%	23	17%	8	21%	44	17%
		Important	19	30%	42	32%	12	32%	83	32%
		Very important	29	45%	57	43%	13	34%	113	43%
		Not offered at my institution	2	3%	4	3%	2	5%	8	3%
		Total	64	100%	133	100%	38	100%	261	100%
f. Participate in a first-year experience, such as university orientation and transition/university 101 programs	ffyexperience	Not important	1	2%	5	4%	3	8%	9	3%
		Somewhat important	6	9%	18	14%	3	8%	28	11%
		Important	18	28%	35	27%	11	29%	71	27%
		Very important	39	61%	71	54%	21	55%	148	57%
		Not offered at my institution	0	0%	3	2%	0	0%	4	2%
		Total	64	100%	132	100%	38	100%	260	100%
g. Participate in academic literacy or language development activities	facadlit	Not important	0	0%	1	1%	0	0%	1	0%
		Somewhat important	1	2%	15	11%	1	3%	20	8%
		Important	12	18%	22	17%	5	13%	44	17%
		Very important	51	78%	89	67%	30	79%	188	72%
		Not offered at my institution	1	2%	6	5%	2	5%	9	3%
		Total	65	100%	133	100%	38	100%	262	100%
h. Work with other students on a group project or assignment	fgroupproject	Not important	1	2%	3	2%	0	0%	4	2%
		Somewhat important	7	11%	11	8%	3	8%	22	8%
		Important	19	29%	26	20%	10	26%	62	24%
		Very important	37	57%	89	67%	25	66%	169	65%
		Not offered at my institution	1	2%	4	3%	0	0%	5	2%
		Total	65	100%	133	100%	38	100%	262	100%

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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
i. Consult with an academic advisor (staff member) who helps students to plan their studies and education	facadadvise	Not important	1	2%	2	2%	0	0%	3	1%
		Somewhat important	5	8%	7	5%	3	8%	16	6%
		Important	21	32%	33	25%	11	29%	74	28%
		Very important	37	57%	85	64%	23	61%	161	61%
		Not offered at my institution	1	2%	6	5%	1	3%	8	3%
		Total	65	100%	133	100%	38	100%	262	100%
j. Make use of peer learning support (e.g. tutors, mentors, facilitators)	fusepeer	Not important	0	0%	1	1%	1	3%	2	1%
		Somewhat important	4	6%	6	5%	2	5%	12	5%
		Important	14	22%	34	26%	12	32%	69	26%
		Very important	47	72%	90	68%	23	61%	177	68%
		Not offered at my institution	0	0%	2	2%	0	0%	2	1%
		Total	65	100%	133	100%	38	100%	262	100%
k. Explain module/subject material to other students as a tutor or learning facilitator	fexptutor	Not important	0	0%	4	3%	1	3%	5	2%
		Somewhat important	4	6%	18	14%	7	18%	32	12%
		Important	25	38%	53	40%	17	45%	108	41%
		Very important	36	55%	56	42%	13	34%	114	44%
		Not offered at my institution	0	0%	2	2%	0	0%	2	1%
		Total	65	100%	133	100%	38	100%	261	100%
l. Participate in mathematics or numeracy development activities	fmathdevel	Not important	2	3%	13	10%	4	11%	22	9%
		Somewhat important	12	19%	25	19%	9	24%	51	20%
		Important	19	31%	44	33%	12	32%	83	32%
		Very important	28	45%	48	36%	12	32%	97	38%
		Not offered at my institution	1	2%	3	2%	0	0%	5	2%
		Total	62	100%	133	100%	37	100%	258	100%

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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
m. Participate in an institutional program that develops entrepreneurial skills	fentrepre	Not important	2	3%	9	7%	3	8%	16	6%
		Somewhat important	14	22%	20	15%	6	16%	43	16%
		Important	24	38%	46	35%	15	39%	94	36%
		Very important	23	36%	55	41%	14	37%	104	40%
		Not offered at my institution	1	2%	3	2%	0	0%	4	2%
		Total	64	100%	133	100%	38	100%	261	100%
n. Participate in an institutional program that focuses on improving mental health	fmentalhlth	Not important	1	2%	1	1%	2	5%	5	2%
		Somewhat important	5	8%	11	8%	6	16%	23	9%
		Important	21	32%	39	30%	14	37%	84	32%
		Very important	36	55%	78	59%	15	39%	143	55%
		Not offered at my institution	2	3%	3	2%	1	3%	6	2%
		Total	65	100%	132	100%	38	100%	261	100%
o. Participate in a community-based/community-engagement project (service-learning) as part of a regular module/subject	fservice	Not important	3	5%	10	8%	4	11%	17	7%
		Somewhat important	12	18%	13	10%	6	16%	34	13%
		Important	25	38%	46	35%	9	24%	87	33%
		Very important	23	35%	60	45%	19	50%	118	45%
		Not offered at my institution	2	3%	3	2%	0	0%	5	2%
		Total	65	100%	132	100%	38	100%	261	100%
2. How important is it to you that your institution <i>increases</i> its emphasis on each of the following?										
a. Students spending significant amounts of time studying and on academic work	fempstudy	Not important	2	3%	1	1%	0	0%	3	1%
		Somewhat important	10	15%	6	5%	2	5%	22	8%
		Important	25	38%	35	26%	12	32%	84	32%
		Very important	28	43%	91	68%	24	63%	154	59%
		Total	65	100%	133	100%	38	100%	263	100%
b. Providing support to help students succeed academically	fSEacademic	Not important	0	0%	0	0%	0	0%	0	0%
		Somewhat important	4	6%	7	5%	3	8%	14	5%
		Important	20	31%	45	34%	11	29%	85	32%
		Very important	41	63%	80	61%	24	63%	163	62%
		Total	65	100%	132	100%	38	100%	262	100%



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
c. Students using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	fSElearnsup	Not important	0	0%	1	1%	0	0%	1	0%
		Somewhat important	1	2%	7	5%	4	11%	12	5%
		Important	23	35%	40	31%	10	26%	85	33%
		Very important	41	63%	83	63%	24	63%	163	62%
		Total	65	100%	131	100%	38	100%	261	100%
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	fSEdiverse	Not important	3	5%	3	2%	2	5%	8	3%
		Somewhat important	6	9%	22	17%	5	13%	35	13%
		Important	24	37%	39	29%	12	32%	86	33%
		Very important	32	49%	69	52%	19	50%	134	51%
		Total	65	100%	133	100%	38	100%	263	100%
e. Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	fSEsocial	Not important	2	3%	10	8%	2	5%	14	5%
		Somewhat important	19	30%	30	23%	14	37%	68	26%
		Important	21	33%	48	36%	13	34%	94	36%
		Very important	22	34%	45	34%	9	24%	85	33%
		Total	64	100%	133	100%	38	100%	261	100%
f. Providing support for students' overall well-being (recreation, health care, counselling, etc.)	fSEwellness	Not important	0	0%	0	0%	1	3%	1	0%
		Somewhat important	5	8%	15	11%	6	16%	28	11%
		Important	24	37%	47	35%	15	39%	98	37%
		Very important	36	55%	71	53%	16	42%	136	52%
		Total	65	100%	133	100%	38	100%	263	100%
g. Helping students manage their non-academic responsibilities (family, work, etc.)	fSEnonacad	Not important	4	6%	9	7%	3	8%	18	7%
		Somewhat important	16	25%	34	26%	13	34%	68	26%
		Important	20	32%	52	39%	12	32%	97	37%
		Very important	23	37%	38	29%	10	26%	78	30%
		Total	63	100%	133	100%	38	100%	261	100%

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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
h. Students attending campus activities and events either face-to-face or online (artistic/cultural performances, sports events, etc.)	fsEactivities	Not important	5	8%	9	7%	2	5%	16	6%
		Somewhat important	21	32%	38	29%	12	32%	76	29%
		Important	17	26%	51	38%	13	34%	93	35%
		Very important	22	34%	35	26%	11	29%	78	30%
		Total	65	100%	133	100%	38	100%	263	100%
i. Students attending events that address important economic, political or societal issues either face-to-face or online	fsEevents	Not important	4	6%	10	8%	1	3%	15	6%
		Somewhat important	18	28%	35	26%	14	37%	73	28%
		Important	23	35%	45	34%	13	34%	92	35%
		Very important	20	31%	43	32%	10	26%	83	32%
		Total	65	100%	133	100%	38	100%	263	100%
3. To what extent do you agree or disagree with the following statements?										
a. I feel comfortable being myself at this institution.	fsbcomfort	Strongly disagree	1	2%	6	5%	1	3%	9	3%
		Disagree	2	3%	12	9%	7	18%	22	8%
		Agree	33	51%	73	55%	17	45%	142	54%
		Strongly agree	29	45%	42	32%	13	34%	89	34%
		Total	65	100%	133	100%	38	100%	262	100%
b. I feel valued by this institution.	fsbvalued	Strongly disagree	3	5%	9	7%	3	8%	18	7%
		Disagree	10	15%	26	20%	6	16%	45	17%
		Agree	37	57%	70	53%	22	58%	144	55%
		Strongly agree	15	23%	28	21%	7	18%	55	21%
		Total	65	100%	133	100%	38	100%	262	100%
c. I feel like part of the community at this institution.	fsbcomm	Strongly disagree	2	3%	9	7%	1	3%	15	6%
		Disagree	10	15%	23	17%	5	13%	39	15%
		Agree	33	51%	74	56%	25	66%	151	57%
		Strongly agree	20	31%	27	20%	7	18%	58	22%
		Total	65	100%	133	100%	38	100%	263	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
4. Indicate your perception of the quality of student interactions with the following people at your institution.										
a. Other students	fQlstudent	Poor	1	2%	4	3%	0	0%	8	3%
		Fair	18	28%	40	30%	11	29%	73	28%
		Good	34	53%	76	58%	24	63%	151	58%
		Excellent	11	17%	12	9%	3	8%	29	11%
		Total	64	100%	132	100%	38	100%	261	100%
b. Peer learning support (e.g. tutors, mentors, facilitators)	fQladvisor	Poor	3	5%	9	7%	0	0%	13	5%
		Fair	17	27%	36	27%	14	37%	75	29%
		Good	33	52%	77	58%	20	53%	145	56%
		Excellent	11	17%	10	8%	4	11%	27	10%
		Total	64	100%	132	100%	38	100%	260	100%
c. Lecturers and academic staff	fQlfaculty	Poor	5	8%	10	8%	4	11%	20	8%
		Fair	19	30%	34	26%	9	24%	68	26%
		Good	29	45%	75	57%	20	53%	142	54%
		Excellent	11	17%	13	10%	5	13%	31	12%
		Total	64	100%	132	100%	38	100%	261	100%
d. Student support services (e.g. counselling, health, housing, library, career, etc.)	fQlstaff	Poor	2	3%	7	5%	1	3%	11	4%
		Fair	24	38%	62	47%	11	29%	103	40%
		Good	31	48%	55	42%	23	61%	125	48%
		Excellent	7	11%	8	6%	3	8%	21	8%
		Total	64	100%	132	100%	38	100%	260	100%
e. Other administrative services (e.g. registration, financial aid, etc.)	fQladmin	Poor	6	9%	15	11%	1	3%	24	9%
		Fair	26	41%	59	45%	18	47%	115	44%
		Good	26	41%	50	38%	16	42%	102	39%
		Excellent	6	9%	8	6%	3	8%	20	8%
		Total	64	100%	132	100%	38	100%	261	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
5. To what extent do you agree or disagree with the following statements?										
a. I have the time I need to prepare ^{ftime} for class.	Strongly disagree	0	0%	2	2%	1	3%	3	1%	
	Disagree	4	6%	13	10%	5	13%	25	10%	
	Agree	39	61%	91	69%	20	53%	168	64%	
	Strongly agree	21	33%	26	20%	12	32%	65	25%	
	Total	64	100%	132	100%	38	100%	261	100%	
b. I have the resources I need to do ^{fresource} my best teaching (office space, technology, materials, etc.).	Strongly disagree	1	2%	1	1%	2	5%	4	2%	
	Disagree	4	6%	19	14%	3	8%	28	11%	
	Agree	32	50%	73	55%	23	61%	149	57%	
	Strongly agree	27	42%	40	30%	10	26%	81	31%	
	Total	64	100%	133	100%	38	100%	262	100%	
c. The environments (classroom, ^{fconductive} online, etc.) I teach in are conducive to quality teaching.	Strongly disagree	1	2%	5	4%	3	8%	9	3%	
	Disagree	8	13%	23	17%	5	13%	36	14%	
	Agree	32	51%	72	54%	18	47%	145	56%	
	Strongly agree	22	35%	33	25%	12	32%	71	27%	
	Total	63	100%	133	100%	38	100%	261	100%	
d. I know where to go for help with ^{fhelp} teaching at my institution.	Strongly disagree	0	0%	1	1%	1	3%	2	1%	
	Disagree	6	9%	7	5%	0	0%	14	5%	
	Agree	32	50%	78	59%	25	66%	156	60%	
	Strongly agree	26	41%	47	35%	12	32%	90	34%	
	Total	64	100%	133	100%	38	100%	262	100%	



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
6. In a typical 7-day week, about how many hours do you spend on each of the following?										
a. Teaching activities (preparing, teaching class sessions, marking, meeting with students outside of class, etc.)	ftmteach	0	0%	0	0%	0	0%	1	0%	
	1-4	9	14%	7	5%	2	5%	23	9%	
	5-8	8	12%	23	17%	6	16%	44	17%	
	9-12	9	14%	21	16%	8	21%	41	16%	
	13-16	13	20%	24	18%	3	8%	41	16%	
	17-20	13	20%	22	17%	8	21%	47	18%	
	21-30	9	14%	18	14%	6	16%	35	13%	
	More than 30 hours	4	6%	18	14%	5	13%	31	12%	
	Total	65	100%	133	100%	38	100%	263	100%	
b. Advising undergraduate students	ftmadvise	0	8%	4	3%	1	3%	20	8%	
	1-4	29	45%	63	47%	16	42%	114	43%	
	5-8	16	25%	30	23%	8	21%	56	21%	
	9-12	8	12%	18	14%	8	21%	36	14%	
	13-16	4	6%	10	8%	4	11%	19	7%	
	17-20	2	3%	6	5%	0	0%	10	4%	
	21-30	1	2%	2	2%	1	3%	5	2%	
	More than 30 hours	0	0%	0	0%	0	0%	3	1%	
	Total	65	100%	133	100%	38	100%	263	100%	
c. Research and scholarly activities	ftmresearch	0	14%	2	2%	1	3%	13	5%	
	1-4	14	22%	25	19%	4	11%	48	18%	
	5-8	18	28%	30	23%	7	18%	59	22%	
	9-12	7	11%	24	18%	7	18%	41	16%	
	13-16	6	9%	16	12%	7	18%	31	12%	
	17-20	4	6%	14	11%	6	16%	25	10%	
	21-30	3	5%	8	6%	5	13%	21	8%	
	More than 30 hours	4	6%	14	11%	1	3%	25	10%	
	Total	65	100%	133	100%	38	100%	263	100%	



