



BEGINNING UNIVERSITY SURVEY OF STUDENT ENGAGEMENT

University of The Free State

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*Inspiring excellence, transforming lives
through quality, impact, and care.*

VISION 130
Renew and Reimagine
for 2034

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



UFS
CENTRE FOR TEACHING
AND LEARNING (CTL)

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Administration Details



BUSSE Institutional Report 2025

Introduction

Guide to Your Report

Students enter your campus with a variety of backgrounds and experiences that relate to their academic engagement and success. The purpose of BUSSE is to provide your campus with valuable and timely information that will allow you to positively impact the first-year experiences of your students.

The *BUSSE Institutional Report 2025* contains three sections that highlight important characteristics related to your incoming first-year class. The first section of this report describes the background characteristics of your first-year students who responded to the survey. The second section contains the frequency distributions for all questions on the survey. Overall results for your institution are presented, as well as results by gender and first-generation status. The third section contains the overall institutional means for nine BUSSE Scales. These scales provide important information regarding high school engagement with quantitative reasoning and learning strategies, as well as expected first-year academic engagement and academic performance. Similar to the frequency distributions, the mean differences are also reported by gender and first-generation status. In total, this report provides your institution with the best estimates of your incoming first-year student academic characteristics.

Student Comparisons

As described above, your *BUSSE Institutional Report 2025* contains results by gender and first-generation status. The results are presented by student subgroup to better understand the diversity of student experiences within each campus. This allows you to effectively target important academic resources to the students who are in the most need. Though this report only examines group differences by gender and first-generation status, there are many other important subgroups to consider depending on the unique circumstances of your campus.



	Respondents	
	Count	%
Number of Surveys Completed	3685	100%

Student Characteristics

Enrollment Status

Full time contact	3379	93%
Full time distance	169	5%
Part time contact	57	2%
Part time distance	40	1%

Gender

Male	1254	34%
Female	2361	65%
Another gender identity	13	0%
I prefer not to respond	25	1%

Race/Ethnicity

African	3427	93%
Coloured	101	3%
Indian	11	0%
Asian	2	0%
White	122	3%
Other	3	0%

High School Graduation Year

Before 2019	194	5%
2019	71	2%
2020	88	2%
2021	155	4%
2022	281	8%
2023	787	21%
2024	2091	57%

First-generation Status

Yes	3030	83%
No	639	17%

International Student

Yes	179	5%
No	3482	95%



Respondent Characteristics





Respondent Characteristics About This Report

The *Respondent Characteristics* presents overall student demographic information, as well as by gender and first-generation status. The display below highlights important details in the report to keep in mind when interpreting your results.

1. **Item numbers:** Numbering corresponds to the codebook included in your Institutional Report.

2. **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.

3. **Response options:** Response options are worded as they appear on the instrument (except where abbreviations are used for formatting purposes).

4. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.



Respondent Characteristics BUSSEville University

		Response options	All Students		Gender		First-Generation							
			Count	%	Count	%	Count	%	Count	%	Count	%		
25	This institution was your:	Instchoice												
		First choice	1,004	44%	348	44%	655	45%	521	41%	482	48%		
		Second choice	775	34%	277	35%	494	34%	428	34%	345	35%		
		Third choice	291	13%	91	12%	198	14%	180	14%	110	11%		
		Fourth choice	82	4%	34	4%	48	3%	64	5%	18	2%		
		Fifth choice or lower	107	5%	36	5%	71	5%	67	5%	40	4%		
		Total	2,259	100%	786	100%	1,466	100%	1,260	100%	995	100%		
26	Your programme of study was your:	Progchoice												
		First choice	1,340	59%	490	62%	846	58%	763	60%	574	58%		
		Second choice	700	31%	233	30%	465	32%	370	29%	328	33%		
		Third choice	224	10%	66	8%	157	11%	129	10%	95	10%		
		Total	2,264	100%	789	100%	1,468	100%	1,262	100%	997	100%		
27	Indicate your gender.	csex												
		Male	790	35%					496	39%	292	29%		
		Female	1,469	65%					763	61%	704	71%		
		Total	2,259	100%					1,259	100%	996	100%		



Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	All Students		Gender				First-Generation ^a			
					Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
1 Please indicate the year you matriculated from high school.												
	matriculate	Before 2019	194	5%	89	7%	100	4%	162	5%	30	5%
		2019	71	2%	24	2%	47	2%	55	2%	16	3%
		2020	88	2%	28	2%	60	3%	75	2%	13	2%
		2021	155	4%	46	4%	107	5%	132	4%	22	3%
		2022	281	8%	82	7%	197	8%	246	8%	34	5%
		2023	787	21%	265	21%	509	22%	676	22%	109	17%
		2024	2,091	57%	714	57%	1,329	57%	1,668	55%	413	65%
		Total	3,667	100%	1,248	100%	2,349	100%	3,014	100%	637	100%
2 [If #1 response is not most recent year] Since matriculating from high school, which of the following have you done? (Mark all that apply.)												
	tattend	Attended another post-school institution	470	30%	172	32%	295	29%	380	28%	89	40%
	twork_ft	Worked full-time	252	16%	112	21%	133	13%	206	15%	44	20%
	twork_pt	Worked part-time	428	27%	189	35%	234	23%	358	27%	69	31%
	thome	Stayed at home without working or studying	635	40%	196	37%	436	43%	551	41%	82	37%
	tvolunteer	Volunteered	292	19%	108	20%	178	17%	254	19%	38	17%
	ttravel	Travelled	173	11%	71	13%	100	10%	131	10%	40	18%
	tmatric	Took time to better matric results	227	14%	57	11%	165	16%	182	14%	45	20%
	tsinceoth	Other	118	7%	45	8%	71	7%	102	8%	16	7%



Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	Gender				First-Generation ^a					
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
3 [If #2 is answered "Attended another post-school institution"] 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.)												
	tattend_pub	Another public higher education institution	317	67%	129	75%	185	63%	255	67%	61	69%
	tattend_priv	Another private higher education institution	74	16%	25	15%	48	16%	53	14%	20	22%
	tattend_tvvet	TVET college (technical or vocational college)	68	14%	18	10%	50	17%	59	16%	9	10%
	tattend_col	Private training college	26	6%	11	6%	15	5%	22	6%	4	4%
	tattend_other	Other	36	8%	7	4%	29	10%	30	8%	6	7%
4 From which type of high school did you matriculate? (Mark only one.)												
	htype	Public	3,366	91%	1,144	91%	2,156	91%	2,835	94%	515	81%
		Private (independent schools, religious schools, homeschools, etc.)	286	8%	97	8%	185	8%	168	6%	118	18%
		Other	28	1%	12	1%	16	1%	23	1%	5	1%
		Total	3,680	100%	1,253	100%	2,357	100%	3,026	100%	638	100%
5 What were most of your high school marks? (Mark only one.)												
	hgrades	0-29%	0	0%	0	0%	0	0%	0	0%	0	0%
		30-39%	6	0%	0	0%	6	0%	6	0%	0	0%
		40-49%	38	1%	7	1%	30	1%	34	1%	4	1%
		50-59%	285	8%	95	8%	186	8%	245	8%	38	6%
		60-69%	992	27%	345	28%	631	27%	791	26%	199	31%
		70-79%	1,471	40%	499	40%	940	40%	1,180	39%	282	44%
		80-89%	749	20%	249	20%	488	21%	648	21%	99	15%
		90-100%	140	4%	57	5%	78	3%	122	4%	17	3%
		Total	3,681	100%	1,252	100%	2,359	100%	3,026	100%	639	100%



Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	Gender				First-Generation ^a						
			All Students		Males		Females		Yes		No		
			Count	%	Count	%	Count	%	Count	%	Count	%	
22 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	cparfam	Using	945	26%	333	27%	592	26%	610	21%	334	54%
			Not using	2,410	67%	805	65%	1,566	68%	2,163	73%	240	38%
			Not sure	239	7%	93	8%	142	6%	187	6%	50	8%
			Total	3,594	100%	1,231	100%	2,300	100%	2,960	100%	624	100%
b	My own money	cself	Using	571	16%	231	19%	334	15%	434	15%	137	22%
			Not using	2,788	78%	908	75%	1,829	80%	2,345	80%	437	71%
			Not sure	204	6%	79	6%	119	5%	160	5%	41	7%
			Total	3,563	100%	1,218	100%	2,282	100%	2,939	100%	615	100%
c	Private sponsor/s (e.g. family contributors)	finprispon	Using	254	7%	101	8%	144	6%	176	6%	78	13%
			Not using	3,022	85%	1,014	84%	1,958	86%	2,541	87%	473	77%
			Not sure	262	7%	96	8%	163	7%	199	7%	63	10%
			Total	3,538	100%	1,211	100%	2,265	100%	2,916	100%	614	100%
d	Employer	finemployer	Using	83	2%	44	4%	37	2%	58	2%	25	4%
			Not using	3,267	92%	1,088	90%	2,121	93%	2,705	93%	554	91%
			Not sure	189	5%	77	6%	111	5%	158	5%	31	5%
			Total	3,539	100%	1,209	100%	2,269	100%	2,921	100%	610	100%
e	Non-governmental bursary (e.g. institutional, merit, private company)	finnongov	Using	376	11%	128	11%	237	10%	299	10%	76	12%
			Not using	2,881	81%	976	80%	1,858	82%	2,381	81%	493	81%
			Not sure	288	8%	110	9%	174	8%	245	8%	43	7%
			Total	3,545	100%	1,214	100%	2,269	100%	2,925	100%	612	100%
f	Governmental bursary (excluding NSFAS)	fingovbur	Using	405	11%	149	12%	248	11%	355	12%	50	8%
			Not using	2,940	83%	978	81%	1,911	84%	2,406	82%	527	86%
			Not sure	210	6%	85	7%	121	5%	174	6%	35	6%
			Total	3,555	100%	1,212	100%	2,280	100%	2,935	100%	612	100%



Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	All Students		Gender				First-Generation ^a			
					Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
g NSFAS	finnsfas	Using	2,734	76%	902	73%	1,787	77%	2,446	82%	282	45%
		Not using	741	20%	276	22%	449	19%	436	15%	303	49%
		Not sure	144	4%	56	5%	85	4%	106	4%	37	6%
		Total	3,619	100%	1,234	100%	2,321	100%	2,988	100%	622	100%
h Loan (including institutional, banks, or private companies)	cstudlo	Using	131	4%	43	4%	88	4%	93	3%	37	6%
		Not using	3,244	91%	1,100	90%	2,086	92%	2,706	92%	532	87%
		Not sure	178	5%	77	6%	97	4%	132	5%	45	7%
		Total	3,553	100%	1,220	100%	2,271	100%	2,931	100%	614	100%
23 What do you expect most of your marks to be at this university during the coming year? (Mark only one.)												
	cgrades	0-29%	0	0%	0	0%	0	0%	0	0%	0	0%
		30-39%	3	0%	1	0%	2	0%	2	0%	1	0%
		40-49%	5	0%	2	0%	3	0%	4	0%	1	0%
		50-59%	75	2%	25	2%	49	2%	66	2%	9	1%
		60-69%	587	16%	218	17%	357	15%	476	16%	109	17%
		70-79%	1,628	44%	560	45%	1,041	44%	1,328	44%	295	46%
		80-89%	1,050	29%	327	26%	704	30%	860	28%	188	30%
		90-100%	319	9%	114	9%	200	8%	284	9%	33	5%
		Total	3,667	100%	1,247	100%	2,356	100%	3,020	100%	636	100%
24 Do you expect to graduate from this university?												
	cintgrad	Yes	3,471	95%	1,180	95%	2,232	96%	2,879	96%	582	91%
		No	14	0%	8	1%	6	0%	10	0%	4	1%
		Uncertain	159	4%	55	4%	99	4%	107	4%	51	8%
		Total	3,644	100%	1,243	100%	2,337	100%	2,996	100%	637	100%

Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	All Students		Gender				First-Generation ^a			
					Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
25 Thinking about this current academic term, how are you registered?												
	cenrlmen	Full time contact	3,379	93%	1,126	91%	2,195	94%	2,778	92%	593	94%
		Full time distance	169	5%	73	6%	93	4%	147	5%	20	3%
		Part time contact	57	2%	22	2%	34	1%	47	2%	10	2%
		Part time distance	40	1%	20	2%	20	1%	32	1%	8	1%
		Total	3,645	100%	1,241	100%	2,342	100%	3,004	100%	631	100%
26 How many of your close friends will attend this university during the coming year?												
	cfriends	None	1,745	48%	538	44%	1,180	50%	1,416	47%	324	51%
		1	576	16%	188	15%	379	16%	481	16%	93	15%
		2	524	14%	180	15%	331	14%	441	15%	82	13%
		3	310	9%	120	10%	185	8%	258	9%	51	8%
		4 or more	489	13%	210	17%	270	12%	404	13%	85	13%
		Total	3,644	100%	1,236	100%	2,345	100%	3,000	100%	635	100%
27 This institution was your:												
	Instchoice	First choice	2,306	63%	840	67%	1,437	61%	1,956	65%	341	53%
		Second choice	893	24%	281	23%	590	25%	731	24%	162	25%
		Third choice	310	8%	86	7%	215	9%	220	7%	89	14%
		Fourth choice	78	2%	17	1%	58	2%	53	2%	25	4%
		Fifth choice or lower	77	2%	23	2%	53	2%	56	2%	21	3%
		Total	3,664	100%	1,247	100%	2,353	100%	3,016	100%	638	100%
28 Your programme of study was your:												
	Progchoice	First choice	1,871	51%	678	54%	1,169	50%	1,531	51%	334	53%
		Second choice	1,383	38%	444	36%	912	39%	1,153	38%	226	36%
		Third choice	407	11%	124	10%	271	12%	331	11%	76	12%
		Total	3,661	100%	1,246	100%	2,352	100%	3,015	100%	636	100%

Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	Gender				First-Generation ^a					
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
29 What is your gender identity?												
	csex	Male	1,254	34%					1,028	34%	225	35%
		Female	2,361	65%					1,955	65%	396	62%
		Another gender identity	13	0%					9	0%	4	1%
		I prefer not to respond	25	1%					16	1%	9	1%
		Total	3,653	100%					3,008	100%	634	100%
30 Are you an international student?												
	cinterna	Yes	179	5%	53	4%	125	5%	156	5%	23	4%
		No	3,482	95%	1,190	96%	2,229	95%	2,860	95%	611	96%
		Total	3,661	100%	1,243	100%	2,354	100%	3,016	100%	634	100%
31 Indicate your race. (Mark only one.)												
	crace	African	3,427	93%	1,173	94%	2,194	93%	2,882	95%	534	84%
		Coloured	101	3%	29	2%	71	3%	71	2%	30	5%
		Indian	11	0%	5	0%	6	0%	8	0%	3	0%
		Asian	2	0%	1	0%	1	0%	2	0%	0	0%
		White	122	3%	42	3%	78	3%	56	2%	66	10%
		Other	3	0%	2	0%	1	0%	2	0%	1	0%
		Total	3,666	100%	1,252	100%	2,351	100%	3,021	100%	634	100%
32 First Generational Status												
(Neither parent holds a B-degree. Recoded from bfammembergradN to bfammembergradO)	FGbac	Not first generation	639	17%	225	18%	396	17%				
		First generation	3,030	83%	1,028	82%	1,955	83%				
		Total	3,669	100%	1,253	100%	2,351	100%				
33 Which of the following best describes where you are living now while attending university?												
	res_recode	On-campus	1,607	44%	560	45%	1,018	43%	1,313	44%	290	46%
		Off-campus	2,050	56%	690	55%	1,325	57%	1,699	56%	344	54%
		Total	3,657	100%	1,250	100%	2,343	100%	3,012	100%	634	100%



Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	All Students		Gender				First-Generation ^a			
					Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
34 Please select the category that best represents your major field of study. (Mark only one.)												
	cfaculty	Business, Commerce, and Management	1,019	28%	370	30%	632	27%	821	27%	198	31%
		Education	746	21%	226	18%	504	22%	667	22%	77	12%
		Human and Social Sciences	1,014	28%	270	22%	726	31%	837	28%	171	27%
		Science, Engineering, and Technology	855	24%	381	31%	461	20%	665	22%	187	30%
		Total	3,634	100%	1,247	100%	2,323	100%	2,990	100%	633	100%
35 Age												
	age_recode	18 years	629	17%	182	15%	434	18%	523	17%	106	17%
		19 years	1,395	38%	453	36%	909	39%	1,088	36%	298	47%
		20 years	692	19%	242	19%	442	19%	581	19%	111	17%
		21 years	344	9%	128	10%	213	9%	307	10%	36	6%
		22 years	184	5%	62	5%	120	5%	159	5%	24	4%
		23 years	115	3%	46	4%	69	3%	99	3%	16	3%
		24 years	89	2%	36	3%	53	2%	71	2%	18	3%
		25 and older	209	6%	96	8%	110	5%	181	6%	28	4%
		Total	3,657	100%	1,245	100%	2,350	100%	3,009	100%	637	100%

Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	All Students		Gender				First-Generation ^a			
					Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
36 Besides English, what other language(s) do you use when learning with peers or during tutorials, etc.? (Mark all that apply.)												
	ctutlang1	Afrikaans	456	12%	140	11%	306	13%	305	10%	151	24%
	ctutlang2	IsiNdebele	80	2%	37	3%	40	2%	73	2%	7	1%
	ctutlang3	IsiXhosa	1,376	38%	479	38%	872	37%	1,167	39%	204	32%
	ctutlang4	IsiZulu	2,192	60%	745	60%	1,410	60%	1,873	62%	313	49%
	ctutlang5	North Sotho	352	10%	144	12%	199	8%	294	10%	58	9%
	ctutlang6	Sesotho	1,679	46%	606	49%	1,039	44%	1,425	47%	251	40%
	ctutlang7	Setswana	831	23%	277	22%	535	23%	676	22%	153	24%
	ctutlang8	SiSwati	262	7%	100	8%	157	7%	227	8%	35	6%
	ctutlang13	South African Sign Language	25	1%	10	1%	15	1%	25	1%	0	0%
	ctutlang9	Tshivenda	142	4%	50	4%	90	4%	118	4%	23	4%
	ctutlang10	Xitsonga	181	5%	76	6%	98	4%	154	5%	27	4%
	ctutlang11	None	123	3%	46	4%	76	3%	87	3%	36	6%
	ctutlang12	Other	136	4%	44	4%	89	4%	104	3%	32	5%
37 Have you been diagnosed with any disability or impairment?												
	disability	Yes	124	3%	36	3%	84	4%	88	3%	36	6%
		No	3,377	92%	1,155	93%	2,167	93%	2,791	93%	577	91%
		I prefer not to respond	153	4%	57	5%	91	4%	129	4%	24	4%
		Total	3,654	100%	1,248	100%	2,342	100%	3,008	100%	637	100%

Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	All Students		Gender				First-Generation ^a			
					Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
38 [If #37 is answered "Yes"] Which of the following has been diagnosed? (Mark all that apply.)												
	dis_sense	A sensory impairment (vision or hearing)	73	61%	19	54%	52	65%	52	62%	21	60%
	dis_mobility	A mobility impairment	7	6%	2	6%	5	6%	5	6%	2	6%
	dis_mental	A mental health disorder or developmental disability	16	13%	4	11%	10	13%	7	8%	9	26%
	dis_other	A disability or impairment not listed above	25	21%	10	29%	15	19%	20	24%	5	14%
39 Indicate the province you were living in the year you completed matric. (Mark only one.)												
	province	Eastern Cape	500	14%	185	15%	306	13%	409	14%	88	14%
		Free State	788	21%	282	23%	491	21%	646	21%	142	22%
		Gauteng	658	18%	215	17%	423	18%	526	17%	131	21%
		KwaZulu-Natal	839	23%	261	21%	572	24%	731	24%	104	16%
		Limpopo	302	8%	118	9%	178	8%	236	8%	65	10%
		Mpumalanga	207	6%	70	6%	135	6%	169	6%	38	6%
		Northern Cape	62	2%	20	2%	41	2%	46	2%	16	3%
		North West	188	5%	60	5%	124	5%	158	5%	28	4%
		Western Cape	109	3%	32	3%	75	3%	91	3%	18	3%
		Was not living in South Africa	23	1%	10	1%	13	1%	14	0%	9	1%
		Total	3,676	100%	1,253	100%	2,358	100%	3,026	100%	639	100%

Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	All Students		Gender				First-Generation ^a			
					Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
40 What is your home language or mother tongue? (Mark all that apply.)												
	homelang1	Afrikaans	203	6%	62	5%	137	6%	118	4%	85	13%
	homelang2	English	277	8%	106	9%	164	7%	157	5%	120	19%
	homelang3	IsiNdebele	42	1%	14	1%	27	1.15%	37	1%	5	1%
	homelang4	IsiXhosa	742	20%	262	21%	466	20%	610	20%	129	20%
	homelang5	IsiZulu	1,086	30%	359	29%	711	30%	943	31%	140	22%
	homelang6	North Sotho	209	6%	78	6%	126	5%	171	6%	38	6%
	homelang7	Sesotho	859	23%	309	25%	532	23%	747	25%	112	18%
	homelang8	Setswana	367	10%	113	9%	244	10%	290	10%	75	12%
	homelang9	SiSwati	113	3%	38	3%	75	3%	86	3%	27	4%
	homelang13	South African Sign Language	1	0%	0	0%	1	0%	1	0%	0	0%
	homelang10	Tshivenda	98	3%	33	3%	63	3%	73	2%	24	4%
	homelang11	Xitsonga	134	4%	50	4%	82	3%	104	3%	30	5%
	homelang12	Other	110	3%	39	3%	69	3%	79	3%	31	5%
41 On which campus are you enrolled?												
	campus	Bloemfontein Campus	2,362	65%	858	69%	1,464	62%	1,894	63%	459	73%
		Qwaqwa Campus	737	20%	238	19%	483	21%	674	22%	63	10%
		South Campus	562	15%	149	12%	405	17%	448	15%	111	18%
		Total	3,661	100%	1,245	100%	2,352	100%	3,016	100%	633	100%

Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	All Students		Gender				First-Generation ^a			
					Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
42 Please select the faculty that you are registered in.												
	faculty	Economic and Management Sciences	854	23%	306	24%	534	23%	685	23%	169	27%
		Education	715	19%	215	17%	484	21%	639	21%	75	12%
		Health Sciences	153	4%	52	4%	99	4%	113	4%	40	6%
		Law	277	8%	99	8%	173	7%	225	7%	51	8%
		Natural and Agricultural Sciences	852	23%	378	30%	462	20%	673	22%	175	27%
		The Humanities	794	22%	190	15%	588	25%	666	22%	123	19%
		Theology and Religion	31	1%	12	1%	19	1%	27	1%	4	1%
		Total	3,676	100%	1,252	100%	2,359	100%	3,028	100%	637	100%
43 When did you start studying at this institution?												
	startstud	2025	3,637	99%	1,236	99%	2,337	99%	2,994	99%	632	99%
		2024	22	1%	10	1%	12	1%	18	1%	4	1%
		2023	5	0%	1	0%	4	0%	4	0%	1	0%
		2022	1	0%	1	0%	0	0%	1	0%	0	0%
		2021	0	0%	0	0%	0	0%	0	0%	0	0%
		Before 2021	2	0%	2	0%	0	0%	2	0%	0	0%
		Total	3,667	100%	1,250	100%	2,353	100%	3,019	100%	637	100%



Respondent Characteristics University of the Free State

Item wording or description	Variable name	Response options	All Students		Gender				First-Generation ^a			
					Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
44 What is the highest level of education you plan to complete?												
	chighdeg	Certificate	141	4%	43	3%	97	4%	109	4%	31	5%
		Diploma	27	1%	12	1%	15	1%	18	1%	9	1%
		Bachelor's degree (B.A., B.Sc., B.Tech., etc.)	1,168	32%	380	30%	766	33%	1,016	34%	149	23%
		Honours degree	560	15%	201	16%	352	15%	445	15%	113	18%
		Master's degree (M.A., M.Sc., M.Tech., etc.)	770	21%	300	24%	457	19%	620	20%	147	23%
		Doctoral degree (Ph.D., M.D., D.Tech., etc.)	982	27%	305	24%	656	28%	794	26%	186	29%
		Not enrolled for Degree purposes	25	1%	12	1%	13	1%	23	1%	2	0%
		Total	3,673	100%	1,253	100%	2,356	100%	3,025	100%	637	100%



Frequencies and Mean Comparisons



BUSSE Frequencies and Mean Comparisons

About This Report

The Frequencies and Statistical Comparisons report presents item-by-item student responses and mean comparisons that allow you to examine patterns of similarity and difference between groups of students at your institution.

The display below highlights important details in the report to keep in mind when interpreting your results.



Frequencies and Mean Comparisons BUSSEville University

				Frequency Distributions								Mean Comparisons									
				All Students				Gender		First-generation ^a		Gender		First-generation							
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
Item wording or description	Variable Name	Values ^c	Response Options					Males	Females	Yes	No	Males	Females	Yes	No						
8. During your last year of high school, about how often did you do each of the following?																					
a Attended class without having completed readings or assignments	hclunpre	1 2 3 4	Never Sometimes Often Very often	557 672 53 43	42 51 4 3	4.0	162 231 20 12	38 54 5 3	384 430 33 31	44 49 4 4	394 435 28 24	45 49 3 3	163 237 25 19	37 53 6 4	3.9 4.0	**	-.04	4.0	3.9	**	.04
Total				1325	100		425	100	878	100	881	100	444	100							

- Item numbers:** Numbering corresponds to the survey facsimile and codebook.
- 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.
- Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
- Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.
- Overall mean:** Mean scores for each item. Mean item scores by within-campus comparison groups are presented on the right side. Mean calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution.
- 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.
- Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. 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.



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons								
			All Students		Gender				First-generation ^a				Gender			First-generation					
			Count	%	Mean	Males		Females		Yes		No		Mean	Mean	ES	Mean	Mean	ES		
						Count	%	Count	%	Count	%	Count	%								
6. During your last year of high school, about how many papers, reports, or other written tasks of the following lengths did you complete?																					
a	Up to 5 pages	hwrite5	1	None	160	5%		61	5%	96	4%	125	4%	33	5%						
			2	1-2	376	11%		123	10%	242	11%	299	10%	77	13%						
			3	3-5	1,141	32%		388	32%	741	33%	932	32%	204	33%						
			4	6-10	744	21%	3.9	261	21%	465	21%	615	21%	127	21%	3.9	3.9	.00	3.9	3.7	* .11
			5	11-15	374	11%		125	10%	244	11%	313	11%	59	10%						
			6	More than 15	742	21%		257	21%	466	21%	625	21%	113	18%						
			Total		3,537	100%		1,215	100%	2,254	100%	2,909	100%	613	100%						
b	Between 6 and 10 pages	hwrite5m	1	None	476	15%		179	16%	286	14%	378	14%	95	17%						
			2	1-2	457	14%		169	15%	281	14%	347	13%	109	19%						
			3	3-5	638	20%		213	19%	417	20%	511	19%	126	22%						
			4	6-10	975	30%	3.4	342	31%	614	30%	825	31%	147	26%	3.3	3.4	-.07	3.4	3.1	*** .20
			5	11-15	315	10%		94	8%	214	10%	264	10%	49	9%						
			6	More than 15	355	11%		118	11%	227	11%	306	12%	46	8%						
			Total		3,216	100%		1,115	100%	2,039	100%	2,631	100%	572	100%						
c	11 pages or more	hwrite11or	1	None	962	30%		343	31%	603	30%	759	29%	200	35%						
			2	1-2	423	13%		144	13%	269	13%	325	12%	97	17%						
			3	3-5	370	12%		135	12%	231	11%	310	12%	60	11%						
			4	6-10	446	14%	3.2	163	15%	278	14%	368	14%	77	14%	3.1	3.2	-.04	3.2	2.8	*** .23
			5	11-15	509	16%		167	15%	335	17%	437	17%	69	12%						
			6	More than 15	480	15%		156	14%	309	15%	411	16%	62	11%						
			Total		3,190	100%		1,108	100%	2,025	100%	2,610	100%	565	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