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
d. Conducting institutional service activities (membership of institutional committees, reviewer for external journals, etc.)	ftmserviceacts	0	27	42%	18	14%	3	8%	55	21%
	1-4	23	35%	43	33%	12	32%	83	32%	
	5-8	5	8%	29	22%	10	26%	48	18%	
	9-12	5	8%	24	18%	8	21%	41	16%	
	13-16	4	6%	9	7%	2	5%	16	6%	
	17-20	0	0%	7	5%	1	3%	10	4%	
	21-30	1	2%	1	1%	1	3%	5	2%	
	More than 30 hours	0	0%	1	1%	1	3%	4	2%	
	Total	65	100%	132	100%	38	100%	262	100%	
7. If #6a greater than 0: Of the time you spend on teaching activities, about how many hours do you spend on each of the following teaching-related activities?										
a. Preparing class sessions	ftmprepclass	0	0	0%	0	0%	0	0%	3	1%
	1-4	32	49%	42	32%	12	32%	94	36%	
	5-8	11	17%	39	29%	10	26%	67	26%	
	9-12	14	22%	24	18%	6	16%	46	18%	
	13-16	4	6%	17	13%	4	11%	27	10%	
	17-20	3	5%	5	4%	2	5%	11	4%	
	More than 20 hours	1	2%	6	5%	4	11%	13	5%	
	Total	65	100%	133	100%	38	100%	261	100%	
b. Teaching undergraduate students in class	ftmteachclass	0	1	2%	0	0%	0	0%	15	6%
	1-4	15	23%	38	29%	10	27%	66	26%	
	5-8	27	42%	49	38%	11	30%	90	35%	
	9-12	15	23%	21	16%	5	14%	42	16%	
	13-16	5	8%	8	6%	4	11%	18	7%	
	17-20	1	2%	9	7%	4	11%	14	5%	
	More than 20 hours	1	2%	5	4%	3	8%	11	4%	
	Total	65	100%	130	100%	37	100%	256	100%	

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<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	
c. Teaching postgraduate students	ftmpgteach	0	41	65%	29	22%	8	21%	85	33%
	1-4	9	14%	47	36%	14	37%	75	29%	
	5-8	7	11%	30	23%	5	13%	48	19%	
	9-12	3	5%	13	10%	4	11%	23	9%	
	13-16	1	2%	4	3%	3	8%	8	3%	
	17-20	1	2%	1	1%	2	5%	5	2%	
	More than 20 hours	1	2%	5	4%	2	5%	11	4%	
	Total	63	100%	129	100%	38	100%	255	100%	
d. Marking papers and exams	ftmgrade	0	1	2%	2	2%	0	0%	8	3%
	1-4	14	22%	31	24%	11	30%	61	24%	
	5-8	14	22%	45	34%	5	14%	65	25%	
	9-12	17	26%	17	13%	9	24%	48	19%	
	13-16	8	12%	11	8%	1	3%	22	9%	
	17-20	6	9%	12	9%	7	19%	26	10%	
	More than 20 hours	5	8%	13	10%	4	11%	28	11%	
	Total	65	100%	131	100%	37	100%	258	100%	
e. Meeting with students outside of class	ftmmeet	0	6	9%	11	8%	1	3%	21	8%
	1-4	41	63%	86	66%	22	59%	159	62%	
	5-8	11	17%	20	15%	6	16%	41	16%	
	9-12	3	5%	6	5%	2	5%	14	5%	
	13-16	2	3%	5	4%	4	11%	13	5%	
	17-20	1	2%	3	2%	0	0%	4	2%	
	More than 20 hours	1	2%	0	0%	2	5%	5	2%	
	Total	65	100%	131	100%	37	100%	257	100%	



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
f. Module/subject administration (emailing students, maintaining module/subject website, etc.)	ftmadmin	0	3	5%	1	1%	0	0%	8	3%
		1-4	35	54%	55	42%	14	38%	112	44%
		5-8	13	20%	41	32%	11	30%	69	27%
		9-12	4	6%	17	13%	4	11%	29	11%
		13-16	7	11%	13	10%	1	3%	23	9%
		17-20	1	2%	2	2%	5	14%	9	4%
		More than 20 hours	2	3%	1	1%	2	5%	7	3%
		Total	65	100%	130	100%	37	100%	257	100%
g. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own modules/subjects, etc.)	ftmimprove	0	5	8%	6	5%	2	5%	16	6%
		1-4	29	45%	61	46%	15	39%	109	42%
		5-8	20	31%	31	23%	7	18%	66	25%
		9-12	5	8%	17	13%	7	18%	33	13%
		13-16	3	5%	6	5%	3	8%	15	6%
		17-20	1	2%	10	8%	1	3%	14	5%
		More than 20 hours	2	3%	2	2%	3	8%	8	3%
		Total	65	100%	133	100%	38	100%	261	100%
8. In a typical 7-day week, do you participate in the following activities?										
a. Supervising practical work related to undergraduates' studies (internship, work integrated learning, clinical placement, field experience, etc.)	fdintern	Yes	21	32%	83	62%	23	61%	138	53%
		No	44	68%	50	38%	15	39%	124	47%
		Total	65	100%	133	100%	38	100%	262	100%
b. Supervising or mentoring undergraduates in student societies (law, psychology, etc.) where students engage in topics related to their subjects	fdlearncom	Yes	19	29%	37	28%	13	34%	77	30%
		No	46	71%	96	72%	25	66%	184	70%
		Total	65	100%	133	100%	38	100%	261	100%



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
c. Supervising campus initiatives that develop international perspectives	fdabroad	Yes	10	15%	26	20%	11	29%	57	22%
		No	55	85%	107	80%	27	71%	205	78%
		Total	65	100%	133	100%	38	100%	262	100%
d. Working with undergraduates on research	fdresearch	Yes	28	43%	85	64%	22	58%	141	54%
		No	37	57%	47	36%	16	42%	120	46%
		Total	65	100%	132	100%	38	100%	261	100%
e. Fostering group work among undergraduates	fdgroup	Yes	51	78%	114	86%	30	79%	204	78%
		No	14	22%	19	14%	8	21%	58	22%
		Total	65	100%	133	100%	38	100%	262	100%
f. Incorporating peer learning support (e.g. tutors, mentors, facilitators)	fdpeer	Yes	55	85%	91	68%	31	82%	193	74%
		No	10	15%	42	32%	7	18%	69	26%
		Total	65	100%	133	100%	38	100%	262	100%
g. Participating in an institutional program that develops undergraduates' entrepreneurial skills	fdentrepre	Yes	18	28%	35	26%	10	27%	71	27%
		No	47	72%	98	74%	27	73%	190	73%
		Total	65	100%	133	100%	37	100%	261	100%
h. Supervising postgraduate students	fdsuperpg	Yes	22	34%	109	82%	34	89%	181	69%
		No	43	66%	24	18%	4	11%	81	31%
		Total	65	100%	133	100%	38	100%	262	100%
9. During the current academic year, have you taught an undergraduate module/subject? If No, respondent answers #14 then skips to #31.										
	teaunder	Yes	65	100%	133	100%	38	100%	237	91%
		No	0	0%	0	0%	0	0%	24	9%
		Total	65	100%	133	100%	38	100%	261	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
10. During the current academic year, about how often have you done each of the following with the undergraduate students you teach or advise?										
a. Talked about their career plans	fSFcareer	Never	3	5%	4	3%	3	8%	10	4%
		Sometimes	30	46%	60	45%	14	37%	104	44%
		Often	20	31%	41	31%	13	34%	74	31%
		Very often	12	18%	27	20%	8	21%	48	20%
		Total	65	100%	132	100%	38	100%	236	100%
b. Worked on activities other than academic work (committees, projects, student groups, etc.)	fSFotherwork	Never	21	33%	45	34%	6	16%	72	31%
		Sometimes	24	38%	51	39%	17	45%	92	39%
		Often	13	20%	22	17%	10	26%	45	19%
		Very often	6	9%	14	11%	5	13%	26	11%
		Total	64	100%	132	100%	38	100%	235	100%
c. Discussed module/subject topics, ideas, or concepts	fSFdiscuss	Never	1	2%	1	1%	1	3%	3	1%
		Sometimes	4	6%	24	18%	2	5%	30	13%
		Often	25	38%	56	42%	16	42%	97	41%
		Very often	35	54%	51	39%	19	50%	106	45%
		Total	65	100%	132	100%	38	100%	236	100%
d. Discussed their academic performance	fSFperform	Never	0	0%	0	0%	0	0%	0	0%
		Sometimes	6	9%	21	16%	6	16%	33	14%
		Often	32	49%	68	52%	15	39%	115	49%
		Very often	27	42%	43	33%	17	45%	88	37%
		Total	65	100%	132	100%	38	100%	236	100%
11. About how many of your undergraduate modules/subjects at this institution have included a community-based project (service-learning)?										
fservcourse		None	37	57%	59	45%	25	66%	121	51%
		Some	18	28%	46	35%	7	18%	71	30%
		Most	7	11%	15	11%	2	5%	24	10%
		All	3	5%	11	8%	4	11%	19	8%
		Total	65	100%	131	100%	38	100%	235	100%

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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
12. In your undergraduate modules/subjects, to what extent do you do the following?										
a. Clearly explain module/subject outcomes and requirements	Very little	1	2%	0	0%	0	0%	1	0%	
	Some	1	2%	4	3%	1	3%	6	3%	
	Quite a bit	16	25%	31	23%	9	24%	56	24%	
	Very much	47	72%	97	73%	28	74%	173	73%	
	Total	65	100%	132	100%	38	100%	236	100%	
b. Present module/subject sessions in an organised way	Very little	0	0%	0	0%	0	0%	0	0%	
	Some	4	6%	1	1%	0	0%	5	2%	
	Quite a bit	4	6%	19	14%	3	8%	26	11%	
	Very much	57	88%	112	85%	35	92%	205	87%	
	Total	65	100%	132	100%	38	100%	236	100%	
c. Use examples or illustrations to explain difficult points	Very little	1	2%	0	0%	0	0%	1	0%	
	Some	1	2%	5	4%	0	0%	6	3%	
	Quite a bit	7	11%	23	17%	0	0%	30	13%	
	Very much	56	86%	104	79%	38	100%	199	84%	
	Total	65	100%	132	100%	38	100%	236	100%	
d. Use a variety of teaching techniques to accommodate diversity in student approaches to learning	Very little	0	0%	1	1%	0	0%	1	0%	
	Some	5	8%	12	9%	1	3%	18	8%	
	Quite a bit	16	25%	44	33%	11	29%	71	30%	
	Very much	44	68%	75	57%	26	68%	146	62%	
	Total	65	100%	132	100%	38	100%	236	100%	
e. Review and summarise material for students	Very little	0	0%	0	0%	2	5%	2	1%	
	Some	11	17%	25	19%	4	11%	40	17%	
	Quite a bit	12	18%	46	35%	11	29%	69	29%	
	Very much	42	65%	61	46%	21	55%	125	53%	
	Total	65	100%	132	100%	38	100%	236	100%	



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	fetstandards	Very little	1	2%	2	2%	0	0%	3	1%
		Some	6	9%	10	8%	1	3%	17	7%
		Quite a bit	15	23%	34	26%	13	34%	62	26%
		Very much	43	66%	86	65%	24	63%	154	65%
		Total	65	100%	132	100%	38	100%	236	100%
g. Provide feedback to students on a draft or work in progress	fetdraftfb	Very little	4	6%	7	5%	0	0%	11	5%
		Some	6	9%	15	11%	6	16%	27	11%
		Quite a bit	13	20%	37	28%	15	39%	65	28%
		Very much	41	64%	73	55%	17	45%	132	56%
		Total	64	100%	132	100%	38	100%	235	100%
h. Provide detailed feedback shortly after students completed tests or assignments	fetfeedback	Very little	0	0%	3	2%	1	3%	4	2%
		Some	3	5%	7	5%	1	3%	11	5%
		Quite a bit	16	25%	35	27%	13	34%	64	27%
		Very much	46	71%	87	66%	23	61%	157	67%
		Total	65	100%	132	100%	38	100%	236	100%
17. Estimate the total number of students in your selected module/subject.										
	crssize	20 or fewer	2	3%	16	12%	4	11%	22	9%
		21-30	5	8%	12	9%	2	5%	19	8%
		31-40	7	11%	11	8%	2	5%	20	8%
		41-50	4	6%	7	5%	3	8%	14	6%
		51-100	17	26%	25	19%	5	13%	47	20%
		More than 100	30	46%	62	47%	22	58%	115	49%
		Total	65	100%	133	100%	38	100%	237	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
18. In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)?										
ftmprepexpect	0	0	0%	0	0%	0	0%	0	0%	
	1	1	2%	2	2%	0	0%	3	1%	
	2	5	8%	9	7%	3	8%	17	7%	
	3	10	15%	17	13%	4	11%	31	13%	
	4	12	18%	20	15%	5	14%	37	16%	
	5	8	12%	16	12%	7	19%	31	13%	
	6	7	11%	15	11%	4	11%	26	11%	
	7	2	3%	8	6%	3	8%	13	6%	
	8	7	11%	13	10%	0	0%	20	8%	
	9	0	0%	0	0%	0	0%	0	0%	
	10	7	11%	11	8%	4	11%	23	10%	
	More than 10 hours	6	9%	22	17%	7	19%	35	15%	
	Total	65	100%	133	100%	37	100%	236	100%	



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
19. In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)?										
ftmpreactual	0	4	6%	15	11%	3	8%	22	9%	
	1	19	29%	38	29%	12	32%	69	29%	
	2	11	17%	25	19%	7	19%	43	18%	
	3	4	6%	11	8%	4	11%	19	8%	
	4	10	15%	11	8%	2	5%	23	10%	
	5	8	12%	14	11%	2	5%	24	10%	
	6	3	5%	4	3%	1	3%	8	3%	
	7	0	0%	3	2%	2	5%	5	2%	
	8	4	6%	5	4%	0	0%	9	4%	
	9	0	0%	2	2%	0	0%	2	1%	
	10	0	0%	0	0%	2	5%	3	1%	
	More than 10 hours	2	3%	5	4%	2	5%	9	4%	
	Total	65	100%	133	100%	37	100%	236	100%	
20. About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?										
a. Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	ftmprepare	0	5	8%	14	11%	6	17%	25	11%
	1-5	37	57%	79	60%	17	47%	133	57%	
	6-10	12	18%	21	16%	6	17%	39	17%	
	11-15	4	6%	6	5%	5	14%	16	7%	
	16-20	2	3%	7	5%	0	0%	9	4%	
	21-25	3	5%	2	2%	0	0%	5	2%	
	26-30	1	2%	1	1%	2	6%	4	2%	
	More than 30 hours	1	2%	2	2%	0	0%	3	1%	
	Total	65	100%	132	100%	36	100%	234	100%	



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
b. Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	ftmcocurr	0	2	3%	15	11%	2	6%	19	8%
		1-5	38	58%	77	58%	19	53%	134	57%
		6-10	17	26%	24	18%	6	17%	48	21%
		11-15	3	5%	11	8%	5	14%	19	8%
		16-20	2	3%	5	4%	2	6%	9	4%
		21-25	1	2%	0	0%	0	0%	1	0%
		26-30	1	2%	0	0%	2	6%	3	1%
		More than 30 hours	1	2%	0	0%	0	0%	1	0%
		Total		65	100%	132	100%	36	100%	234
c. Working for pay on campus (student assistant, tutor, etc.)	ftmworkon	0	9	14%	32	24%	5	14%	46	20%
		1-5	35	55%	57	43%	16	44%	109	47%
		6-10	11	17%	28	21%	10	28%	49	21%
		11-15	6	9%	8	6%	2	6%	16	7%
		16-20	1	2%	5	4%	1	3%	7	3%
		21-25	0	0%	2	2%	0	0%	2	1%
		26-30	1	2%	0	0%	2	6%	3	1%
		More than 30 hours	1	2%	0	0%	0	0%	1	0%
		Total		64	100%	132	100%	36	100%	233
d. Working for pay off campus (being a waiter, casual work in shops, etc.)	ftmworkoff	0	12	19%	34	26%	8	22%	54	23%
		1-5	21	33%	42	32%	11	31%	75	32%
		6-10	17	27%	30	23%	9	25%	56	24%
		11-15	10	16%	14	11%	5	14%	29	13%
		16-20	3	5%	6	5%	0	0%	9	4%
		21-25	0	0%	3	2%	1	3%	4	2%
		26-30	0	0%	1	1%	2	6%	3	1%
		More than 30 hours	1	2%	1	1%	0	0%	2	1%
		Total		64	100%	131	100%	36	100%	232

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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
e. Doing community service or volunteer work	ftmservice	0	27	42%	62	47%	18	50%	107	46%
		1-5	30	46%	56	42%	15	42%	102	44%
		6-10	5	8%	8	6%	2	6%	15	6%
		11-15	1	2%	3	2%	0	0%	4	2%
		16-20	0	0%	2	2%	0	0%	2	1%
		21-25	0	0%	1	1%	0	0%	1	0%
		26-30	1	2%	0	0%	1	3%	2	1%
		More than 30 hours	1	2%	0	0%	0	0%	1	0%
		Total	65	100%	132	100%	36	100%	234	100%
f. Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	ftmrelax	0	1	2%	2	2%	1	3%	4	2%
		1-5	7	11%	19	14%	5	14%	31	13%
		6-10	14	22%	28	21%	3	8%	46	20%
		11-15	16	25%	24	18%	11	31%	51	22%
		16-20	10	16%	25	19%	7	19%	42	18%
		21-25	5	8%	16	12%	2	6%	23	10%
		26-30	3	5%	4	3%	2	6%	9	4%
		More than 30 hours	8	13%	14	11%	5	14%	27	12%
		Total	64	100%	132	100%	36	100%	233	100%
g. Providing care for dependents (children, siblings, parents, etc.)	ftmcare	0	9	14%	19	14%	6	17%	34	15%
		1-5	25	38%	54	41%	16	44%	95	41%
		6-10	16	25%	31	23%	6	17%	54	23%
		11-15	8	12%	13	10%	3	8%	24	10%
		16-20	3	5%	10	8%	1	3%	14	6%
		21-25	1	2%	2	2%	2	6%	5	2%
		26-30	2	3%	2	2%	2	6%	6	3%
		More than 30 hours	1	2%	1	1%	0	0%	2	1%
		Total	65	100%	132	100%	36	100%	234	100%

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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
h. Travelling to class/other places used to engage with academic work (driving, walking, etc.)	ftmcommute	0	2	3%	2	2%	3	8%	7	3%
		1-5	35	54%	72	55%	17	47%	124	53%
		6-10	15	23%	36	27%	10	28%	62	27%
		11-15	8	12%	12	9%	2	6%	22	9%
		16-20	2	3%	6	5%	2	6%	10	4%
		21-25	1	2%	2	2%	0	0%	3	1%
		26-30	1	2%	0	0%	2	6%	3	1%
		More than 30 hours	1	2%	1	1%	0	0%	2	1%
Total	65	100%	131	100%	36	100%	233	100%		
21. In your selected module/subject, to what extent do students put forth their best work?										
	fchallenge	Very little	3	5%	15	11%	3	8%	21	9%
		Some	23	36%	41	31%	14	39%	78	34%
		Quite a bit	29	45%	63	48%	16	44%	108	47%
		Very much	9	14%	12	9%	3	8%	25	11%
		Total	64	100%	131	100%	36	100%	232	100%
22. In your selected module/subject, how important is it to you that the typical student does the following?										
a. Ask questions or contribute to module/subject discussions in other ways	faskquest	Not important	0	0%	0	0%	0	0%	0	0%
		Somewhat important	4	6%	5	4%	0	0%	9	4%
		Important	12	18%	45	34%	12	32%	70	30%
		Very important	49	75%	82	62%	26	68%	157	67%
		Total	65	100%	132	100%	38	100%	236	100%
b. Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, etc.)	fQRproblem	Not important	13	20%	21	16%	8	22%	42	18%
		Somewhat important	23	35%	36	27%	12	32%	71	30%
		Important	11	17%	41	31%	10	27%	63	27%
		Very important	18	28%	34	26%	7	19%	59	25%
		Total	65	100%	132	100%	37	100%	235	100%

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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
d. Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	fQRevaluate	Not important	18	28%	21	16%	11	29%	50	21%
		Somewhat important	16	25%	36	27%	11	29%	63	27%
		Important	18	28%	39	30%	10	26%	68	29%
		Very important	13	20%	36	27%	6	16%	55	23%
		Total	65	100%	132	100%	38	100%	236	100%
e. Use numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument they made	fQRvidence	Not important	18	28%	25	19%	12	32%	55	23%
		Somewhat important	13	20%	32	24%	8	21%	53	22%
		Important	16	25%	40	30%	12	32%	69	29%
		Very important	18	28%	35	27%	6	16%	59	25%
		Total	65	100%	132	100%	38	100%	236	100%
f. Change complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	fQRcomplex	Not important	20	31%	26	20%	9	24%	55	23%
		Somewhat important	17	26%	29	22%	7	18%	53	23%
		Important	12	18%	46	35%	16	42%	75	32%
		Very important	16	25%	30	23%	6	16%	52	22%
		Total	65	100%	131	100%	38	100%	235	100%
g. Explain in writing the meaning of numerical or statistical data	fQRmeaning	Not important	15	23%	24	18%	11	29%	50	21%
		Somewhat important	22	34%	28	21%	7	18%	57	24%
		Important	10	15%	42	32%	10	26%	63	27%
		Very important	18	28%	38	29%	10	26%	66	28%
		Total	65	100%	132	100%	38	100%	236	100%
23. In your selected module/subject, how important is it to you that the typical student does the following?										
a. Combine ideas from different modules/subjects when completing assignments	fRIintegrate	Not important	2	3%	1	1%	1	3%	4	2%
		Somewhat important	10	15%	17	13%	1	3%	28	12%
		Important	24	37%	54	41%	13	36%	92	39%
		Very important	29	45%	59	45%	21	58%	109	47%
		Total	65	100%	131	100%	36	100%	233	100%



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
b. Connect their learning to societal problems or issues	fRIsocietal	Not important	4	6%	4	3%	0	0%	8	3%
		Somewhat important	9	14%	11	8%	5	14%	25	11%
		Important	23	35%	48	37%	8	23%	80	34%
		Very important	29	45%	68	52%	22	63%	119	51%
		Total	65	100%	131	100%	35	100%	232	100%
c. Include diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	fRIdiverse	Not important	7	11%	8	6%	3	8%	18	8%
		Somewhat important	12	18%	29	22%	5	14%	46	20%
		Important	21	32%	42	32%	11	31%	75	32%
		Very important	25	38%	52	40%	17	47%	94	40%
		Total	65	100%	131	100%	36	100%	233	100%
d. Examine the strengths and weaknesses of their own views on a topic or issue	fRlownview	Not important	4	6%	4	3%	0	0%	8	3%
		Somewhat important	6	9%	15	11%	6	17%	27	12%
		Important	22	34%	49	37%	11	31%	83	36%
		Very important	33	51%	63	48%	18	51%	114	49%
		Total	65	100%	131	100%	35	100%	232	100%
e. Try to better understand someone else's views by imagining how an issue looks from their point of view	fRlperspect	Not important	4	6%	7	5%	2	6%	13	6%
		Somewhat important	6	9%	16	12%	3	8%	25	11%
		Important	23	35%	48	37%	10	28%	82	35%
		Very important	32	49%	60	46%	21	58%	113	48%
		Total	65	100%	131	100%	36	100%	233	100%
f. Learn something that changes the way they understand an issue or concept	fRlnewview	Not important	1	2%	1	1%	0	0%	2	1%
		Somewhat important	5	8%	12	9%	1	3%	18	8%
		Important	27	42%	45	34%	11	31%	84	36%
		Very important	32	49%	73	56%	24	67%	129	55%
		Total	65	100%	131	100%	36	100%	233	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
g. Connect ideas from your modules/subjects to their prior experiences and knowledge	fRlconnect	Not important	0	0%	0	0%	0	0%	0	0%
		Somewhat important	1	2%	10	8%	1	3%	12	5%
		Important	20	31%	31	24%	12	33%	64	27%
		Very important	44	68%	90	69%	23	64%	157	67%
		Total	65	100%	131	100%	36	100%	233	100%
24. In your selected module/subject, about what percentage of class/session/discussion time is spent on the following?										
a. Lecture	flecture	0%	0	0%	1	1%	0	0%	1	0%
		1-9%	4	6%	5	4%	0	0%	9	4%
		10-19%	7	11%	13	10%	0	0%	20	9%
		20-29%	7	11%	10	8%	1	3%	18	8%
		30-39%	4	6%	14	11%	5	14%	23	10%
		40-49%	8	13%	24	18%	7	19%	39	17%
		50-74%	24	38%	46	35%	11	31%	82	35%
		75% or more	10	16%	19	14%	12	33%	41	18%
		Total	64	100%	132	100%	36	100%	233	100%
b. Discussion	fdiscuss	0%	1	2%	1	1%	0	0%	2	1%
		1-9%	12	19%	16	12%	4	11%	32	14%
		10-19%	9	14%	32	24%	7	19%	48	21%
		20-29%	14	22%	30	23%	10	28%	54	23%
		30-39%	4	6%	15	11%	6	17%	25	11%
		40-49%	8	13%	15	11%	3	8%	26	11%
		50-74%	9	14%	19	14%	3	8%	32	14%
		75% or more	7	11%	4	3%	3	8%	14	6%
		Total	64	100%	132	100%	36	100%	233	100%



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
c. Small-group activities	fsmgroup	0%	4	6%	12	9%	6	17%	22	9%
		1-9%	22	34%	30	23%	6	17%	58	25%
		10-19%	5	8%	39	30%	9	25%	53	23%
		20-29%	7	11%	11	8%	3	8%	21	9%
		30-39%	14	22%	15	11%	2	6%	31	13%
		40-49%	3	5%	8	6%	4	11%	15	6%
		50-74%	5	8%	13	10%	5	14%	24	10%
		75% or more	5	8%	3	2%	1	3%	9	4%
		Total	65	100%	131	100%	36	100%	233	100%
d. Student presentations or performances	fpresent	0%	11	17%	24	18%	5	14%	40	17%
		1-9%	20	31%	30	23%	9	26%	59	26%
		10-19%	13	20%	29	22%	4	11%	46	20%
		20-29%	4	6%	17	13%	6	17%	27	12%
		30-39%	9	14%	9	7%	1	3%	19	8%
		40-49%	4	6%	12	9%	4	11%	20	9%
		50-74%	3	5%	7	5%	2	6%	13	6%
		75% or more	1	2%	2	2%	4	11%	7	3%
		Total	65	100%	130	100%	35	100%	231	100%
e. Independent student work (writing, painting, designing, etc.)	findwork	0%	10	16%	19	14%	1	3%	30	13%
		1-9%	16	25%	30	23%	6	17%	52	23%
		10-19%	10	16%	30	23%	8	22%	48	21%
		20-29%	2	3%	15	11%	3	8%	20	9%
		30-39%	9	14%	9	7%	3	8%	21	9%
		40-49%	5	8%	12	9%	5	14%	22	10%
		50-74%	6	10%	12	9%	3	8%	21	9%
		75% or more	5	8%	5	4%	7	19%	17	7%
		Total	63	100%	132	100%	36	100%	231	100%



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
f. Movies, videos, music, or other performances not involving or produced by students	fperform	0%	29	45%	50	38%	7	19%	86	37%
		1-9%	20	31%	42	32%	10	27%	72	31%
		10-19%	4	6%	17	13%	6	16%	27	12%
		20-29%	4	6%	7	5%	7	19%	18	8%
		30-39%	1	2%	7	5%	1	3%	9	4%
		40-49%	3	5%	3	2%	2	5%	9	4%
		50-74%	1	2%	3	2%	0	0%	4	2%
		75% or more	2	3%	1	1%	4	11%	7	3%
	Total	64	100%	130	100%	37	100%	232	100%	
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	fassess	0%	4	6%	8	6%	1	3%	13	6%
		1-9%	14	22%	29	22%	4	11%	47	20%
		10-19%	18	28%	28	21%	15	43%	61	26%
		20-29%	8	12%	15	11%	2	6%	25	11%
		30-39%	8	12%	17	13%	0	0%	25	11%
		40-49%	2	3%	14	11%	5	14%	21	9%
		50-74%	6	9%	14	11%	2	6%	23	10%
		75% or more	5	8%	7	5%	6	17%	18	8%
	Total	65	100%	132	100%	35	100%	233	100%	
h. Experiential activities (labs, fieldwork, clinical or field placements, etc.)	factivity	0%	40	62%	43	33%	16	44%	99	42%
		1-9%	7	11%	18	14%	3	8%	28	12%
		10-19%	6	9%	16	12%	3	8%	25	11%
		20-29%	2	3%	15	11%	5	14%	22	9%
		30-39%	1	2%	9	7%	1	3%	11	5%
		40-49%	3	5%	7	5%	2	6%	12	5%
		50-74%	4	6%	17	13%	3	8%	25	11%
		75% or more	2	3%	7	5%	3	8%	12	5%
	Total	65	100%	132	100%	36	100%	234	100%	



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
25. In your selected module/subject, how much do you encourage students to do the following?										
a. Ask other students for help understanding module/subject material	fCLaskhelp	Very little	2	3%	5	4%	3	8%	10	4%
		Some	11	17%	35	27%	11	29%	57	24%
		Quite a bit	23	35%	40	30%	12	32%	75	32%
		Very much	29	45%	52	39%	12	32%	94	40%
		Total	65	100%	132	100%	38	100%	236	100%
b. Explain module/subject material to other students	fCLexplain	Very little	2	3%	6	5%	2	5%	10	4%
		Some	12	18%	33	25%	15	39%	60	26%
		Quite a bit	22	34%	40	31%	9	24%	71	30%
		Very much	29	45%	52	40%	12	32%	94	40%
		Total	65	100%	131	100%	38	100%	235	100%
c. Prepare for exams by discussing or working through module/subject material with other students	fCLstudy	Very little	7	11%	6	5%	4	11%	17	7%
		Some	16	25%	35	27%	9	24%	60	26%
		Quite a bit	19	29%	32	24%	13	34%	64	27%
		Very much	23	35%	58	44%	12	32%	94	40%
		Total	65	100%	131	100%	38	100%	235	100%
d. Work with other students on projects or assignments	fCLproject	Very little	4	6%	10	8%	5	13%	19	8%
		Some	12	18%	32	24%	10	26%	54	23%
		Quite a bit	24	37%	43	33%	13	34%	80	34%
		Very much	25	38%	47	36%	10	26%	83	35%
		Total	65	100%	132	100%	38	100%	236	100%
e. Use different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	fLSreading	Very little	2	3%	5	4%	0	0%	7	3%
		Some	9	14%	27	20%	11	29%	47	20%
		Quite a bit	24	38%	49	37%	14	37%	87	37%
		Very much	29	45%	51	39%	13	34%	94	40%
		Total	64	100%	132	100%	38	100%	235	100%