				Frequency Distributions										Mean Comparisons									
				All Students					Gender				First-generation ^a				Gender			First-generation			
									Males		Females		Yes		No		Males	Females	ES	Yes		No	ES
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
Variable name ^b	Values ^c	Response Options																					
7. During your last year of high school, about how many hours did you spend in a typical 7-day week doing each of the following?																							
a	Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities)	hacadpr	1	0	17	0%	3.5	13	1%	4	0%	14	0%	3	0%	3.5	3.4	.06	3.5	3.4	*	.09	
			2	1-5	958	26%		302	24%	635	27%	787	26%	170	27%								
			3	6-10	1,039	28%		347	28%	678	29%	826	27%	210	33%								
			4	11-15	600	16%		202	16%	386	16%	504	17%	91	14%								
			5	More than 15	1,043	29%		377	30%	645	27%	875	29%	162	25%								
			Total		3,657	100%	1,241	100%	2,348	100%	3,006	100%	636	100%									
b	Working for pay	hwork	1	0	2,444	69%	1.5	759	63%	1,644	73%	1,978	68%	457	74%	1.6	1.5	***	.19	1.5	1.4	**	.15
			2	1-5	628	18%		262	22%	354	16%	526	18%	100	16%								
			3	6-10	256	7%		105	9%	144	6%	221	8%	34	6%								
			4	11-15	89	3%		33	3%	53	2%	74	3%	14	2%								
			5	More than 15	108	3%		47	4%	58	3%	95	3%	12	2%								
			Total		3,525	100%	1,206	100%	2,253	100%	2,894	100%	617	100%									
c	Participating in co-curricular (extracurricular) activities (organisations, school publications, student government, sports, etc.)	hcocurr	1	0	1,029	29%	2.0	303	25%	709	31%	853	29%	170	27%	2.1	2.0	***	.20	2.0	2.1	**	-.14
			2	1-5	1,758	49%		592	49%	1,130	49%	1,482	50%	271	43%								
			3	6-10	545	15%		210	17%	324	14%	417	14%	126	20%								
			4	11-15	140	4%		58	5%	81	4%	103	4%	37	6%								
			5	More than 15	102	3%		51	4%	49	2%	81	3%	20	3%								
			Total		3,574	100%	1,214	100%	2,293	100%	2,936	100%	624	100%									
d	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	hsocial	1	0	212	6%	2.4	69	6%	136	6%	194	7%	17	3%	2.4	2.3	***	.15	2.3	2.5	***	-.25
			2	1-5	2,381	66%		773	63%	1,568	68%	1,999	67%	373	59%								
			3	6-10	694	19%		248	20%	434	19%	528	18%	164	26%								
			4	11-15	166	5%		59	5%	102	4%	129	4%	36	6%								
			5	More than 15	153	4%		75	6%	74	3%	112	4%	39	6%								
			Total		3,606	100%	1,224	100%	2,314	100%	2,962	100%	629	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons								
			All Students		Gender				First-generation ^a				Gender			First-generation					
					Males		Females		Yes		No		Males	Females	ES	Yes	No	ES			
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
8. During your last year of high school, in a typical 7-day week, how many hours did you spend reading?																					
hread	1	0	41	1%	3.3	21	2%	17	1%	19	1%	22	3%	3.2	3.3	-.07	3.3	3.1	***	.18	
	2	1-5	1,118	31%		399	32%	696	30%	894	30%	219	34%								
	3	6-10	1,098	30%		374	30%	709	30%	912	30%	185	29%								
	4	11-15	582	16%		176	14%	395	17%	489	16%	91	14%								
	5	More than 15	825	23%		277	22%	532	23%	698	23%	120	19%								
Total			3,664	100%		1,247	100%	2,349	100%	3,012	100%	637	100%								
9. During your last year of high school, which of the following types of writing have you done? (Mark all that apply.)																					
<i>(Means indicate the percentage who chose each option.)</i>																					
Essays	hwriteess	1	True	3,566	97%	1,207	96%	2,291	97%	2,926	97%	626	98%	96%	97%	-.05	97%	98%	**	-.13	
		0	False	114	3%	46	4%	68	3%	103	3%	11	2%								
		Total			3,680	100%	1,253	100%	2,359	100%	3,029	100%	637								100%
Assignments/ projects	hwriteass	1	True	3,233	88%	1,091	87%	2,087	88%	2,628	87%	591	93%	87%	88%	-.04	87%	93%	***	-.23	
		0	False	447	12%	162	13%	272	12%	401	13%	46	7%								
		Total			3,680	100%	1,253	100%	2,359	100%	3,029	100%	637								100%
Reports	hwriterep	1	True	809	22%	299	24%	497	21%	623	21%	186	29%	24%	21%	.07	21%	29%	***	-.19	
		0	False	2,871	78%	954	76%	1,862	79%	2,406	79%	451	71%								
		Total			3,680	100%	1,253	100%	2,359	100%	3,029	100%	637								100%
Reflective writing	hwriteref	1	True	1,569	43%	494	39%	1,045	44%	1,230	41%	330	52%	39%	44%	**	-.10	41%	52%	***	-.22
		0	False	2,111	57%	759	61%	1,314	56%	1,799	59%	307	48%								
		Total			3,680	100%	1,253	100%	2,359	100%	3,029	100%	637								
Case studies	hwritecas	1	True	1,840	50%	630	50%	1,182	50%	1,538	51%	295	46%	50%	50%	.00	51%	46%	*	.09	
		0	False	1,840	50%	623	50%	1,177	50%	1,491	49%	342	54%								
		Total			3,680	100%	1,253	100%	2,359	100%	3,029	100%	637								100%
Lab reports	hwritelab	1	True	286	8%	106	8%	171	7%	216	7%	68	11%	8%	7%	.05	7%	11%	**	-.11	
		0	False	3,394	92%	1,147	92%	2,188	93%	2,813	93%	569	89%								
		Total			3,680	100%	1,253	100%	2,359	100%	3,029	100%	637								100%

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons								
				All Students			Gender				First-generation ^a				Gender			First-generation				
							Males		Females		Yes		No		Males	Females	ES	Yes	No	ES		
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
Journal writing	hwritejou	1	True	547	15%		166	13%	369	16%	420	14%	123	19%								
		0	False	3,133	85%	15%	1,087	87%	1,990	84%	2,609	86%	514	81%	13%	16%	*	-.07	14%	19%	**	-.14
		Total		3,680	100%		1,253	100%	2,359	100%	3,029	100%	637	100%								
Blogs	hwriteblo	1	True	115	3%		51	4%	64	3%	67	2%	48	8%								
		0	False	3,565	97%	3%	1,202	96%	2,295	97%	2,962	98%	589	92%	4%	3%	*	.08	2%	8%	***	-.20
		Total		3,680	100%		1,253	100%	2,359	100%	3,029	100%	637	100%								
Wiki's	hwritewik	1	True	22	1%		11	1%	9	0%	17	1%	5	1%								
		0	False	3,658	99%	1%	1,242	99%	2,350	100%	3,012	99%	632	99%	1%	0%		.08	1%	1%		-.03
		Total		3,680	100%		1,253	100%	2,359	100%	3,029	100%	637	100%								
Short answer activities	hwritesho	1	True	2,730	74%		920	73%	1,759	75%	2,230	74%	491	77%								
		0	False	950	26%	74%	333	27%	600	25%	799	26%	146	23%	73%	75%		-.03	74%	77%		-.08
		Total		3,680	100%		1,253	100%	2,359	100%	3,029	100%	637	100%								
Other	hwriteoth	1	True	212	6%		74	6%	134	6%	180	6%	30	5%								
		0	False	3,468	94%	6%	1,179	94%	2,225	94%	2,849	94%	607	95%	6%	6%		.01	6%	5%		.06
		Total		3,680	100%		1,253	100%	2,359	100%	3,029	100%	637	100%								