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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
f. Review notes	fLSnotes	Very little	2	3%	5	4%	1	3%	8	3%
		Some	14	22%	31	24%	6	16%	51	22%
		Quite a bit	19	30%	47	36%	19	50%	85	36%
		Very much	29	45%	48	37%	12	32%	90	38%
		Total	64	100%	131	100%	38	100%	234	100%
g. Summarise what has been learned from class or from module/subject materials	fLSsummary	Very little	2	3%	5	4%	2	5%	9	4%
		Some	7	11%	20	15%	6	16%	33	14%
		Quite a bit	26	41%	53	40%	14	37%	93	40%
		Very much	29	45%	54	41%	16	42%	100	43%
		Total	64	100%	132	100%	38	100%	235	100%
h. Change their learning strategies to adapt to different modules/subjects	fLSchange	Very little	2	3%	8	6%	1	3%	11	5%
		Some	12	18%	28	21%	9	24%	49	21%
		Quite a bit	23	35%	49	37%	12	32%	84	36%
		Very much	28	43%	46	35%	16	42%	91	39%
		Total	65	100%	131	100%	38	100%	235	100%
26. In your selected module/subject, how much opportunity do students have to engage in discussions with people from the following groups?										
a. People of races or ethnicities other than their own	fDDrace	Very little	9	14%	18	14%	4	11%	31	13%
		Some	14	22%	28	22%	7	18%	49	21%
		Quite a bit	18	28%	47	36%	11	29%	77	33%
		Very much	24	37%	36	28%	16	42%	76	33%
		Total	65	100%	129	100%	38	100%	233	100%
b. People from economic backgrounds other than their own	fDDeconomic	Very little	7	11%	15	12%	3	8%	25	11%
		Some	14	22%	36	28%	7	18%	57	25%
		Quite a bit	18	28%	45	35%	12	32%	76	33%
		Very much	25	39%	33	26%	16	42%	74	32%
		Total	64	100%	129	100%	38	100%	232	100%

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	<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
c. People with religious beliefs other than their own	fDDreligion	Very little	10	15%	18	14%	4	11%	32	14%
		Some	15	23%	36	29%	10	26%	61	27%
		Quite a bit	19	29%	44	35%	13	34%	77	33%
		Very much	21	32%	28	22%	11	29%	60	26%
		Total	65	100%	126	100%	38	100%	230	100%
d. People with political views other than their own	fDDpolitical	Very little	10	15%	19	15%	4	11%	33	14%
		Some	14	22%	34	27%	9	24%	57	25%
		Quite a bit	23	35%	47	37%	11	30%	82	36%
		Very much	18	28%	27	21%	13	35%	58	25%
		Total	65	100%	127	100%	37	100%	230	100%
e. People with sexual orientations other than their own	fddsexorient	Very little	13	20%	27	21%	5	13%	45	19%
		Some	17	26%	34	27%	11	29%	62	27%
		Quite a bit	18	28%	40	31%	13	34%	72	31%
		Very much	17	26%	26	20%	9	24%	52	23%
		Total	65	100%	127	100%	38	100%	231	100%
f. People from countries other than their own	fddcountry	Very little	20	31%	36	28%	14	37%	70	30%
		Some	21	32%	48	38%	14	37%	83	36%
		Quite a bit	13	20%	27	21%	3	8%	44	19%
		Very much	11	17%	17	13%	7	18%	35	15%
		Total	65	100%	128	100%	38	100%	232	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
27. In your selected module/subject, how much does the academic work emphasise the following?										
a. Memorising module/subject material (facts, ideas, etc.)	fmemorize	Very little	12	18%	24	18%	12	32%	48	21%
		Some	16	25%	45	35%	13	34%	74	32%
		Quite a bit	20	31%	44	34%	8	21%	73	31%
		Very much	17	26%	17	13%	5	13%	39	17%
		Total	65	100%	130	100%	38	100%	234	100%
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	2	3%	0	0%	1	3%	3	1%
		Some	6	9%	13	10%	4	11%	23	10%
		Quite a bit	21	32%	37	28%	6	16%	64	27%
		Very much	36	55%	80	62%	27	71%	144	62%
		Total	65	100%	130	100%	38	100%	234	100%
c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	fHOanalyze	Very little	2	3%	0	0%	1	3%	3	1%
		Some	6	9%	21	16%	4	11%	31	13%
		Quite a bit	19	29%	49	38%	10	26%	78	33%
		Very much	38	58%	60	46%	23	61%	122	52%
		Total	65	100%	130	100%	38	100%	234	100%
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	5	8%	4	3%	3	8%	12	5%
		Some	4	6%	23	18%	7	18%	34	15%
		Quite a bit	22	34%	47	36%	9	24%	79	34%
		Very much	34	52%	56	43%	19	50%	109	47%
		Total	65	100%	130	100%	38	100%	234	100%
e. Forming a new idea or understanding by putting together various pieces of information	fHOform	Very little	4	6%	5	4%	1	3%	10	4%
		Some	5	8%	20	15%	7	18%	32	14%
		Quite a bit	20	31%	47	36%	9	24%	76	32%
		Very much	36	55%	58	45%	21	55%	116	50%
		Total	65	100%	130	100%	38	100%	234	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
28. To what extent do you structure your selected module/subject so that students learn and develop in the following areas?										
a. Writing clearly and effectively	fcgwrite	Very little	3	5%	5	4%	1	3%	9	4%
		Some	9	14%	17	13%	3	8%	29	12%
		Quite a bit	14	22%	54	41%	13	34%	81	34%
		Very much	39	60%	55	42%	21	55%	116	49%
		Total	65	100%	131	100%	38	100%	235	100%
b. Speaking clearly and effectively	fcgspeak	Very little	6	9%	8	6%	3	8%	17	7%
		Some	7	11%	21	16%	4	11%	32	14%
		Quite a bit	18	28%	49	37%	12	32%	79	34%
		Very much	34	52%	53	40%	19	50%	107	46%
		Total	65	100%	131	100%	38	100%	235	100%
c. Thinking critically and analytically	fcgthink	Very little	2	3%	1	1%	0	0%	3	1%
		Some	2	3%	3	2%	0	0%	5	2%
		Quite a bit	14	22%	42	32%	8	22%	65	28%
		Very much	47	72%	85	65%	29	78%	161	69%
		Total	65	100%	131	100%	37	100%	234	100%
d. Analysing numerical and statistical information	fcganalyze	Very little	16	25%	36	28%	17	46%	69	30%
		Some	22	34%	35	27%	6	16%	63	27%
		Quite a bit	8	12%	26	20%	8	22%	43	18%
		Very much	19	29%	33	25%	6	16%	58	25%
		Total	65	100%	130	100%	37	100%	233	100%
e. Using computing and information technology	fncmpts	Very little	16	25%	14	11%	7	18%	37	16%
		Some	18	28%	42	32%	8	21%	68	29%
		Quite a bit	15	23%	35	27%	13	34%	64	27%
		Very much	16	25%	39	30%	10	26%	65	28%
		Total	65	100%	130	100%	38	100%	234	100%

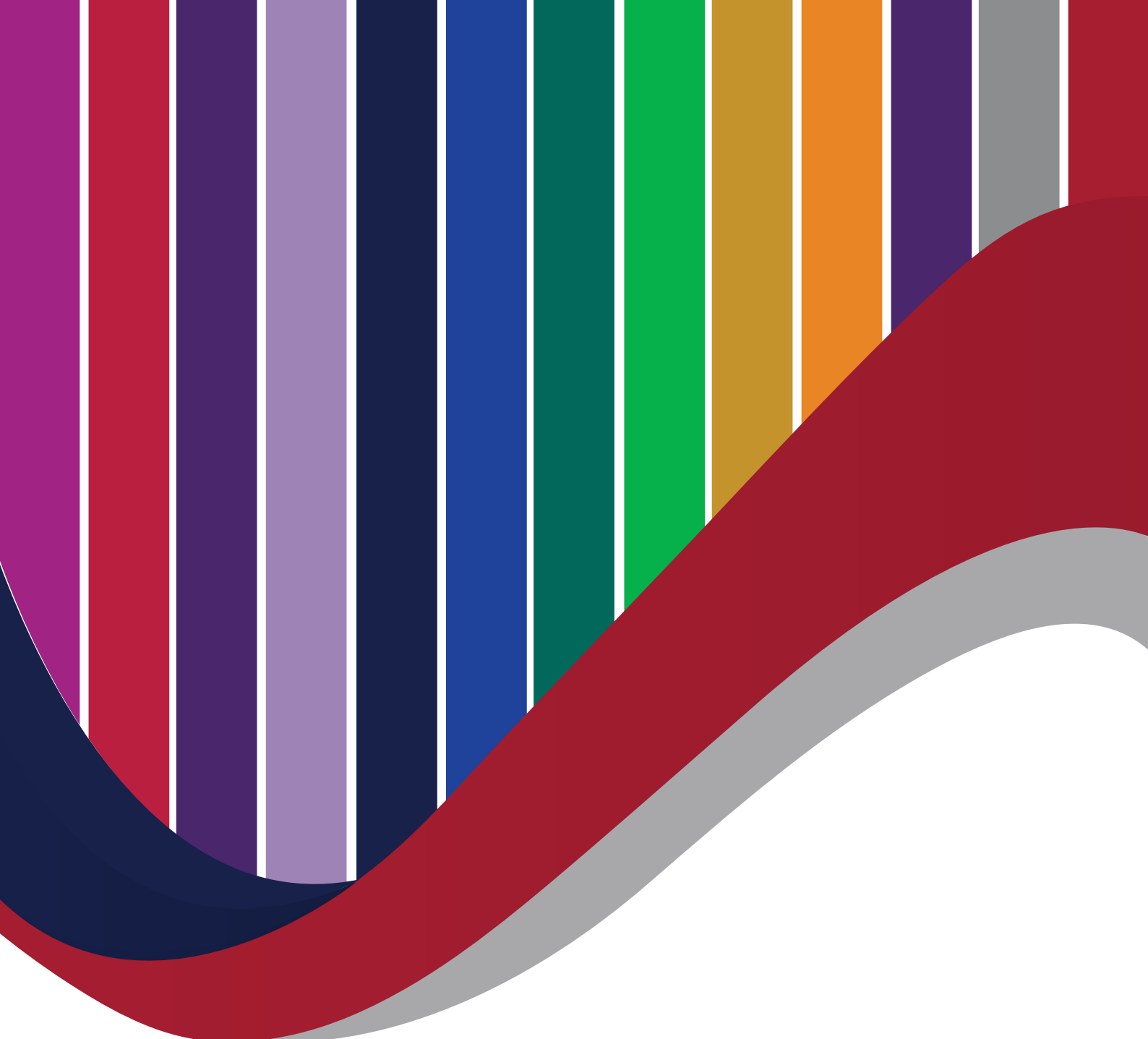


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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
f. Developing job- or work-related knowledge and skills	fcgwork	Very little	6	9%	8	6%	2	5%	16	7%
		Some	22	34%	19	15%	8	21%	49	21%
		Quite a bit	8	12%	45	35%	11	29%	65	28%
		Very much	29	45%	58	45%	17	45%	104	44%
		Total	65	100%	130	100%	38	100%	234	100%
g. Working effectively with others	fcgothers	Very little	5	8%	6	5%	1	3%	12	5%
		Some	6	9%	22	17%	6	16%	34	14%
		Quite a bit	17	26%	47	36%	16	42%	81	34%
		Very much	37	57%	56	43%	15	39%	108	46%
		Total	65	100%	131	100%	38	100%	235	100%
h. Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	9	14%	11	8%	4	11%	24	10%
		Some	15	23%	22	17%	7	18%	44	19%
		Quite a bit	15	23%	53	40%	9	24%	78	33%
		Very much	26	40%	45	34%	18	47%	89	38%
		Total	65	100%	131	100%	38	100%	235	100%
i. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.)	fcgdiverse	Very little	10	15%	11	8%	5	13%	26	11%
		Some	11	17%	29	22%	2	5%	42	18%
		Quite a bit	15	23%	46	35%	11	29%	72	31%
		Very much	29	45%	44	34%	20	53%	94	40%
		Total	65	100%	130	100%	38	100%	234	100%
j. Solving complex real-world problems	fcgprobsolve	Very little	6	9%	4	3%	0	0%	10	4%
		Some	18	28%	18	14%	8	21%	44	19%
		Quite a bit	14	22%	49	37%	12	32%	75	32%
		Very much	27	42%	60	46%	18	47%	106	45%
		Total	65	100%	131	100%	38	100%	235	100%

LSSE Frequencies University of the Free State


Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
k. Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.)	Very little	13	20%	8	6%	1	3%	22	9%	
	Some	11	17%	28	21%	5	13%	44	19%	
	Quite a bit	15	23%	38	29%	15	39%	68	29%	
	Very much	26	40%	57	44%	17	45%	101	43%	
	Total	65	100%	131	100%	38	100%	235	100%	
l. Developing entrepreneurial skills and mindset	Very little	14	22%	25	19%	8	21%	47	20%	
	Some	22	34%	46	35%	8	21%	76	32%	
	Quite a bit	16	25%	36	27%	13	34%	66	28%	
	Very much	13	20%	24	18%	9	24%	46	20%	
	Total	65	100%	131	100%	38	100%	235	100%	
29. Prior to the current academic year, about how many times have you taught your selected module/subject?										
crstimes	0	13	20%	22	17%	2	5%	37	16%	
	1-2	19	29%	26	20%	3	8%	49	21%	
	3-4	14	22%	20	15%	8	21%	42	18%	
	5-9	8	12%	27	20%	13	34%	48	20%	
	10 or more times	11	17%	38	29%	12	32%	61	26%	
	Total	65	100%	133	100%	38	100%	237	100%	



Respondent Profile

LSSE Respondent Profile About This Report

The display below highlights details in the LSSE *Respondent Profile* report that are important to keep in mind when interpreting your results.



1 →

LSSE Respondent Profile
SASSEville University

3 ↓

1. **Sample:** The LSSE *Respondent Profile* report is based on information from all lecturers at your institution who responded to the survey based on their experiences teaching either mostly first-year modules, mostly senior modules (second year and later) or an equal number of first-year and senior modules. Lecturers who did not report the module level are not included in this report.

4 ↓

2. **Class level:** Respondent profile are reported separately for lecturers who teach first-year students, senior students, and equal amounts of first-year and senior students.

3. **Item numbers:** Item numbering corresponds to the survey facsimile included in your *Institutional Report*.

4. **Item wording:** Survey items are in the same order and wording as they appear on the instrument.