10. During your last year of high school, about how often did you do each of the following?

a Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	bnumreal	1	Never	242	7%		81	6%	154	7%	195	6%	46	7%								
		2	Sometimes	1,492	41%		490	39%	969	41%	1,223	40%	264	41%								
		3	Often	1,046	28%	2.7	384	31%	648	28%	857	28%	186	29%	2.7	2.7		.01	2.7	2.7		.06
		4	Very often	893	24%		296	24%	583	25%	747	25%	141	22%								
		Total		3,673	100%		1,251	100%	2,354	100%	3,022	100%	637	100%								
b Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	bothnum	1	Never	428	12%		143	11%	276	12%	351	12%	75	12%								
		2	Sometimes	1,764	48%		583	47%	1,144	49%	1,458	48%	297	47%								
		3	Often	1,071	29%	2.4	399	32%	654	28%	873	29%	197	31%	2.4	2.4		.02	2.4	2.4		-.01
		4	Very often	394	11%		123	10%	267	11%	326	11%	66	10%								
		Total		3,657	100%		1,248	100%	2,341	100%	3,008	100%	635	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons								
				All Students			Gender				First-generation ^a				Gender			First-generation				
							Males		Females		Yes		No		Males	Females	ES	Yes		No	ES	
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
c	Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made	bnumevind	1	Never	387	11%	2.6	120	10%	255	11%	323	11%	63	10%	2.6	2.6	.04	2.6	2.6	-.01	
		2	Sometimes	1,383	38%	462		37%	896	38%	1,136	38%	241	38%								
		3	Often	1,212	33%	432		35%	760	32%	988	33%	220	35%								
		4	Very often	672	18%	229		18%	432	18%	557	19%	113	18%								
		Total		3,654	100%	1,243		100%	2,343	100%	3,004	100%	637	100%								
d	Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	bchannum	1	Never	360	10%	2.6	124	10%	226	10%	293	10%	64	10%	2.6	2.7	-.02	2.6	2.7	-.02	
		2	Sometimes	1,352	37%	463		37%	859	37%	1,132	38%	215	34%								
		3	Often	1,187	32%	400		32%	767	33%	954	32%	231	36%								
		4	Very often	756	21%	254		20%	494	21%	628	21%	125	20%								
		Total		3,655	100%	1,241		100%	2,346	100%	3,007	100%	635	100%								
e	Explained in writing the meaning of numerical or statistical data	bexpnum	1	Never	551	15%	2.4	211	17%	326	14%	442	15%	106	17%	2.4	2.4	*	-.08	2.4	2.3	.08
		2	Sometimes	1,595	44%	539		43%	1,029	44%	1,301	43%	288	45%								
		3	Often	1,014	28%	335		27%	661	28%	849	28%	162	26%								
		4	Very often	489	13%	155		13%	325	14%	408	14%	79	12%								
		Total		3,649	100%	1,240		100%	2,341	100%	3,000	100%	635	100%								
f	Used different learning strategies to identify important information from reading or materials (e.g. reflection, underlining, reciting, writing in your own words, etc.)	bidread	1	Never	71	2%	3.2	41	3%	28	1%	59	2%	12	2%	3.0	3.2	***	-.29	3.2	3.1	.05
		2	Sometimes	769	21%	328		26%	427	18%	615	20%	151	24%								
		3	Often	1,317	36%	455		37%	840	36%	1,095	36%	218	34%								
		4	Very often	1,498	41%	421		34%	1,047	45%	1,238	41%	254	40%								
		Total		3,655	100%	1,245		100%	2,342	100%	3,007	100%	635	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons									
				All Students			Gender				First-generation ^a				Gender			First-generation					
							Males		Females		Yes		No		Males	Females	ES	Yes	No	ES			
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
g	Reviewed your notes	brevnotes	1	Never	26	1%	3.5	14	1%	11	0%	23	1%	3	0%	3.4	3.5	***	-.24	3.5	3.4	**	.14
2	Sometimes	338	9%	151	12%	182		8%	252	8%	86	14%											
3	Often	1,127	31%	425	34%	679		29%	923	31%	201	32%											
4	Very often	2,161	59%	654	53%	1,470		63%	1,806	60%	346	54%											
			Total	3,652	100%		1,244	100%	2,342	100%	3,004	100%	636	100%									
h	Summarised what you learned in class or from subject materials	bsummat	1	Never	49	1%	3.4	21	2%	24	1%	35	1%	14	2%	3.3	3.4	***	-.21	3.4	3.3	***	.15
2	Sometimes	493	13%	201	16%	282		12%	381	13%	110	17%											
3	Often	1,101	30%	414	33%	665		28%	908	30%	189	30%											
4	Very often	2,014	55%	607	49%	1,376		59%	1,686	56%	321	51%											
			Total	3,657	100%		1,243	100%	2,347	100%	3,010	100%	634	100%									
i	Changed my learning strategies to adapt to different modules/subjects	bchanstra	1	Never	267	7%	2.8	108	9%	153	7%	221	7%	44	7%	2.7	2.9	***	-.16	2.8	2.8		.01
2	Sometimes	1,215	33%	460	37%	734		31%	1,000	33%	210	33%											
3	Often	1,136	31%	362	29%	749		32%	919	31%	215	34%											
4	Very often	1,032	28%	314	25%	702		30%	861	29%	167	26%											
			Total	3,650	100%		1,244	100%	2,338	100%	3,001	100%	636	100%									
j	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in subject discussions or written assignments	bdivclass	1	Never	510	14%	2.4	222	18%	279	12%	408	14%	98	15%	2.3	2.4	***	-.15	2.4	2.4		.00
2	Sometimes	1,640	45%	542	44%	1,069		46%	1,366	45%	272	43%											
3	Often	1,006	28%	332	27%	654		28%	832	28%	170	27%											
4	Very often	493	14%	144	12%	339		14%	397	13%	93	15%											
			Total	3,649	100%		1,240	100%	2,341	100%	3,003	100%	633	100%									
k	Examined the strengths and weaknesses of your own views on a topic or issue	bownview	1	Never	161	4%	2.9	69	6%	87	4%	117	4%	43	7%	2.8	2.9		-.06	2.9	2.8	*	.09
2	Sometimes	1,115	30%	382	31%	713		30%	920	31%	190	30%											
3	Often	1,430	39%	477	38%	927		40%	1,178	39%	251	39%											
4	Very often	951	26%	317	25%	617		26%	793	26%	152	24%											
			Total	3,657	100%		1,245	100%	2,344	100%	3,008	100%	636	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons									
				All Students			Gender				First-generation ^a				Gender			First-generation					
							Males		Females		Yes		No		Males	Females	ES	Yes	No	ES			
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
l	Tried to better understand someone else's views by imagining how an issue looks from their point of view	bothrview	1	Never	69	2%	3.0	37	3%	30	1%	56	2%	13	2%	3.0	3.1	**	-.10	3.0	3.0	.04	
			2	Sometimes	911	25%		315	25%	581	25%	747	25%	158	25%								
			3	Often	1,523	42%		534	43%	959	41%	1,242	41%	277	44%								
			4	Very often	1,153	32%		361	29%	771	33%	963	32%	187	29%								
			Total		3,656	100%		1,247	100%	2,341	100%	3,008	100%	635	100%								
m	Learnt online by participating in sessions, downloading materials, etc.	bonline	1	Never	522	14%	2.7	214	17%	299	13%	445	15%	77	12%	2.6	2.7	***	-.13	2.6	2.7	*	-.11
			2	Sometimes	1,239	34%		427	34%	788	34%	1,032	34%	202	32%								
			3	Often	877	24%		292	23%	570	24%	711	24%	161	25%								
			4	Very often	1,022	28%		315	25%	687	29%	823	27%	196	31%								
			Total		3,660	100%		1,248	100%	2,344	100%	3,011	100%	636	100%								
11. During your last year of high school, to what extent have your subjects challenged you to do your best work?																							
	hacachal		1	Not at all	86	2%	3.2	38	3%	45	2%	82	3%	4	1%	3.0	3.2	***	-.26	3.1	3.2	-.07	
			2	Some	742	20%		318	25%	416	18%	613	20%	128	20%								
			3	Quite a bit	1,368	37%		482	39%	862	37%	1,118	37%	248	39%								
			4	Very much	1,467	40%		412	33%	1,022	44%	1,199	40%	258	40%								
			Total		3,663	100%		1,250	100%	2,345	100%	3,012	100%	638	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons										
			All Students			Gender				First-generation ^a				Gender			First-generation						
			Count	%	Mean	Males		Females		Yes		No		Mean	Mean	ES	Yes		No	ES			
						Count	%	Count	%	Count	%	Count	%				Count	%	Mean		Mean	ES	
12. During the coming academic year, about how many hours do you expect to 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)	cacadpr	1	0	8	0%	3.6	3	0%	5	0%	6	0%	2	0%	3.6	3.6	.03	3.5	3.6	*	-.10	
			2	1-5	738	20%		250	20%	478	20%	638	21%	99	16%								
			3	6-10	1,075	29%		360	29%	693	30%	872	29%	198	31%								