	Response options	First-Year Lecturers		Senior Lecturers		First-Year and Senior Lecturers		Total	
		Count	%	Count	%	Count	%	Count	%
11. What is the broad academic discipline of your appointment?	apdiscol Business, Commerce, and Management Education	7	15%	10	9%	2	8%	19	10%
	Education	11	24%	12	10%	4	16%	15	14%
	Human and Social Sciences	19	41%	61	53%	14	56%	95	50%
	Science, Engineering, and Technology	9	20%	33	28%	5	20%	47	25%
	Total	46	100%	116	100%	25	100%	188	100%
35. During the current academic year, does your institution consider you to be employed:	empstat Part-time contract appointment	7	15%	4	3%	1	4%	12	6%
	Full-time contract appointment	3	7%	6	5%	1	4%	10	5%
	Part-time permanent appointment	2	4%	7	6%	2	8%	11	6%
	Full-time permanent appointment	34	74%	98	85%	21	84%	154	82%
	Total	46	100%	115	100%	25	100%	187	100%

5 →

6 →

5. **Response options:** Response options are listed just as they appear on the instrument.

6. **Count and column percentage (%):** The Count column contains the number of lecturers who selected the corresponding response option. The column percentage represents the percentage of lecturers selecting the corresponding response option.



LSSE Respondent Profile University of the Free State

	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
At which campus do you present most of your campus modules?	Bloemfontein Campus	41	63%	103	77%	32	84%	200	76%
	Qwaqwa Campus	14	22%	27	20%	6	16%	50	19%
	South Campus	10	15%	3	2%	0	0%	13	5%
	Total	65	100%	133	100%	38	100%	263	100%
13. What types of modules/subjects have you presented at this institution this current academic year?	Mostly face-to-face modules/subjects	53	82%	94	71%	33	87%	181	77%
	Mostly online modules/subjects	2	3%	4	3%	1	3%	7	3%
	Mostly hybrid modules/subjects (combining face-to-face and online)	7	11%	18	14%	3	8%	28	12%
	A balanced mix of the above module/subject types	3	5%	16	12%	1	3%	20	8%
	Total	65	100%	132	100%	38	100%	236	100%
14. What is the broad academic discipline of your appointment?	Business, Commerce, and Management	10	16%	13	10%	1	3%	30	12%
	Education	11	17%	35	26%	5	14%	58	22%
	Human and Social Sciences	29	45%	53	40%	21	57%	114	44%
	Science, Engineering, and Technology	14	22%	32	24%	10	27%	58	22%
	Total	64	100%	133	100%	37	100%	260	100%
15. What is the general discipline of your selected module/subject?	Economic and Management Sciences	11	17%	11	8%	0	0%	22	9%
	Education	10	15%	30	23%	6	16%	47	20%
	Health Sciences	6	9%	25	19%	3	8%	34	14%
	Law	1	2%	5	4%	1	3%	7	3%
	Natural and Agricultural Sciences	15	23%	31	23%	10	26%	56	24%
	The Humanities	22	34%	31	23%	17	45%	70	30%
	Theology and Religion	0	0%	0	0%	1	3%	1	0%
	Total	65	100%	133	100%	38	100%	237	100%



LSSE Respondent Profile University of the Free State

	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
		Count	%	Count	%	Count	%	Count	%
30. Estimate the total number of <i>undergraduate</i> students you have taught during the current academic year.	0	0	0%	0	0%	0	0%	0	0%
	1-25	2	3%	18	14%	2	5%	22	9%
	26-50	9	14%	12	9%	2	5%	23	10%
	51-75	7	11%	8	6%	4	11%	19	8%
	76-100	13	20%	18	14%	1	3%	32	14%
	101-125	5	8%	9	7%	2	5%	16	7%
	126-150	5	8%	6	5%	3	8%	14	6%
	151-200	4	6%	10	8%	3	8%	17	7%
	201-300	5	8%	14	11%	5	13%	24	10%
	More than 300 students	15	23%	38	29%	16	42%	70	30%
	Total	65	100%	133	100%	38	100%	237	100%
31. Indicate the total number of <i>undergraduate</i> modules/subjects you have taught or are scheduled to teach during the current academic year.	0	0	0%	0	0%	0	0%	16	6%
	1	32	49%	38	29%	2	5%	80	31%
	2	12	18%	36	27%	13	34%	62	24%
	3	9	14%	19	14%	7	18%	35	13%
	4	5	8%	22	17%	6	16%	34	13%
	5	4	6%	8	6%	3	8%	15	6%
	6	1	2%	1	1%	1	3%	3	1%
	7	0	0%	1	1%	3	8%	4	2%
	8	0	0%	1	1%	0	0%	1	0%
	9 or more modules/subjects	2	3%	7	5%	3	8%	12	5%
	Total	65	100%	133	100%	38	100%	262	100%



LSSE Respondent Profile University of the Free State

		<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
32. Indicate the total number of <i>postgraduate</i> modules/subjects you have taught or are scheduled to teach during the current academic year.	<i>totpgcour</i>	0	47	72%	42	32%	9	24%	108	41%
		1	10	15%	44	33%	14	38%	74	28%
		2	6	9%	23	17%	8	22%	42	16%
		3	1	2%	11	8%	5	14%	19	7%
		4 or more modules/subjects	1	2%	13	10%	1	3%	18	7%
		Total		65	100%	133	100%	37	100%	261
33. During the current academic year, does your institution consider you to be employed:	<i>empstat</i>	Part-time contract appointment	23	35%	13	10%	4	11%	45	17%
		Full-time contract appointment	9	14%	15	11%	5	13%	34	13%
		Part-time permanent appointment	2	3%	1	1%	1	3%	5	2%
		Full-time permanent appointment	31	48%	103	78%	28	74%	177	68%
		Total		65	100%	132	100%	38	100%	261
34. Which of the following best describes your academic rank, title, or current position?	<i>rank</i>	Professor	0	0%	5	4%	3	8%	9	3%
		Associate professor	1	2%	11	8%	4	11%	20	8%
		Senior lecturer	6	9%	30	23%	9	24%	51	19%
		Lecturer	23	35%	71	53%	17	45%	116	44%
		Junior lecturer	8	12%	9	7%	4	11%	25	10%
		Other	27	42%	7	5%	1	3%	41	16%
		Total		65	100%	133	100%	38	100%	262



LSSE Respondent Profile University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Response Options</i>			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
35. Number of years teaching at <i>any</i> university	beginitch_recode	4 or less	34	52%	38	29%	10	26%	94	36%
		5-9	15	23%	26	20%	9	24%	56	21%
		10-19	9	14%	43	32%	14	37%	72	27%
		20-29	7	11%	20	15%	4	11%	32	12%
		30 or more	0	0%	6	5%	1	3%	8	3%
		Total	65	100%	133	100%	38	100%	262	100%
36. What is the highest degree you have earned?	degree	Doctoral	11	17%	79	59%	28	74%	132	50%
		Masters	23	35%	40	30%	7	18%	78	30%
		Honours	23	35%	12	9%	3	8%	40	15%
		Postgraduate Bachelor	0	0%	0	0%	0	0%	0	0%
		Postgraduate diploma or certificate	2	3%	0	0%	0	0%	2	1%
		Professional first Bachelor	3	5%	1	1%	0	0%	4	2%
		General academic Bachelor	3	5%	0	0%	0	0%	4	2%
		Undergraduate diploma	0	0%	0	0%	0	0%	0	0%
		Other	0	0%	1	1%	0	0%	2	1%
Total	65	100%	133	100%	38	100%	262	100%		
37. Age	fbirthyr_recode	34 or younger	34	58%	19	15%	5	14%	65	27%
		35-44	10	17%	36	29%	13	36%	67	27%
		45-54	9	15%	42	34%	10	28%	69	28%
		55-64	5	8%	27	22%	8	22%	42	17%
		65 or older	1	2%	1	1%	0	0%	2	1%
		Total	59	100%	125	100%	36	100%	245	100%



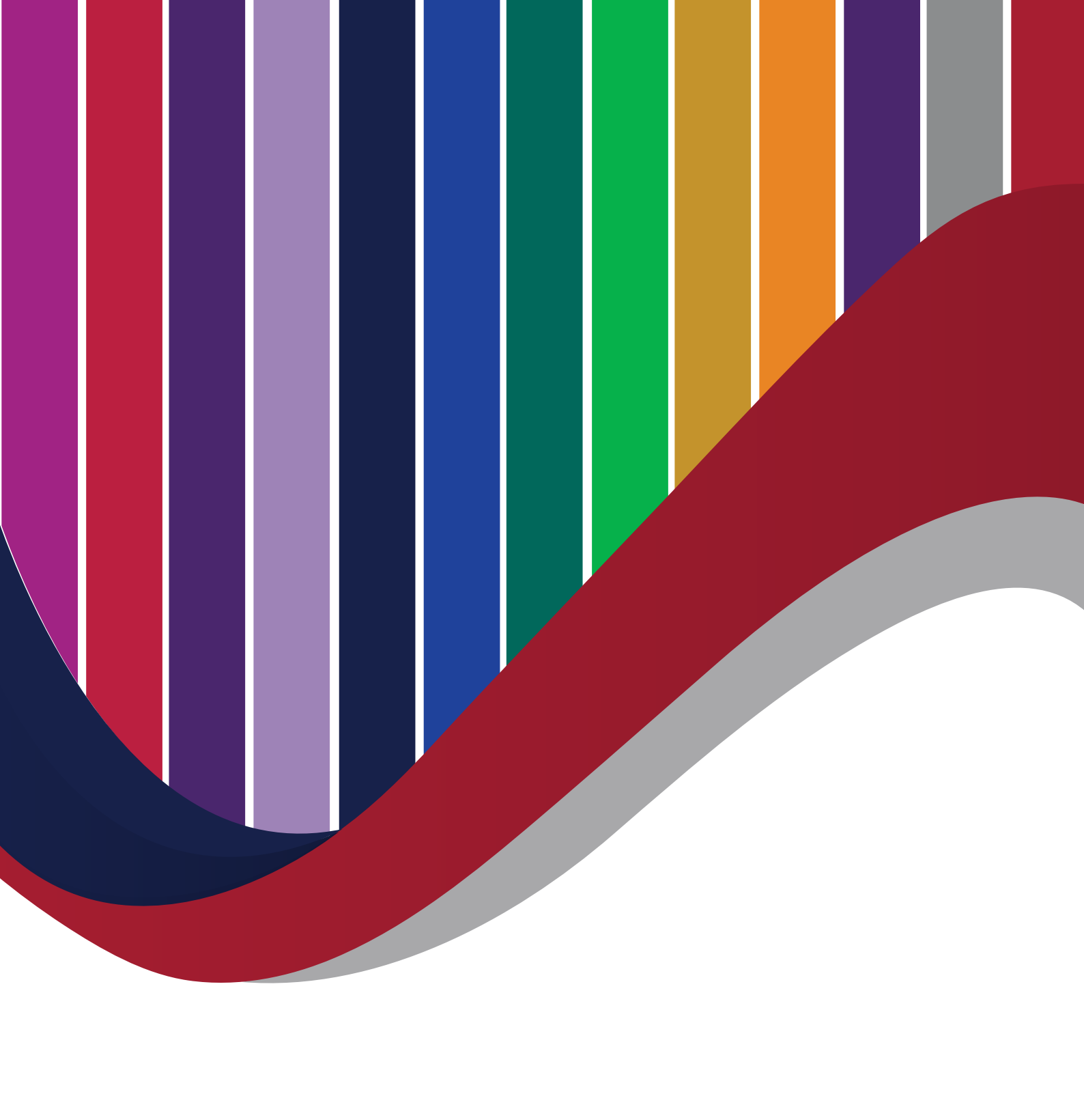
LSSE Respondent Profile University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Response Options</i>			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
38. What is your gender identity?	fgender	Male	33	52%	56	43%	17	45%	120	46%
		Female	29	45%	73	56%	20	53%	134	52%
		Another gender identity	0	0%	0	0%	0	0%	0	0%
		I prefer not to respond	2	3%	2	2%	1	3%	5	2%
		Total	64	100%	131	100%	38	100%	259	100%
39. What is your citizenship status?	finterna	South African	60	92%	109	82%	32	84%	221	84%
		SADC (excluding South Africa)	3	5%	13	10%	2	5%	21	8%
		African (excluding SADC)	1	2%	9	7%	1	3%	13	5%
		International (outside of Africa)	1	2%	2	2%	3	8%	7	3%
		Total	65	100%	133	100%	38	100%	262	100%
40. What is your racial or ethnic identification? (Mark only one.)	frace	African	38	58%	66	50%	16	42%	137	53%
		Coloured	2	3%	4	3%	2	5%	10	4%
		Indian	0	0%	1	1%	0	0%	3	1%
		Asian	0	0%	0	0%	0	0%	0	0%
		White	22	34%	58	44%	18	47%	103	40%
		Other	3	5%	2	2%	2	5%	7	3%
		Total	65	100%	131	100%	38	100%	260	100%



LSSE Respondent Profile University of the Free State

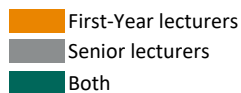
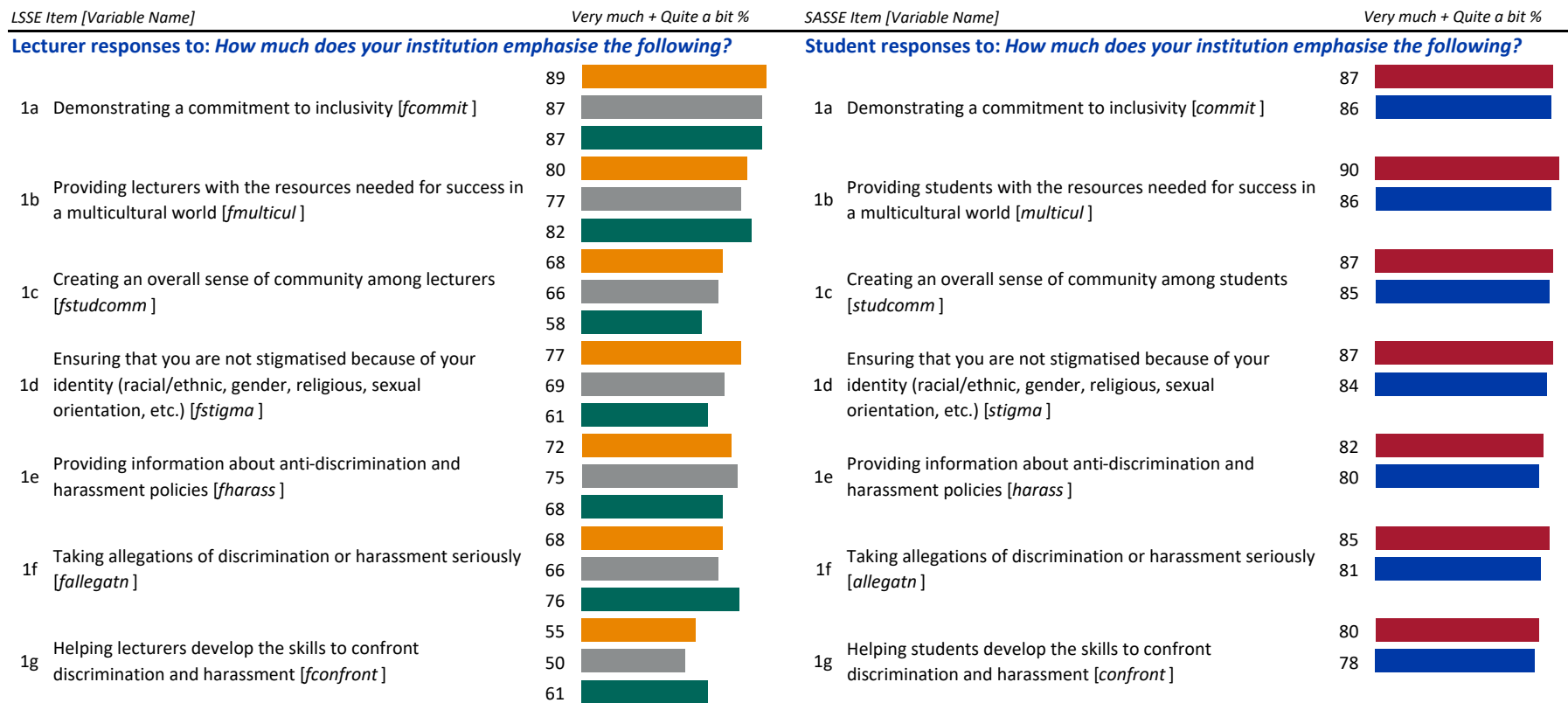
			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Response Options</i>			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
41. What is your home language or mother tongue? (Mark all that apply.)	tmothton1	Afrikaans	23	36%	80	61%	16	42%	99	38%
	tmothton2	English	19	30%	39	30%	9	24%	75	29%
	tmothton3	IsiNdebele	0	0%	3	2%	0	0%	4	2%
	tmothton4	IsiXhosa	4	6%	6	5%	2	5%	14	5%
	tmothton5	IsiZulu	7	11%	9	7%	3	8%	23	9%
	tmothton6	North Sotho	3	5%	2	2%	0	0%	6	2%
	tmothton7	Sesotho	17	27%	22	17%	3	8%	45	17%
	tmothton8	Setswana	2	3%	6	5%	3	8%	14	5%
	tmothton9	SiSwati	2	3%	1	1%	3	8%	6	2%
	tmothton10	South African Sign Language	0	0%	0	0%	0	0%	0	0%
	tmothton11	Tshivenda	3	5%	3	2%	1	3%	7	3%
	tmothton12	Xitsonga	2	3%	1	1%	0	0%	3	1%
	tmothton13	Other	5	8%	19	14%	6	16%	34	13%