			4	11-15	860	23%		286	23%	553	24%	698	23%	159	25%								
			5	More than 15	980	27%		350	28%	618	26%	799	27%	178	28%								
			Total		3,661	100%	1,249	100%	2,347	100%	3,013	100%	636	100%									
b	Working for pay on or off campus	cwork	1	0	1,711	47%	1.8	603	49%	1,084	47%	1,407	47%	298	47%	1.8	1.8	.01	1.8	1.8	-	-.02	
			2	1-5	1,195	33%		385	31%	789	34%	989	33%	203	32%								
			3	6-10	486	13%		164	13%	309	13%	400	13%	84	13%								
			4	11-15	136	4%		47	4%	85	4%	108	4%	28	4%								
			5	More than 15	99	3%		40	3%	57	2%	81	3%	18	3%								
			Total		3,627	100%	1,239	100%	2,324	100%	2,985	100%	631	100%									
c	Participating in co-curricular activities (organisations, campus publications, student government, SRC projects, inter-residence sports, etc.)	ccocurr	1	0	737	20%	2.1	244	20%	477	20%	612	20%	121	19%	2.2	2.1	**	.10	2.1	2.2	-	-.04
			2	1-5	2,004	55%		665	53%	1,313	56%	1,663	55%	337	53%								
			3	6-10	688	19%		238	19%	430	18%	543	18%	143	22%								
			4	11-15	157	4%		63	5%	93	4%	125	4%	31	5%								
			5	More than 15	70	2%		36	3%	32	1%	65	2%	5	1%								
			Total		3,656	100%	1,246	100%	2,345	100%	3,008	100%	637	100%									
d	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	csocial	1	0	232	6%	2.2	77	6%	152	6%	214	7%	17	3%	2.3	2.2	*	.08	2.2	2.4	***	-.27
			2	1-5	2,596	71%		860	69%	1,690	72%	2,179	72%	411	65%								
			3	6-10	651	18%		243	19%	393	17%	481	16%	166	26%								
			4	11-15	120	3%		43	3%	76	3%	92	3%	28	4%								
			5	More than 15	59	2%		25	2%	33	1%	45	1%	14	2%								
			Total		3,658	100%	1,248	100%	2,344	100%	3,011	100%	636	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons										
			All Students			Gender				First-generation ^a				Gender			First-generation						
			Count	%	Mean	Males		Females		Yes		No		Mean	Mean	ES	Yes		No	ES			
						Count	%	Count	%	Count	%	Count	%				Mean	Mean					
13. During the coming academic year, about how often do you expect to do each of the following?																							
a	Ask another student to help you understand subject material	bhelpund	1	Never	50	1%	3.0	25	2%	23	1%	39	1%	11	2%	2.9	3.0	**	-.10	3.0	2.9	*	.11
		2	Sometimes	1,132	31%	408		33%	701	30%	922	31%	206	32%									
		3	Often	1,308	36%	441		35%	848	36%	1,057	35%	248	39%									
		4	Very often	1,170	32%	371		30%	777	33%	995	33%	171	27%									
		Total		3,660	100%	1,245		100%	2,349	100%	3,013	100%	636	100%									
b	Explain subject material to other students	btutor	1	Never	44	1%	3.0	15	1%	28	1%	37	1%	7	1%	3.0	3.0	-	.02	3.0	2.9	***	.15
		2	Sometimes	1,050	29%	372		30%	657	28%	846	28%	202	32%									
		3	Often	1,458	40%	477		38%	961	41%	1,174	39%	278	44%									
		4	Very often	1,106	30%	379		30%	703	30%	954	32%	149	23%									
		Total		3,658	100%	1,243		100%	2,349	100%	3,011	100%	636	100%									
c	Prepare for exams by discussing or working through subject material with other students	bprepexam	1	Never	93	3%	3.1	38	3%	50	2%	68	2%	25	4%	3.1	3.1	**	-.10	3.1	3.0	***	.17
		2	Sometimes	844	23%	299		24%	525	22%	670	22%	172	27%									
		3	Often	1,286	35%	460		37%	806	34%	1,054	35%	227	36%									
		4	Very often	1,433	39%	447		36%	965	41%	1,216	40%	213	33%									
		Total		3,656	100%	1,244		100%	2,346	100%	3,008	100%	637	100%									
d	Work with other students on projects or assignments	cclassgr	1	Never	97	3%	3.1	39	3%	55	2%	79	3%	17	3%	3.1	3.1	-	.06	3.1	3.0	**	.13
		2	Sometimes	833	23%	282		23%	527	22%	672	22%	159	25%									
		3	Often	1,327	36%	472		38%	837	36%	1,066	36%	258	41%									
		4	Very often	1,393	38%	449		36%	924	39%	1,185	39%	202	32%									
		Total		3,650	100%	1,242		100%	2,343	100%	3,002	100%	636	100%									
e	Talk about your career plans with a lecturer	bfacplans	1	Never	386	11%	2.5	136	11%	236	10%	305	10%	81	13%	2.5	2.5	-	.04	2.5	2.4	***	.17
		2	Sometimes	1,708	47%	590		47%	1,088	46%	1,380	46%	321	51%									
		3	Often	937	26%	315		25%	611	26%	784	26%	150	24%									
		4	Very often	624	17%	205		16%	408	17%	539	18%	83	13%									
		Total		3,655	100%	1,246		100%	2,343	100%	3,008	100%	635	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons									
				All Students			Gender				First-generation ^a				Gender			First-generation					
							Males		Females		Yes		No		Males	Females	ES	Yes		No	ES		
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
f	Work with a lecturer on activities other than academic work (committees, projects, student groups, etc.)	cfacoth	1	Never	482	13%	2.5	175	14%	291	12%	367	12%	110	17%	2.5	2.5	-.05	2.6	2.4	***	.20	
		2	Sometimes	1,470	40%	503		40%	942	40%	1,206	40%	262	41%									
		3	Often	999	27%	336		27%	645	28%	819	27%	177	28%									
		4	Very often	696	19%	229		18%	460	20%	610	20%	84	13%									
		Total		3,647	100%		1,243	100%	2,338	100%	3,002	100%	633	100%									
g	Discuss your academic performance with a lecturer	cfacgrad	1	Never	258	7%	2.8	104	8%	149	6%	218	7%	39	6%	2.8	2.9	-.04	2.9	2.8		.08	
		2	Sometimes	1,076	29%	353		28%	696	30%	868	29%	203	32%									
		3	Often	1,293	35%	445		36%	831	35%	1,047	35%	244	38%									
		4	Very often	1,025	28%	339		27%	669	29%	873	29%	148	23%									
		Total		3,652	100%		1,241	100%	2,345	100%	3,006	100%	634	100%									
14. During the coming academic year, about how often do you expect to have discussions with people from the following groups?																							
a	People of races or ethnicities other than your own	cdivrstu	1	Never	79	2%	3.1	37	3%	40	2%	63	2%	16	3%	3.1	3.1	**	-.11	3.1	3.1	-	.02
		2	Sometimes	783	21%	289		23%	478	20%	657	22%	122	19%									
		3	Often	1,464	40%	489		39%	949	40%	1,195	40%	264	42%									
		4	Very often	1,343	37%	433		35%	888	38%	1,106	37%	234	37%									
		Total		3,669	100%		1,248	100%	2,355	100%	3,021	100%	636	100%									
b	People from economic backgrounds other than your own	bdiffecon	1	Never	71	2%	3.1	30	2%	38	2%	64	2%	6	1%	3.1	3.1	-.07	3.1	3.2	**	-.13	
		2	Sometimes	778	21%	272		22%	489	21%	655	22%	120	19%									
		3	Often	1,456	40%	505		41%	929	40%	1,204	40%	249	39%									
		4	Very often	1,354	37%	438		35%	893	38%	1,091	36%	259	41%									
		Total		3,659	100%		1,245	100%	2,349	100%	3,014	100%	634	100%									
c	People with religious beliefs other than your own	bdiffstu2	1	Never	85	2%	3.0	36	3%	47	2%	72	2%	13	2%	3.0	3.0	-.06	3.0	3.0		.01	
		2	Sometimes	1,012	28%	361		29%	626	27%	824	27%	181	29%									
		3	Often	1,381	38%	454		36%	909	39%	1,146	38%	234	37%									
		4	Very often	1,183	32%	395		32%	767	33%	974	32%	205	32%									
		Total		3,661	100%		1,246	100%	2,349	100%	3,016	100%	633	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons									
				All Students			Gender		First-generation ^a				Gender			First-generation							
							Males	Females	Yes		No		Males	Females	ES	Yes		No	ES				
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
d	People with political views other than your own	bdiffview	1	Never	201	5%	2.9	79	6%	116	5%	171	6%	29	5%	2.8	2.9	-.05	2.8	2.9	-.07		
		2	Sometimes	1,155	32%	396		32%	730	31%	957	32%	192	30%									
		3	Often	1,278	35%	428		34%	831	35%	1,053	35%	222	35%									
		4	Very often	1,027	28%	345		28%	670	29%	833	28%	192	30%									
		Total		3,661	100%	1,248		100%	2,347	100%	3,014	100%	635	100%									
e	People with sexual orientations other than your own	bdifforie	1	Never	241	7%	2.8	91	7%	145	6%	210	7%	29	5%	2.7	2.8	***	-.14	2.8	2.8	*	-.09
		2	Sometimes	1,294	35%	480		38%	793	34%	1,072	36%	218	34%									
		3	Often	1,164	32%	397		32%	751	32%	951	32%	211	33%									