Topical Module:
Inclusivity and Decoloniality

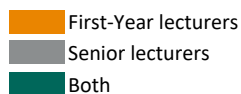
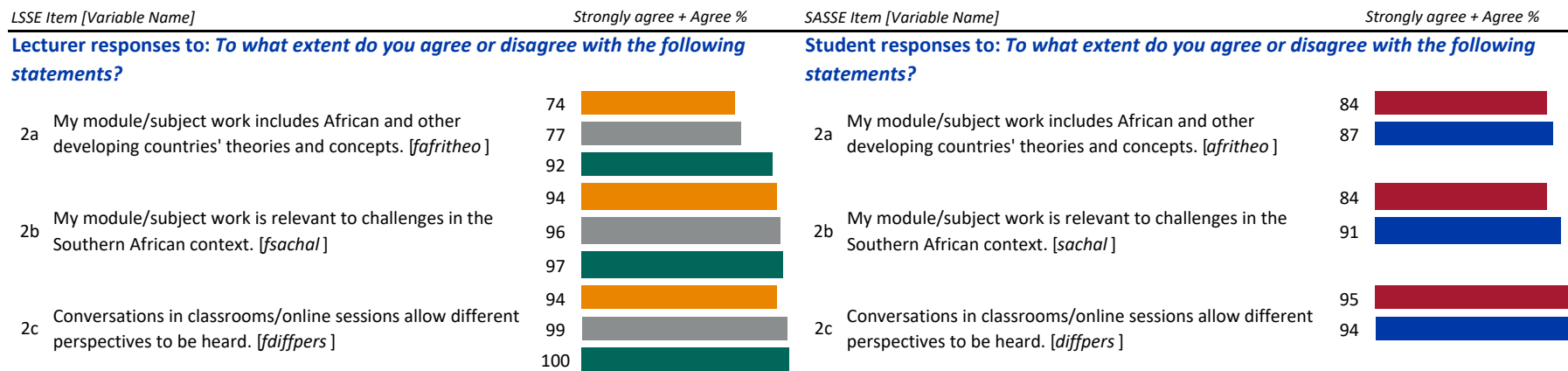
Lecturer Responses

Student Responses (from SASSE 2024)



Lecturer Responses

Student Responses (from SASSE 2024)





LSSE Inclusiveness and Decoloniality

Topical Module Frequencies

University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
1. How much does your institution emphasise the following?										
a. Demonstrating a commitment to inclusivity	fcommit	No emphasis	0	0%	1	1%	2	5%	4	2%
		Some	4	6%	10	8%	3	8%	21	8%
		Quite a bit	14	22%	21	16%	8	21%	48	18%
		Very much	44	68%	93	71%	25	66%	178	68%
		I don't know	3	5%	6	5%	0	0%	9	3%
		Total	65	100%	131	100%	38	100%	260	100%
b. Providing lecturers with the resources needed for success in a multicultural world	fmulticul	No emphasis	0	0%	5	4%	2	5%	8	3%
		Some	10	16%	19	15%	5	13%	37	14%
		Quite a bit	18	28%	35	27%	14	37%	76	29%
		Very much	33	52%	64	49%	17	45%	127	49%
		I don't know	3	5%	8	6%	0	0%	11	4%
		Total	64	100%	131	100%	38	100%	259	100%
c. Creating an overall sense of community among lecturers	fstudcomm	No emphasis	4	6%	16	12%	6	16%	27	10%
		Some	13	20%	25	19%	10	26%	55	21%
		Quite a bit	15	23%	37	28%	9	24%	69	26%
		Very much	29	45%	50	38%	13	34%	102	39%
		I don't know	4	6%	4	3%	0	0%	8	3%
		Total	65	100%	132	100%	38	100%	261	100%
d. Ensuring that you are not stigmatised because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	fstigma	No emphasis	2	3%	10	8%	1	3%	15	6%
		Some	9	14%	22	17%	12	32%	48	18%
		Quite a bit	14	22%	30	23%	7	18%	57	22%
		Very much	36	55%	60	46%	16	42%	125	48%
		I don't know	4	6%	9	7%	2	5%	15	6%
		Total	65	100%	131	100%	38	100%	260	100%



LSSE Inclusiveness and Decoloniality

Topical Module Frequencies

University of the Free State

	<i>Var. Name</i>	<i>Response Options</i>	<i>First-Year Lecturers</i>		<i>Senior Lecturers</i>		<i>First-Year & Senior Lecturers</i>		<i>Total</i>	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
e. Providing information about anti-discrimination and harassment policies	fharass	No emphasis	3	5%	10	8%	1	3%	16	6%
		Some	10	15%	18	14%	10	26%	42	16%
		Quite a bit	16	25%	34	26%	7	18%	64	25%
		Very much	31	48%	64	49%	19	50%	125	48%
		I don't know	5	8%	5	4%	1	3%	12	5%
		Total	65	100%	131	100%	38	100%	259	100%
f. Taking allegations of discrimination or harassment seriously	fallegatn	No emphasis	4	6%	9	7%	1	3%	17	7%
		Some	4	6%	11	8%	6	16%	24	9%
		Quite a bit	10	15%	26	20%	10	26%	51	20%
		Very much	34	52%	61	47%	19	50%	127	49%
		I don't know	13	20%	24	18%	2	5%	41	16%
		Total	65	100%	131	100%	38	100%	260	100%
g. Helping lecturers develop the skills to confront discrimination and harassment	fconfront	No emphasis	7	11%	19	15%	3	8%	34	13%
		Some	10	16%	22	17%	10	26%	46	18%
		Quite a bit	13	20%	30	23%	11	29%	60	23%
		Very much	22	34%	35	27%	12	32%	77	30%
		I don't know	12	19%	25	19%	2	5%	41	16%
		Total	64	100%	131	100%	38	100%	258	100%

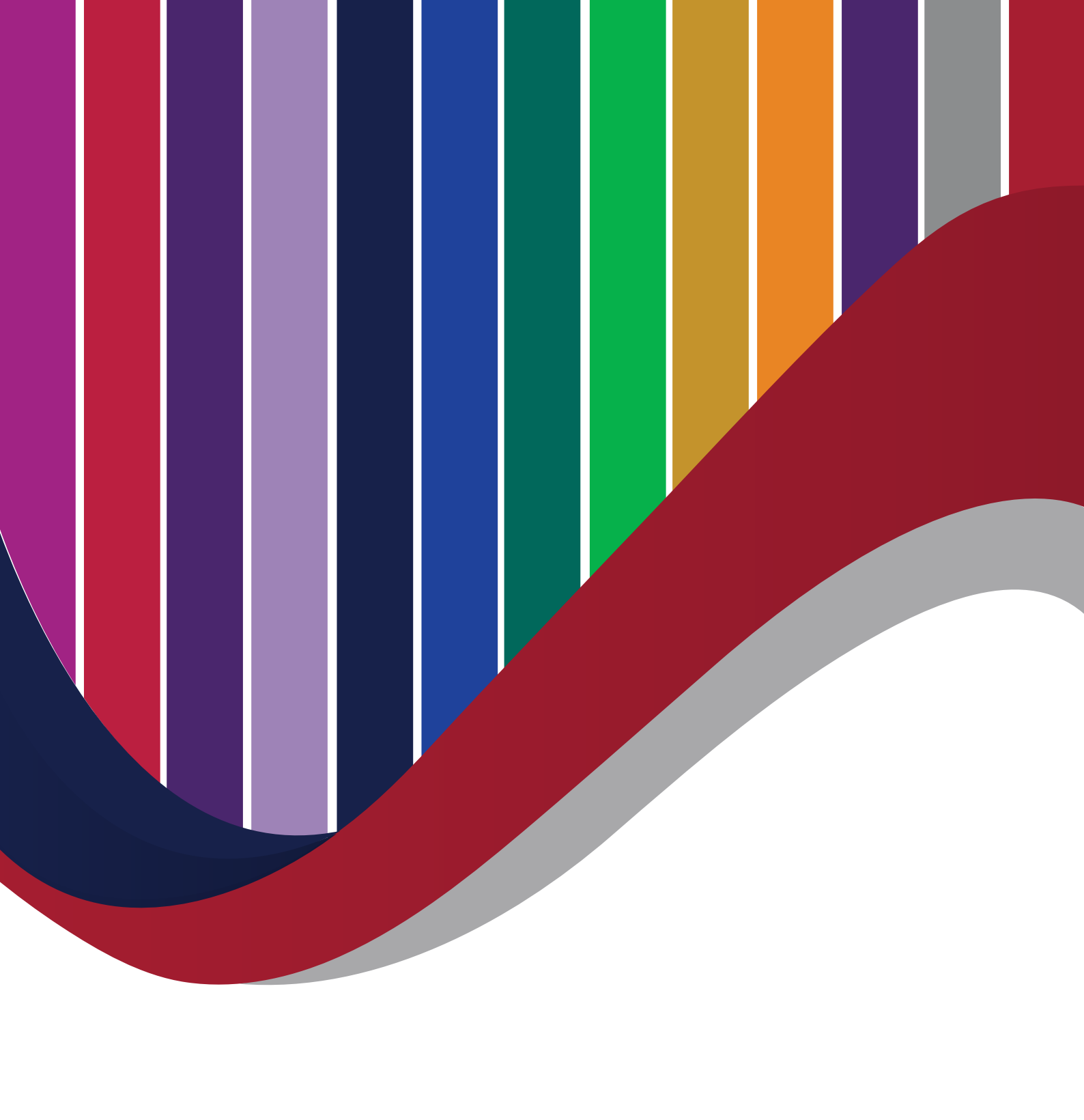


LSSE Inclusiveness and Decoloniality

Topical Module Frequencies

University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
2. To what extent do you agree or disagree with the following statements?										
a. My module/subject work includes African and other developing countries' theories and concepts.	fafritheo	Strongly disagree	3	5%	11	8%	1	3%	19	7%
		Disagree	14	22%	19	14%	2	5%	37	14%
		Agree	36	55%	58	44%	22	58%	129	49%
		Strongly agree	12	18%	44	33%	13	34%	76	29%
		Total	65	100%	132	100%	38	100%	261	100%
b. My module/subject work is relevant to challenges in the Southern African context.	fsachal	Strongly disagree	1	2%	3	2%	0	0%	5	2%
		Disagree	3	5%	3	2%	1	3%	9	3%
		Agree	38	59%	59	45%	15	41%	124	48%
		Strongly agree	22	34%	67	51%	21	57%	121	47%
		Total	64	100%	132	100%	37	100%	259	100%
c. Conversations in classrooms/online sessions allow different perspectives to be heard.	fdiffpers	Strongly disagree	0	0%	1	1%	0	0%	2	1%
		Disagree	4	6%	0	0%	0	0%	5	2%
		Agree	29	45%	72	55%	20	54%	130	50%
		Strongly agree	32	49%	59	45%	17	46%	123	47%
		Total	65	100%	132	100%	37	100%	260	100%



Topical Module:
Experiences with Writing



LSSE Experiences with Writing



LSSE-SASSE Combined Responses

University of the Free State

Lecturer Responses

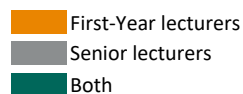
Student Responses (from SASSE 2024)

LSSE Item [Variable Name]	Very important + Important %	SASSE Item [Variable Name]	Very often + Often %
In your selected module/subject, how important is it to you	65	Think about the current academic year. How often have you	32
1 that the typical student prepare two or more drafts of a paper or assignment before turning it in? [fdrafts]	56	1 prepared two or more drafts of a paper or assignment before handing it in? [drafts]	31

LSSE Item [Variable Name]	6 or more papers %	SASSE Item [Variable Name]	6 or more papers %
Lecturer responses to: If the selected module/subject includes assigned papers, reports, or other written tasks: About how many papers, reports, or other written tasks of the following lengths do you assign?		Student responses to: During the current academic year, about how many papers, reports, or other written tasks of the following lengths have you been given to complete? (Include those not yet submitted.)	

3a Up to 5 pages [fwrshort]	21	2a Up to 5 pages [wrshort]	28
	18		36
	37		
3b Between 6 and 10 pages [fwrmed]	7	2b Between 6 and 10 pages [wrmed]	18
	16		27
	12		
3c 11 pages or more [fwrlong]	5	2c 11 pages or more [wrlong]	13
	7		22
	19		

LSSE Item [Variable Name]	31 or more papers %	SASSE Item [Variable Name]	31 or more papers %
In an average 7-day week, how many pages of reading do you assign students in your selected module/subject? [freadasg]	3	5 On average, how many pages of reading are assigned to you per a typical 7-day week? [freadasg]	29
	5		29
	18		

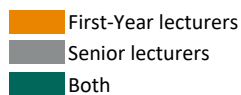


Lecturer Responses

Student Responses (from SASSE 2024)

LSSE Item [Variable Name]	51 or more % of assigned reading %	SASSE Item [Variable Name]	51 or more % of assigned reading %
If #4 greater than 0: About how much of the assigned reading for your selected module/subject do you think the typical student completes? [fread]	36	6 If #5 greater than 0: What percentage of the assigned reading do you actually read? [perread]	40
	18		39
	28		

LSSE Item [Variable Name]	All + Most written assignments %	SASSE Item [Variable Name]	All + Most written assignments %
Lecturer responses to: In your selected module/subject, for how many written assignments did you encourage or require students to do the following?		Student responses to: During the current academic year, for how many written assignments have you done the following?	
6a Analyse or evaluate something they had read, researched, or observed [fwaanalyse]	72	7a Analysed or evaluated something you had read, researched, or observed [waanalyse]	66
	67		68
	66		
6b Argue a position using evidence and reasoning [fwaargue]	66	7b Argued a position using evidence and reasoning [waargue]	56
	59		56
	63		
6c Write in the style and format of a specific field (engineering, history, psychology, etc.) [fwastyle]	63	7c Written in the style and format of a specific field (engineering, history, psychology, etc.) [wastyle]	47
	62		53
	71		





LSSE Experience with Writing

Topical Module Frequencies

University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
1. In your selected module/subject, how important is it to you that the typical student prepare two or more drafts of a paper or assignment before turning it in?										
fdrafts	Not important	11	17%	19	14%	2	5%	34	13%	
	Somewhat important	12	18%	39	29%	11	29%	64	24%	
	Important	14	22%	33	25%	17	45%	70	27%	
	Very important	28	43%	42	32%	8	21%	94	36%	
	Total	65	100%	133	100%	38	100%	262	100%	
2. Does your selected module/subject include assigned papers, reports, or other written tasks?										
fwrwriting	Yes	56	86%	118	89%	36	95%	230	88%	
	No	9	14%	14	11%	2	5%	30	12%	
	Total	65	100%	132	100%	38	100%	260	100%	
3. If #2 is yes: About how many papers, reports, or other written tasks of the following lengths do you assign?										
a. Up to 5 pages	fwrshort	0	6	11%	11	10%	2	6%	23	11%
		1	12	23%	20	19%	2	6%	35	17%
		2	6	11%	26	25%	11	31%	46	22%
		3	7	13%	12	11%	3	9%	23	11%
		4	6	11%	7	7%	2	6%	15	7%
		5	5	9%	10	10%	2	6%	19	9%
		6	5	9%	4	4%	1	3%	10	5%
		7	0	0%	2	2%	3	9%	5	2%
		8	1	2%	2	2%	1	3%	5	2%
		9	1	2%	0	0%	0	0%	1	0%
		10	1	2%	7	7%	5	14%	13	6%
		More than 10 papers	3	6%	4	4%	3	9%	13	6%
		Total	53	100%	105	100%	35	100%	208	100%



LSSE Experience with Writing

Topical Module Frequencies

University of the Free State

	<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
b. Between 6 and 10 pages	fwrmed	0	16	39%	28	29%	7	28%	54	30%
		1	13	32%	27	28%	4	16%	47	26%
		2	5	12%	12	12%	5	20%	24	13%
		3	0	0%	8	8%	2	8%	12	7%
		4	2	5%	5	5%	1	4%	8	4%
		5	2	5%	2	2%	3	12%	8	4%
		6	1	2%	2	2%	0	0%	4	2%
		7	1	2%	4	4%	1	4%	7	4%
		8	0	0%	4	4%	0	0%	5	3%
		9	0	0%	1	1%	0	0%	1	1%
		10	0	0%	2	2%	1	4%	4	2%
		More than 10 papers	1	2%	2	2%	1	4%	7	4%
Total	41	100%	97	100%	25	100%	181	100%		
c. 11 pages or more	fwrlong	0	27	61%	46	51%	13	48%	90	50%
		1	7	16%	21	23%	4	15%	34	19%
		2	2	5%	7	8%	0	0%	11	6%
		3	2	5%	3	3%	0	0%	7	4%
		4	1	2%	4	4%	2	7%	7	4%
		5	3	7%	3	3%	3	11%	10	6%
		6	0	0%	1	1%	0	0%	1	1%
		7	0	0%	0	0%	1	4%	2	1%
		8	0	0%	2	2%	0	0%	2	1%
		9	0	0%	0	0%	0	0%	1	1%
		10	0	0%	1	1%	2	7%	3	2%
		More than 10 papers	2	5%	2	2%	2	7%	11	6%
		Total	44	100%	90	100%	27	100%	179	100%



LSSE Experience with Writing

Topical Module Frequencies

University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
4. In an average 7-day week, how many pages of reading do you assign students in your selected module/subject?										
freadasg	0	2	3%	6	5%	2	5%	17	7%	
	1-10	42	66%	72	54%	21	55%	142	55%	
	11-30	18	28%	48	36%	8	21%	83	32%	
	31-50	2	3%	5	4%	4	11%	12	5%	
	More than 50 pages	0	0%	2	2%	3	8%	6	2%	
	Total	64	100%	133	100%	38	100%	260	100%	
5. If #4 is greater than 0: About how much of the assigned reading for your selected module/subject do you think the typical student completes?										
fread	None (0%)	2	3%	15	12%	2	6%	19	8%	
	Less than 25%	14	23%	47	37%	15	42%	78	32%	
	Between 25% and 50%	24	39%	41	33%	9	25%	81	33%	
	Between 51% and 75%	13	21%	14	11%	7	19%	41	17%	
	More than 75%	8	13%	8	6%	3	8%	19	8%	
	All (100%)	1	2%	1	1%	0	0%	4	2%	
	Total	62	100%	126	100%	36	100%	242	100%	

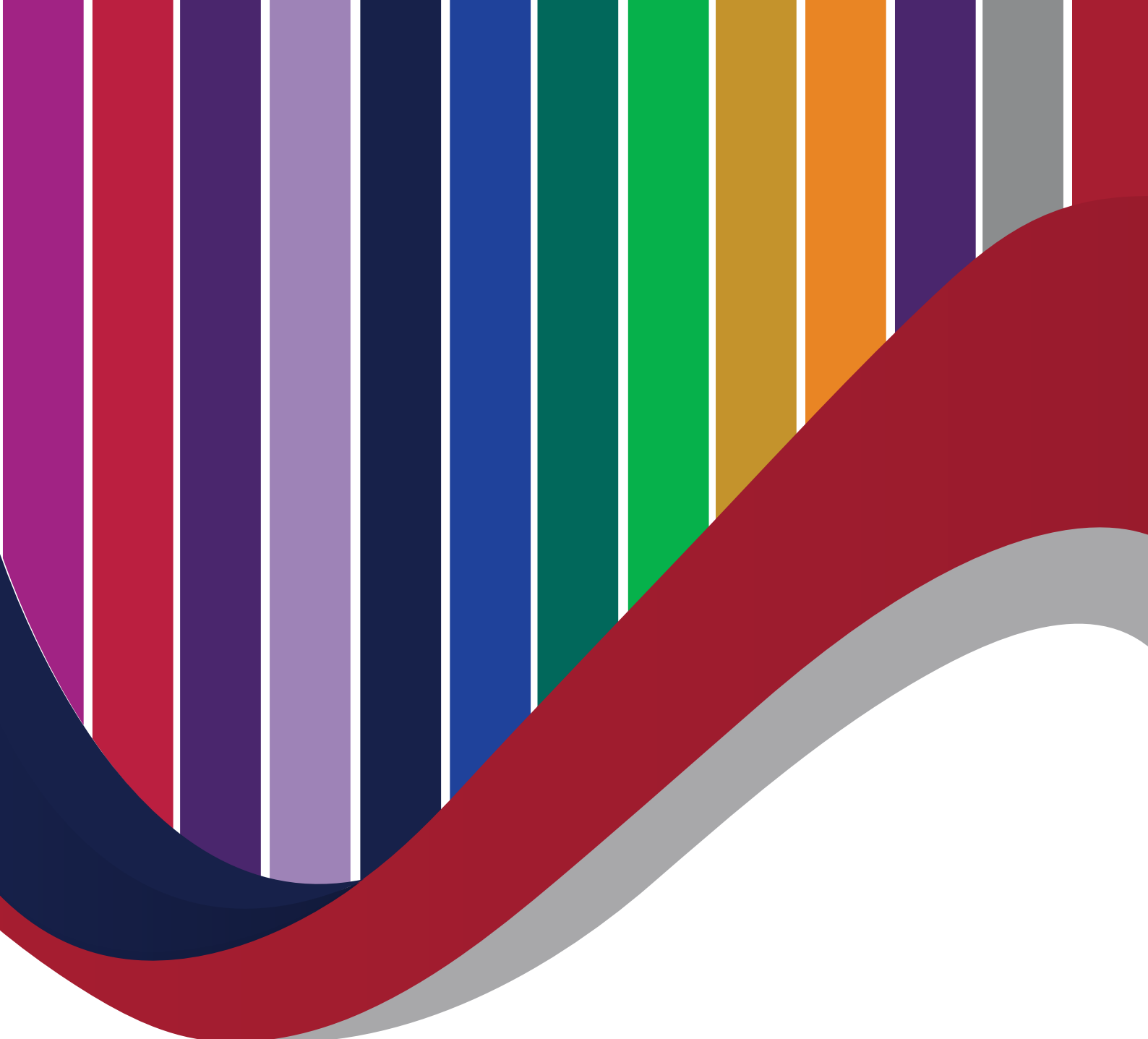


LSSE Experience with Writing

Topical Module Frequencies

University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
6. In your selected module/subject, for how many written assignments did you encourage or require students to do the following?										
a. Analyse or evaluate something they had read, researched, or observed	fwaanalyse	No written assignments	7	11%	15	11%	2	5%	29	11%
		Some written assignments	11	17%	29	22%	11	29%	52	20%
		Most written assignments	21	32%	44	33%	7	18%	80	31%
		All written assignments	26	40%	45	34%	18	47%	100	38%
		Total	65	100%	133	100%	38	100%	261	100%
b. Argue a position using evidence and reasoning	fwaargue	No written assignments	11	17%	19	14%	5	13%	40	15%
		Some written assignments	11	17%	35	27%	9	24%	57	22%
		Most written assignments	25	38%	37	28%	11	29%	79	30%
		All written assignments	18	28%	41	31%	13	34%	84	32%
		Total	65	100%	132	100%	38	100%	260	100%
c. Write in the style and format of a specific field (engineering, history, psychology, etc.)	fwastyle	No written assignments	11	17%	23	17%	4	11%	45	17%
		Some written assignments	13	20%	27	20%	7	18%	49	19%
		Most written assignments	13	20%	34	26%	8	21%	61	24%
		All written assignments	27	42%	48	36%	19	50%	103	40%
		Total	64	100%	132	100%	38	100%	258	100%



Codebook



LSSE 2024 Codebook

Survey questions are listed in the order that staff received them. Response options appear in italics beneath. Variable names appear in brackets (e.g., [fintern]) after each item. Items that are recoded (e.g., reversed response values) or derived (new computed values such as age) from original question(s) are shaded and prefaced by a bracket and the word "RECODED" or "DERIVED."

On which campus do you present most of your modules? [campus]

Response options: Bloemfontein Campus=2201, Qwaqwa Campus=2202, South Campus=2203

1. How important is it to you that undergraduates at your institution do the following before they graduate while in higher education?

Response options: Not offered at my institution=5, Very important=4, Important=3, Somewhat important=2, Not important=1

- a. Practical work related to their studies (internship, work integrated learning, clinical placement, field experience, etc.) [fintern]
- b. Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.) [fleader]
- c. Participate in student societies (law, psychology, etc.) where students engage in topics related to their subjects [flearncom]
- d. Develop an international perspective through campus initiatives and interacting with international students [fabroad]
- e. Work with a lecturer or staff member on a research project [fresearch]
- f. Participate in a first-year experience, such as university orientation and transition/university 101 programs [ffyexperience]
- g. Participate in academic literacy or language development activities [facadlit]
- h. Work with other students on a group project or assignment [fgroupproject]
- i. Consult with an academic advisor (staff member) who helps students to plan their studies and education [facadadvise]
- j. Make use of peer learning support (e.g. tutors, mentors, facilitators) [fusepeer]
- k. Explain module/subject material to other students as a tutor or learning facilitator [fexptutor]
- l. Participate in mathematics or numeracy development activities [fmathdevel]
- m. Participate in an institutional program that develops entrepreneurial skills [fentrepre]
- n. Participate in an institutional program that focuses on improving mental health [fmentalhlth]
- o. Participate in a community-based/community-engagement project (service-learning) as part of a regular module/subject [fservice]

2. How important is it to you that your institution *increases* its emphasis on each of the following?

Response options: Very important=4, Important=3, Somewhat important=2, Not important=1

- a. Students spending significant amounts of time studying and on academic work [fempstudy]
- b. Providing support to help students succeed academically [fSEacademic]
- c. Students using learning support services (tutoring services, peer mentoring, writing centre, library, etc.) [fSElearnsup]
- d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.) [fSEdiverse]
- e. Providing opportunities to be involved socially either face-to-face or online (not related to academic work) [fSEsocial]
- f. Providing support for students' overall well-being (recreation, health care, counselling, etc.) [fSEwellness]
- g. Helping students manage their non-academic responsibilities (family, work, etc.) [fSEnonacad]
- h. Students attending campus activities and events either face-to-face or online (artistic/cultural performances, sports events, etc.) [fSEactivities]
- i. Students attending events that address important economic, political, or societal issues either face-to-face or online [fSEevents]

LSSE 2024 Codebook

3. To what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Agree, Disagree, Strongly disagree

- I feel comfortable being myself at this institution. [fsbcomfort]
- I feel valued by this institution. [fsbvalued]
- I feel like part of the community at this institution. [fsbcomm]

4. Indicate your perception of the quality of student interactions with the following people at your institution.

Response options: Excellent=4, Good=3, Fair=2, Poor=1

- Other students [fQlstudent]
- Peer learning support (e.g. tutors, mentors, facilitators) [fQladvisor]
- Lecturers and academic staff [fQlfaculty]
- Student support services (e.g. counselling, health, housing, library, career, etc.) [fQlstaff]
- Other administrative services (e.g. registration, financial aid, etc.) [fQladmin]

5. To what extent do you agree or disagree with the following statements?

Response options: Strongly disagree=1, Disagree=2, Agree=3, Strongly agree=4

- I have the time I need to prepare for class. [ftime]
- I have the resources I need to do my best teaching (office space, technology, materials, etc.) [fresource]
- The environments (classroom, online, etc.) I teach in are conducive to quality teaching. [fconductive]
- I know where to go for help with teaching at my institution. [fhelp]

6. In a typical 7-day week, about how many hours do you spend on each of the following?

Response options: 0=1, 1-4=2, 5-8=3, 9-12=4, 13-16=5, 17-20=6, 21-30=7, More than 30 hours=8

- Teaching activities (preparing, teaching class sessions, marking, meeting with students outside of class, etc.) [ftmteach]
- Advising undergraduate students [ftmadvise]
- Research and scholarly activities [ftmresearch]
- Conducting institutional service activities (membership of institutional committees, reviewer for external journals, etc.) [ftmserviceacts]

7. If #6a greater than 0: Of the time you spend on teaching activities, about how many hours do you spend on each of the following teaching-related activities?