		4	Very often	963	26%	279		22%	660	28%	782	26%	178	28%									
		Total		3,662	100%	1,247		100%	2,349	100%	3,015	100%	636	100%									
f	People from countries other than your own	bdiffcoun	1	Never	174	5%	3.0	76	6%	93	4%	138	5%	36	6%	2.9	3.0	***	-.14	3.0	2.9	*	.11
		2	Sometimes	951	26%	355		28%	580	25%	761	25%	186	29%									
		3	Often	1,232	34%	408		33%	799	34%	1,022	34%	208	33%									
		4	Very often	1,303	36%	407		33%	876	37%	1,092	36%	206	32%									
		Total		3,660	100%	1,246		100%	2,348	100%	3,013	100%	636	100%									
15. During the coming academic year, how concerned are you about the following?																							
a	Feeling homesick	chomesick	1	Not at all	851	23%	2.4	409	33%	427	18%	685	23%	164	26%	2.1	2.6	***	-.47	2.4	2.4	.02	
		2	Very little	1,148	31%	441		35%	693	29%	963	32%	181	29%									
		3	Quite a bit	1,035	28%	284		23%	728	31%	858	28%	175	28%									
		4	Very much	632	17%	112		9%	507	22%	514	17%	113	18%									
		Total		3,666	100%	1,246		100%	2,355	100%	3,020	100%	633	100%									
b	Feeling lonely	clonely	1	Not at all	996	27%	2.3	460	37%	521	22%	837	28%	155	24%	2.1	2.5	***	-.38	2.3	2.4	-.06	
		2	Very little	1,040	28%	366		29%	654	28%	848	28%	188	30%									
		3	Quite a bit	981	27%	273		22%	692	29%	804	27%	174	27%									
		4	Very much	649	18%	146		12%	489	21%	529	18%	118	19%									
		Total		3,666	100%	1,245		100%	2,356	100%	3,018	100%	635	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons									
				All Students		Gender				First-generation ^a				Gender			First-generation						
						Males		Females		Yes		No		Males	Females	ES	Yes	No	ES				
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES		
c	Maintaining positive mental health	cmaintmh	1	Not at all	227	6%	3.3	109	9%	112	5%	183	6%	44	7%	3.1	3.3	***	-.18	3.3	3.2	**	.13
			2	Very little	504	14%		190	15%	306	13%	406	13%	98	15%								
			3	Quite a bit	1,039	28%		353	28%	675	29%	826	27%	209	33%								
			4	Very much	1,895	52%		595	48%	1,260	54%	1,603	53%	284	45%								
			Total	3,665	100%	1,247		100%	2,353	100%	3,018	100%	635	100%									
d	Avoiding mental or emotional exhaustion	cexhaust	1	Not at all	204	6%	3.2	97	8%	103	4%	181	6%	23	4%	3.1	3.3	***	-.20	3.2	3.2	-	.01
			2	Very little	605	17%		239	19%	355	15%	500	17%	104	16%								
			3	Quite a bit	1,014	28%		340	27%	662	28%	802	27%	209	33%								
			4	Very much	1,839	50%		570	46%	1,231	52%	1,532	51%	299	47%								
			Total	3,662	100%	1,246		100%	2,351	100%	3,015	100%	635	100%									
e	Sleeping well	csleeping	1	Not at all	285	8%	3.1	108	9%	169	7%	231	8%	53	8%	3.0	3.1	**	-.12	3.1	3.0	.	.04
			2	Very little	685	19%		254	20%	420	18%	565	19%	120	19%								
			3	Quite a bit	1,209	33%		422	34%	766	33%	988	33%	215	34%								
			4	Very much	1,480	40%		461	37%	995	42%	1,230	41%	245	39%								
			Total	3,659	100%	1,245		100%	2,350	100%	3,014	100%	633	100%									
16. During the coming academic year, how certain are you that you will do the following?																							
a	Study when there are other interesting things to do	cotherint	1	Not at all certain	99	3%	4.8	35	3%	62	3%	86	3%	13	2%	4.7	4.9	***	-.15	4.9	4.7	***	.19
			2		120	3%		50	4%	66	3%	96	3%	23	4%								
			3		295	8%		115	9%	175	7%	235	8%	60	9%								
			4		737	20%		279	22%	438	19%	568	19%	166	26%								
			5		907	25%		306	25%	581	25%	717	24%	186	29%								
			6	Very certain	1,503	41%		460	37%	1,029	44%	1,311	44%	188	30%								
			Total	3,661	100%	1,245		100%	2,351	100%	3,013	100%	636	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons								
				All Students			Gender				First-generation ^a				Gender			First-generation				
							Males		Females		Yes		No		Males	Females	ES	Yes		No	ES	
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
f	Stay positive, even when you do poorly on a test or assignment	cstaypos	1	Not at all certain	105	3%	5.0	31	2%	72	3%	90	3%	15	2%	5.1	5.0	.05	5.1	4.6	***	.34
		2		136	4%	47		4%	84	4%	95	3%	41	6%								
		3		269	7%	85		7%	179	8%	178	6%	91	14%								
		4		529	14%	179		14%	341	15%	410	14%	116	18%								
		5		680	19%	219		18%	446	19%	544	18%	134	21%								
		6	Very certain	1,941	53%	684		55%	1,228	52%	1,695	56%	239	38%								
		Total		3,660	100%		1,245	100%	2,350	100%	3,012	100%	636	100%								
17. During the coming academic year, how difficult do you expect the following to be?																						
a	Learning subject material	clearnma	1	Not at all difficult	411	11%	3.6	146	12%	258	11%	373	12%	36	6%	3.5	3.6	-.06	3.6	3.7	***	-.08
		2		460	13%	174		14%	282	12%	381	13%	79	12%								
		3		769	21%	270		22%	482	20%	614	20%	152	24%								
		4		1,012	28%	327		26%	664	28%	797	26%	211	33%								
		5		613	17%	187		15%	419	18%	505	17%	107	17%								
		6	Very difficult	403	11%	144		12%	250	11%	349	12%	53	8%								
		Total		3,668	100%		1,248	100%	2,355	100%	3,019	100%	638	100%								
b	Managing your time	cmantime	1	Not at all difficult	618	17%	3.5	222	18%	392	17%	577	19%	40	6%	3.5	3.5	-.05	3.4	3.9	***	-.30
		2		475	13%	161		13%	311	13%	390	13%	83	13%								
		3		649	18%	235		19%	392	17%	522	17%	124	19%								
		4		789	22%	260		21%	515	22%	623	21%	161	25%								
		5		574	16%	194		16%	367	16%	460	15%	114	18%								
		6	Very difficult	564	15%	178		14%	377	16%	449	15%	114	18%								
		Total		3,669	100%		1,250	100%	2,354	100%	3,021	100%	636	100%								
c	Paying university expenses	cpaycoll	1	Not at all difficult	603	16%	3.9	207	17%	391	17%	513	17%	89	14%	3.8	3.9	-.05	3.9	3.9	***	.02
		2		389	11%	139		11%	245	10%	302	10%	86	14%								
		3		508	14%	172		14%	328	14%	421	14%	86	14%								
		4		543	15%	205		16%	319	14%	435	14%	106	17%								
		5		523	14%	185		15%	330	14%	424	14%	98	15%								
		6	Very difficult	1,099	30%	339		27%	740	31%	923	31%	171	27%								
		Total		3,665	100%		1,247	100%	2,353	100%	3,018	100%	636	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons								
				All Students			Gender				First-generation ^a				Gender			First-generation				
							Males		Females		Yes		No		Males	Females	ES	Yes		No	ES	
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
d	Getting help with academic work	cgethelp	1	Not at all difficult	956	26%	3.0	305	24%	638	27%	822	27%	131	21%	3.0	2.9	.02	3.0	3.0	.00	
		2		622	17%	223		18%	393	17%	509	17%	112	18%								
		3		723	20%	254		20%	455	19%	561	19%	161	25%								
		4		660	18%	242		19%	404	17%	518	17%	137	22%								
		5		358	10%	112		9%	240	10%	297	10%	61	10%								
		6	Very difficult	343	9%	113		9%	218	9%	312	10%	30	5%								
		Total		3,662	100%		1,249	100%	2,348	100%	3,019	100%	632	100%								
e	Making new friends	cmakefr	1	Not at all difficult	889	24%	3.4	344	28%	535	23%	742	25%	144	23%	3.1	3.6	***	-.22	3.4	3.4	.04
		2		459	13%	178		14%	272	12%	363	12%	96	15%								
		3		589	16%	216		17%	362	15%	476	16%	112	18%								
		4		515	14%	190		15%	317	13%	429	14%	83	13%								
		5		380	10%	112		9%	258	11%	309	10%	70	11%								
		6	Very difficult	834	23%	208		17%	609	26%	700	23%	130	20%								
		Total		3,666	100%		1,248	100%	2,353	100%	3,019	100%	635	100%								
f	Interacting with staff	cintfac	1	Not at all difficult	857	23%	3.2	327	26%	518	22%	719	24%	135	21%	3.0	3.3	***	-.14	3.2	3.1	.04
		2		546	15%	193		15%	345	15%	439	15%	106	17%								
		3		723	20%	261		21%	455	19%	584	19%	137	22%								
		4		639	17%	205		16%	418	18%	509	17%	127	20%								
		5		376	10%	123		10%	243	10%	323	11%	53	8%								
		6	Very difficult	524	14%	141		11%	371	16%	445	15%	77	12%								
		Total		3,665	100%		1,250	100%	2,350	100%	3,019	100%	635	100%								