Response options: 0=1, 1-4=2, 5-8=3, 9-12=4, 13-16=5, 17-20=6, More than 20 hours=7

- Preparing class sessions [ftmprepclass]
- Teaching undergraduate students in class [ftmteachclass]
- Teaching postgraduate students [ftmpgteach]
- Marking papers and exams [ftmgrade]
- Meeting with students outside of class [ftmmeet]
- Module/subject administration (emailing students, maintaining Module/subject website, etc.) [ftmadmin]
- Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own modules/subjects, etc.) [ftmimprove]

8. During the current academic year, have you participated in the following activities?

Response options: Yes=1, No=2

- Supervising practical work related to undergraduates' studies (internship, work integrated learning, clinical placement, field experience, etc.) [fdintern]
- Supervising or mentoring undergraduates in student societies (law, psychology, etc.) where students engage in topics related to their subjects [fdlearncom]
- Supervising campus initiatives that develop international perspectives [fdabroad]
- Working with undergraduates on research [fdresearch]
- Fostering group work among undergraduates [fdgroup]
- Incorporating peer learning support (e.g. tutors, mentors, facilitators) [fdpeer]
- Participating in an institutional program that develops undergraduates' entrepreneurial skills [fdentrepre]
- Supervising postgraduate students [fdsuperpg]

LSSE 2024 Codebook

9. **During the current academic year, have you taught an undergraduate module/subject? [teaunder]**

Response options: Yes=1, No=2

[If No, respondent answers apdiscol and then skips to totugcour.]

10. **During the current academic year, about how often have you done each of the following with the undergraduate students you teach or advise?**

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- Talked about their career plans [fSFcareer]
- Worked on activities other than academic work (committees, projects, student groups, etc.) [fSFotherwork]
- Discussed module/subject topics, ideas, or concepts [fSFdiscuss]
- Discussed their academic performance [fSFperform]

11. **About how many of your undergraduate modules/subjects at this institution have included a community-based project (service-learning)? [fservcourse]**

Response options: All=4, Most=3, Some=2, None=1

12. **In your undergraduate modules/subjects, to what extent do you do the following?**

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- Clearly explain module/subject outcomes and requirements [fetgoals]
- Present module/subject sessions in an organised way [fetorganize]
- Use examples or illustrations to explain difficult points [fetexample]
- Use a variety of teaching techniques to accommodate diversity in student approaches to learning [fetvariety]
- Review and summarise material for students [fetreview]
- Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.) [fetstandards]
- Provide feedback to students on a draft or work in progress [fetdraftfb]
- Provide detailed feedback shortly after students completed tests or assignments [fetfeedback]

13. **What types of modules/subjects have you presented at this institution this current academic year? [fmoduletype]**

Response options: Mostly face-to-face modules/subjects=1; Mostly online modules/subjects=2; Mostly hybrid modules/subjects (combining face-to-face and online)=3; A balanced mix of the above module/subject types=4

14. **What is the broad academic discipline of your appointment? [apdiscol]**

Response options: Business, Commerce, and Management=1, Education=2, Human and Social Sciences=3, Science, Engineering, and Technology=4

Please respond to the following questions based on *one particular* module/subject you are teaching or have taught during this academic year.

15. **What is the general discipline of your selected module/subject? [fcesm]**

Response options: Economic and Management Sciences=22901, Education=22902, Health Sciences=22903, Law=22904, Natural and Agricultural Sciences=22905, The Humanities=22906, Theology and Religion=22907

16. **During the current academic year, have you taught more first-year or more senior modules? [crslevel]**

Response options: More first-year modules than senior modules (second year or later)=1, More senior modules (second year or later) than first-year modules=2, Equal number of first-year and senior modules=3

17. **Estimate the total number of students in your selected module/subject. [crssize]**

Response options: 20 or fewer=1, 21-30=2, 31-40=3, 41-50=4, 51-100=5, More than 100=6

LSSE 2024 Codebook

- 18. In an average 7-day week, about how many hours do you *expect* the typical student to spend preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)? [ftmprepect]**
Response options: 0=1, 1=2, 2=3, 3=4, 4=5, 5=6, 6=7, 7=8, 8=9, 9=10, 10=11, More than 10 hours=12
- 19. In an average 7-day week, about how many hours do you think the typical student *actually* spends preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)? [ftmpreactual]**
Response options: 0=1, 1=2, 2=3, 3=4, 4=5, 5=6, 6=7, 7=8, 8=9, 9=10, 10=11, More than 10 hours=12
- 20. About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?**
Response options: 0=1, 1-5=2, 6-10=3, 11-15=4, 16-20=5, 21-25=6, 26-30=7, More than 30 hours=8
- Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities) [ftmprepare]
 - Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [ftmcocurr]
 - Working for pay **on campus** (student assistant, tutor, etc.) [ftmworkon]
 - Working for pay **off campus** (being a waiter, casual work in shops, etc.) [ftmworkoff]
 - Doing community service or volunteer work [ftmservice]
 - Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [ftmrelax]
 - Providing care for dependents (children, siblings, parents, etc.) [ftmcare]
 - Travelling to class/other places used to engage with academic work (driving, walking, etc.) [ftmcommute]
- 21. In your selected module/subject, to what extent do students put forth their best work? [fchallenge]**
Response options: Very much=4, Quite a bit=3, Some=2, Very little=1
- 22. In your selected module/subject, how important is it to you that the typical student does the following?**
Response options: Very important=4, Important=3, Somewhat important=2, Not important=1
- Ask questions or contribute to module/subject discussions in other ways [faskquest]
 - Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]
 - Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [fQRevaluate]
 - Use numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument they made [fQRvidence]
 - Change complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics) [fQRcomplex]
 - Explain in writing the meaning of numerical or statistical data [fQRmeaning]
- 23. In your selected module/subject, how important is it to you that the typical student does the following?**
Response options: Very important=4, Important=3, Somewhat important=2, Not important=1
- Combine ideas from different modules/subjects when completing assignments [fRIintegrate]
 - Connect their learning to societal problems or issues [fRIsocietal]
 - Include diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments [fRIdiverse]
 - Examine the strengths and weaknesses of their own views on a topic or issue [fRIownview]
 - Try to better understand someone else's views by imagining how an issue looks from their point of view [fRIperspect]
 - Learn something that changes the way they understand an issue or concept [fRInewview]
 - Connect ideas from your modules/subjects to their prior experiences and knowledge [fRIconnect]

24. In your selected module/subject, about what percentage of class/session/discussion time is spent on the following?

Response options: 0%=1, 1-9%=2, 10-19%=3, 20-29%=4, 30-39%=5, 40-49%=6, 50-74%=7, 75% or more=8

- a. Lecture [flecture]
- b. Discussion [fdiscuss]
- c. Small-group activities [fsmgroup]
- d. Student presentations or performances [fpresent]
- e. Independent student work (writing, painting, designing, etc.) [findwork]
- f. Movies, videos, music, or other performances not involving or produced by students [fperform]
- g. Assessing student learning (tests, evaluations, surveys, polls, etc.) [fassess]
- h. Experiential activities (labs, fieldwork, clinical or field placements, etc.) [factivity]

25. In your selected module/subject, how much do you encourage students to do the following?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. Ask other students for help understanding module/subject material [fCLaskhelp]
- b. Explain module/subject material to other students [fCLexplain]
- c. Prepare for exams by discussing or working through module/subject material with other students [fCLstudy]
- d. Work with other students on projects or assignments [fCLproject]
- e. Use different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.) [fLSreading]
- f. Review notes [fLSnotes]
- g. Summarise what has been learned from class or from module/subject materials [fLSsummary]
- h. Change their learning strategies to adapt to different modules/subjects [fLSchange]

26. In your selected module/subject, how much opportunity do students have to engage in discussions with people from the following groups?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. People of races or ethnicities other than their own [fDDrace]
- b. People from economic backgrounds other than their own [fDDeconomic]
- c. People with religious beliefs other than their own [fDDreligion]
- d. People with political views other than their own [fDDpolitical]
- e. People with sexual orientations other than their own [fddsexorient]
- f. People from countries other than their own [fddcountry]

27. In your selected module/subject, how much does the academic work emphasise the following?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. Memorising module/subject material (facts, ideas, etc.) [fmemorize]
- b. Applying facts, theories, or methods to practical problems or new situations [fHOapply]
- c. Identifying the different parts of an idea, experience, or argument in detail (analysing) [fHOanalyze]
- d. Evaluating a point of view, decision, or information source [fHOevaluate]
- e. Forming a new idea or understanding by putting together various pieces of information [fHOform]

28. To what extent do you structure your selected module/subject so that students learn and develop in the following areas?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. Writing clearly and effectively [fcgwrite]
- b. Speaking clearly and effectively [fcgspeak]
- c. Thinking critically and analytically [fcgthink]
- d. Analysing numerical and statistical information [fcganalyze]
- e. Using computing and information technology [fcncmpts]
- f. Developing job- or work-related knowledge and skills [fcgwork]
- g. Working effectively with others [fcgothers]
- h. Developing or clarifying a personal code of values and ethics [fcgvalues]
- i. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.) [fcgdiverse]
- j. Solving complex real-world problems [fcgprobsolve]
- k. Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.) [fcgcitizen]
- l. Developing entrepreneurial skills and mindset [fcgentrepre]

29. Prior to the current academic year, about how many times have you taught your selected module/subject? [crstimes]

Response options: 0=1, 1-2=2, 3-4=3, 5-9=4, 10 or more times=5

30. Estimate the total number of *undergraduate* students you have taught during the current academic year. [totugstud]

Response options: 0=1, 1-25=2, 26-50=3, 51-75=4, 76-100=5, 101-125=6, 126-150=7, 151-200=8, 201-300=9, More than 300 students=10

31. Indicate the total number of *undergraduate* modules/subjects you have taught or are scheduled to teach during the current academic year. [totugcour]

Response options: 0=1, 1=2, 2=3, 3=4, 4=5, 5=6, 6=7, 7=8, 8=9, 9 or more modules/subjects=10

32. Indicate the total number of *postgraduate* modules/subjects you have taught or are scheduled to teach during the current academic year. [totpgcour]

Response options: 0=1, 1=2, 2=3, 3=4, 4 or more modules/subjects=5

33. During the current academic year, does your institution consider you to be employed: [empstat]

Response options: Full-time permanent appointment=4, Part-time permanent appointment=3, Full-time contract appointment=2, Part-time contract appointment=1

34. Which of the following best describes your academic rank, title, or current position? [rank]

Response options: Professor=1, Associate professor=2, Senior lecturer=3, Lecturer=4, Junior lecturer=5, Other, specify=6

- Other, please specify: [rnkother]

Response option: Text box

Note: Item was only given if the respondent selected 'Other' in item 34

35. Indicate the year that you began teaching at *any* university. [begintch]

Response options: Select year [From 2024=1 to Before 1980=45]

[RECODED] Number of years teaching at any university recoded from begintch [begintch_recode]

Values: 4 or less=1, 5-9=2, 10-19=3, 20-29=4, 30 or more=5

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36. What is the highest degree you have earned? [degree]

Response options: Doctoral=1, Masters=2, Honours=3, Postgraduate Bachelor=4, Postgraduate diploma or certificate=5, Professional first Bachelor=6, General academic Bachelor=7, Undergraduate diploma=8, Other, specify=9

- Other, please specify: [degother]

Response option: Text box

Note: Item was only given if the respondent selected 'Other' in item 36

37. Select your year of birth. [fbirthyr]

Response options: Select year [From 2003=1 to Before 1955=49]

[RECODED] Age recoded from year of birth [fbirthyr_recode]

Values: 34 or younger=1, 35-44=2, 45-54=3, 55-64=4, 65 or older=5

38. What is your gender identity? [fgender]

Response options: Male=1, Female=2, Another gender identity (please specify)=3, I prefer not to respond=4

- Another gender identity, please specify: [fgenderother]

Response option: Text box

Note: Item was only given if the respondent selected 'Another gender identity' in item 38

39. What is your citizenship status? [finterna]

Response options: South African=1, SADC (excluding South Africa)=2, African (excluding SADC)=3, International (outside of Africa)=4

40. What is your racial or ethnic identification? (Mark only one.) [frace]

Response options: African=1, Coloured=2, Indian=3, Asian=4, White=5, Other=6

41. What is your home language or mother tongue? (Mark all that apply.)

Response options: Selected=1, Not selected=0

- Afrikaans [tmothton1]
- English [tmothton2]
- IsiNdebele [tmothton3]
- IsiXhosa [tmothton4]
- IsiZulu [tmothton5]
- North Sotho [tmothton6]
- Sesotho [tmothton7]
- Setswana [tmothton8]
- SiSwati [tmothton9]
- Tshivenda [tmothton10]
- Xitsonga [tmothton11]
- Other [tmothton12]



Inclusiveness and Decoloniality Topical Module – LSSE 2024

The questions explore lecturers' perceptions of institutional values and decolonial teaching practices.

1. How much does your institution emphasise the following?

Response options: No emphasis=1, Some=2, Quite a bit=3, Very much=4, I don't know=5

- a. Demonstrating a commitment to inclusivity [fcommit]
- b. Providing lecturers with the resources needed for success in a multicultural world [fmulticul]
- c. Creating an overall sense of community among lecturers [fstudcomm]
- d. Ensuring that you are not stigmatised because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.) [fstigma]
- e. Providing information about anti-discrimination and harassment policies [fharass]
- f. Taking allegations of discrimination or harassment seriously [fallegatn]
- g. Helping lecturers develop the skills to confront discrimination and harassment [fconfront]

2. To what extent do you agree or disagree with the following statements?

Response options: Strongly disagree=1, Disagree=2, Agree=3, Strongly agree=4

- a. My module/subject work includes African and other developing countries' theories and concepts. [fafritheo]
- b. My module/subject work is relevant to challenges in the Southern African context. [fsachal]
- c. Conversations in classrooms/online sessions allow different perspectives to be heard. [fdiffpers]



Experiences with Writing Topical module – LSSE 2024

The questions examine how much writing and reading students are assigned and completes, and the nature of written assignments.

Earlier, you answered some questions based on one particular undergraduate module/subject that you are teaching or have taught during this academic year. Thinking again about that module/subject, please respond to the following.

- 1. In your selected module/subject, how important is it to you that the typical student prepare two or more drafts of a paper or assignment before turning it in? [fdrafts]**

Response options: Very important=4, Important=3, Somewhat important=2, Not important=1

- 2. Does your selected module/subject include assigned papers, reports, or other written tasks? [fwrwriting]**

Response options: Yes=1, No=2

- 3. If yes: About how many papers, reports, or other written tasks of the following lengths do you assign?**

Response options: 0=1, 1=2, 2=3, 3=4, 4=5, 5=6, 6=7, 7=8, 8=9, 9=10,, 10=11, More than 10 papers=12

- Up to 5 pages [fwrshort]
- Between 6 and 10 pages [fwrmed]
- 11 pages or more [fwrlong]

- 4. In an average 7-day week, how many pages of reading do you assign students in your selected module/subject? [freadasg]**

Response options: 0=1, 1-10=2, 11-30=3, 31-50=4, More than 50 pages=5

- 5. If greater than 0: About how much of the assigned reading for your selected module/subject do you think the typical student completes? [fread]**

Response options: None (0%)=1, Less than 25%=2, Between 25% and 50%=3, Between 51% and 75%=4, More than 75%=5, All (100%)=6

For the purpose of this question, a *written assignment* is one that you collect from students to give marks or feedback. It includes papers, lab reports, multimedia projects, blogs, online discussions, posters, PowerPoint presentations, and so on.

- 6. In your selected module/subject, for how many written assignments did you encourage or require students to do the following?**

Response options: No written assignments=1, Some written assignments=2, Most written assignments=3, All written assignments=4

- Analyse or evaluate something they had read, researched, or observed [fwaanalyse]
- Argue a position using evidence and reasoning [fwaargue]
- Write in the style and format of a specific field (engineering, history, psychology, etc.) [fwastyle]