18. During the coming academic year, do you expect to seek help from the following sources?

(Means indicate the percentage who responded "Yes".)

a	Lecturers	cseekfac	1	Yes	3,396	93%	93%	1,160	93%	2,182	93%	2,804	93%	581	91%	93%	93%	.00	93%	91%	.05
			2	No	25	1%		13	1%	12	1%	20	1%	5	1%						
			3	I'm not sure	247	7%		77	6%	159	7%	196	6%	50	8%						
			Total		3,668	100%		1,250	100%	2,353	100%	3,020	100%	636	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons								
				All Students		Gender				First-generation ^a				Gender			First-generation					
						Males		Females		Yes		No		Males	Females	ES	Yes	No	ES			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
b	Academic advisors (staff member who provides advice on curriculum choice, academic goal setting, etc.)	cseekaa	1	Yes	3,187	87%	1,054	85%	2,083	89%	2,652	88%	525	83%								
			2	No	88	2%	49	4%	35	1%	60	2%	28	4%	85%	89%	***	-.13	88%	83%	**	.13
			3	I'm not sure	387	11%	143	11%	233	10%	305	10%	81	13%								
			Total		3,662	100%	1,246	100%	2,351	100%	3,017	100%	634	100%								
c	Tutorials (supplemental instruction/facilitators)	cseektut	1	Yes	3,424	93%	1,138	91%	2,227	95%	2,840	94%	573	90%								
			2	No	52	1%	28	2%	22	1%	37	1%	14	2%	91%	95%	***	-.15	94%	90%	**	.12
			3	I'm not sure	190	5%	82	7%	104	4%	143	5%	47	7%								
			Total		3,666	100%	1,248	100%	2,353	100%	3,020	100%	634	100%								
d	Writing support centre	cseekwritc	1	Yes	2,102	58%	680	55%	1,393	59%	1,800	60%	296	47%								
			2	No	250	7%	130	10%	115	5%	177	6%	73	12%	55%	59%	**	-.10	60%	47%	***	.26
			3	I'm not sure	1,302	36%	433	35%	838	36%	1,033	34%	264	42%								
			Total		3,654	100%	1,243	100%	2,346	100%	3,010	100%	633	100%								
e	Success coaching (staff member who provides coaching or mentorship)	cseeksc	1	Yes	2,476	68%	825	66%	1,618	69%	2,109	70%	359	57%								
			2	No	234	6%	111	9%	109	5%	160	5%	74	12%	66%	69%		-.06	70%	57%	***	.27
			3	I'm not sure	946	26%	310	25%	617	26%	742	25%	201	32%								
			Total		3,656	100%	1,246	100%	2,344	100%	3,011	100%	634	100%								
f	Friends or other students (incl. mentors/peer advisors)	cseekfrnd	1	Yes	3,115	85%	1,066	85%	2,000	85%	2,566	85%	540	85%								
			2	No	112	3%	56	4%	54	2%	83	3%	29	5%	85%	85%		.01	85%	85%		.01
			3	I'm not sure	435	12%	126	10%	295	13%	366	12%	67	11%								
			Total		3,662	100%	1,248	100%	2,349	100%	3,015	100%	636	100%								
g	Counselling	cseekcoun	1	Yes	1,879	51%	521	42%	1,318	56%	1,598	53%	275	43%								
			2	No	507	14%	250	20%	247	11%	381	13%	124	20%	42%	56%	***	-.29	53%	43%	***	.19
			3	I'm not sure	1,280	35%	478	38%	787	33%	1,041	34%	236	37%								
			Total		3,666	100%	1,249	100%	2,352	100%	3,020	100%	635	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons									
				All Students			Gender		First-generation ^a				Gender			First-generation							
							Males	Females	Yes		No		Males	Females	ES	Yes		No	ES				
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
h	Health	cseekhlth	1	Yes	2,491	68%	68%	780	63%	1,669	71%	2,119	70%	365	57%	63%	71%	***	-.18	70%	57%	***	.26
		2	No	334	9%	153		12%	171	7%	244	8%	90	14%									
		3	I'm not sure	831	23%	308		25%	510	22%	646	21%	180	28%									
			Total	3,656	100%		1,241	100%	2,350	100%	3,009	100%	635	100%									
i	Disability office	cseekdis	1	Yes	306	8%	8%	120	10%	178	8%	255	8%	49	8%	10%	8%	*	.08	8%	8%		.03
		2	No	2,348	64%	813		65%	1,495	64%	1,902	63%	440	70%									
		3	I'm not sure	996	27%	313		25%	667	29%	849	28%	144	23%									
			Total	3,650	100%		1,246	100%	2,340	100%	3,006	100%	633	100%									
j	Career office	cseekcar	1	Yes	2,638	72%	72%	883	71%	1,709	73%	2,235	74%	396	62%	71%	73%		-.04	74%	62%	***	.25
		2	No	297	8%	130		10%	158	7%	204	7%	93	15%									
		3	I'm not sure	714	20%	229		18%	475	20%	565	19%	146	23%									
			Total	3,649	100%		1,242	100%	2,342	100%	3,004	100%	635	100%									
k	Financial aid office	cseekfin	1	Yes	2,268	62%	62%	786	63%	1,442	61%	1,940	64%	321	51%	63%	61%		.04	64%	51%	***	.27
		2	No	377	10%	145		12%	223	9%	264	9%	113	18%									
		3	I'm not sure	1,012	28%	313		25%	683	29%	810	27%	199	31%									
			Total	3,657	100%		1,244	100%	2,348	100%	3,014	100%	633	100%									
l	Student wellness (social work office, etc.)	cseekwell	1	Yes	2,085	57%	57%	656	53%	1,392	59%	1,790	59%	288	45%	53%	59%	***	-.13	59%	45%	***	.28
		2	No	458	13%	202		16%	242	10%	312	10%	146	23%									
		3	I'm not sure	1,117	31%	387		31%	717	30%	913	30%	201	32%									
			Total	3,660	100%		1,245	100%	2,351	100%	3,015	100%	635	100%									
m	Student food bank	cseekfood	1	Yes	1,832	50%	50%	622	50%	1,179	50%	1,590	53%	238	38%	50%	50%		.00	53%	38%	***	.32
		2	No	611	17%	237		19%	359	15%	409	14%	201	32%									
		3	I'm not sure	1,208	33%	381		31%	808	34%	1,008	34%	195	31%									
			Total	3,651	100%		1,240	100%	2,346	100%	3,007	100%	634	100%									
n	Residence (head, residence committee, mentor, etc.)	cseekres	1	Yes	2,021	55%	55%	682	55%	1,306	56%	1,719	57%	298	47%	55%	56%		-.02	57%	47%	***	.20
		2	No	705	19%	260		21%	429	18%	520	17%	184	29%									
		3	I'm not sure	931	25%	302		24%	613	26%	776	26%	150	24%									
			Total	3,657	100%		1,244	100%	2,348	100%	3,015	100%	632	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons									
				All Students			Gender				First-generation ^a				Gender			First-generation					
							Males		Females		Yes		No		Males	Females	ES	Yes		No	ES		
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
o	Online support resources (portals, digital platforms, etc.)	cseekonl	1	Yes	2,928	80%	80%	989	80%	1,892	81%	2,441	81%	479	76%	80%	81%	-.02	81%	76%	**	.13	
		2	No	209	6%	89		7%	114	5%	153	5%	56	9%									
		3	I'm not sure	518	14%	164		13%	342	15%	418	14%	98	15%									
			Total	3,655	100%		1,242	100%	2,348	100%	3,012	100%	633	100%									
p	Library	cseeklib	1	Yes	3,439	94%	94%	1,151	92%	2,228	95%	2,842	95%	587	93%	92%	95%	***	-.14	95%	93%	.08	
		2	No	79	2%	38		3%	38	2%	58	2%	21	3%									
		3	I'm not sure	131	4%	57		5%	72	3%	105	3%	26	4%									
			Total	3,649	100%		1,246	100%	2,338	100%	3,005	100%	634	100%									
q	Other	cseekoth	1	Yes	1,706	48%	48%	565	46%	1,111	49%	1,454	50%	246	40%	46%	49%	-.05	50%	40%	***	.20	
		2	No	284	8%	109		9%	169	7%	216	7%	67	11%									
		3	I'm not sure	1,570	44%	543		45%	1,000	44%	1,262	43%	305	49%									
			Total	3,560	100%		1,217	100%	2,280	100%	2,932	100%	618	100%									
19. If 18a-q yes: Do you know where to go to access the support of ...?																							
a	Lecturers	cacfac	1	Yes	2,839	84%	1.2	970	84%	1,827	84%	2,327	83%	504	87%	1.2	1.2	.00	1.2	1.1	*	.11	
		2	No	545	16%	186		16%	347	16%	468	17%	75	13%									
			Total	3,384	100%			1,156	100%	2,174	100%	2,795	100%	579	100%								
b	Academic advisors (staff member who provides advice on curriculum choice, academic goal setting, etc.)	caccaa	1	Yes	2,266	72%	1.3	758	72%	1,480	71%	1,892	72%	367	70%	1.3	1.3	-.02	1.3	1.3		-.03	
		2	No	902	28%	289		28%	591	29%	746	28%	154	30%									
			Total	3,168	100%			1,047	100%	2,071	100%	2,638	100%	521	100%								
c	Tutorials (supplemental instruction/facilitators)	caccut	1	Yes	2,741	80%	1.2	893	79%	1,800	81%	2,264	80%	467	82%	1.2	1.2	.05	1.2	1.2		.04	
		2	No	666	20%	237		21%	418	19%	561	20%	104	18%									
			Total	3,407	100%			1,130	100%	2,218	100%	2,825	100%	571	100%								
d	Writing support centre	caccwritc	1	Yes	1,116	53%	1.5	396	59%	706	51%	956	53%	157	53%	1.4	1.5	**	-0.15	1.5	1.5		.00
		2	No	975	47%	280		41%	680	49%	835	47%	138	47%									
			Total	2,091	100%			676	100%	1,386	100%	1,791	100%	295	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons								
				All Students			Gender		First-generation ^a				Gender			First-generation						
							Males	Females	Yes		No		Males	Females	ES	Yes		No	ES			
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
e	Success coaching (staff member who provides coaching or mentorship)	caccsc	1	Yes	1,186	48%		444	54%	731	45%	1,016	49%	167	47%							
			2	No	1,270	52%	1.5	373	46%	876	55%	1,077	51%	189	53%	1.5	1.5	***	-0.18	1.5	1.5	-0.03
			Total		2,456	100%		817	100%	1,607	100%	2,093	100%	356	100%							
f	Friends or other students (incl. mentors/peer advisors)	cacfrnd	1	Yes	2,855	92%		976	92%	1,835	92%	2,350	92%	496	93%							
			2	No	245	8%	1.1	84	8%	156	8%	205	8%	40	7%	1.1	1.1		.00	1.1	1.1	.02
			Total		3,100	100%		1,060	100%	1,991	100%	2,555	100%	536	100%							
g	Counselling	cacccoun	1	Yes	1,112	59%		332	64%	763	58%	948	60%	161	59%							
			2	No	758	41%	1.4	186	36%	549	42%	643	40%	112	41%	1.4	1.4	*	-0.12	1.4	1.4	-0.01
			Total		1,870	100%		518	100%	1,312	100%	1,591	100%	273	100%							
h	Health	cacchlth	1	Yes	1,803	73%		590	77%	1,187	72%	1,532	73%	267	74%							
			2	No	667	27%	1.3	181	23%	471	28%	570	27%	95	26%	1.2	1.3	**	-0.11	1.3	1.3	.02
			Total		2,470	100%		771	100%	1,658	100%	2,102	100%	362	100%							
i	Disability office	caccdis	1	Yes	135	45%		64	54%	69	40%	112	44%	22	47%							
			2	No	166	55%	1.6	55	46%	105	60%	140	56%	25	53%	1.5	1.6	*	-0.29	1.6	1.5	.05
			Total		301	100%		119	100%	174	100%	252	100%	47	100%							
j	Career office	cacccar	1	Yes	1,396	53%		538	61%	840	49%	1,192	54%	199	51%							
			2	No	1,230	47%	1.5	340	39%	862	51%	1,033	46%	195	49%	1.4	1.5	***	-0.24	1.5	1.5	-0.06
			Total		2,626	100%		878	100%	1,702	100%	2,225	100%	394	100%							
k	Financial aid office	cacffin	1	Yes	1,708	76%		602	77%	1,075	75%	1,476	77%	226	71%							
			2	No	545	24%	1.2	179	23%	357	25%	453	23%	91	29%	1.2	1.2		-0.05	1.2	1.3	-0.12
			Total		2,253	100%		781	100%	1,432	100%	1,929	100%	317	100%							
l	Student wellness (social work office, etc.)	cacwell	1	Yes	1,278	62%		415	64%	845	61%	1,096	62%	177	62%							
			2	No	790	38%	1.4	234	36%	537	39%	680	38%	108	38%	1.4	1.4		-0.06	1.4	1.4	.01
			Total		2,068	100%		649	100%	1,382	100%	1,776	100%	285	100%							
m	Student food bank	cacfood	1	Yes	921	51%		341	55%	570	49%	805	51%	112	47%							
			2	No	897	49%	1.5	276	45%	601	51%	773	49%	124	53%	1.4	1.5	**	-0.13	1.5	1.5	-0.07
			Total		1,818	100%		617	100%	1,171	100%	1,578	100%	236	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons									
				All Students			Gender		First-generation ^a				Gender			First-generation							
							Males	Females	Yes		No		Males	Females	ES	Yes		No	ES				
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
c	Think critically and analytically	cganaly	1	Not at all prepared	46	1%	4.9	5	0%	40	2%	42	1%	4	1%	5.0	4.9	**	.11	4.9	4.9	.07	
	2		61	2%	18	1%		40	2%	47	2%	14	2%										
	3		288	8%	97	8%		184	8%	239	8%	48	8%										
	4		748	20%	233	19%		498	21%	599	20%	144	23%										
	5		1,121	31%	382	31%		718	31%	900	30%	219	34%										
	6	Very prepared	1,391	38%	508	41%		868	37%	1,182	39%	207	33%										
	Total		3,655	100%	1,243	100%	2,348	100%	3,009	100%	636	100%											
d	Analyse numerical and statistical information	cgquant	1	Not at all prepared	86	2%	4.6	17	1%	66	3%	73	2%	13	2%	4.8	4.5	***	.20	4.6	4.5	*	.10
	2		118	3%	29	2%		86	4%	90	3%	27	4%										
	3		416	11%	121	10%		286	12%	340	11%	74	12%										
	4		970	27%	291	23%		658	28%	774	26%	193	30%										
	5		1,002	27%	367	30%		618	26%	826	27%	174	27%										
	6	Very prepared	1,062	29%	417	34%		634	27%	904	30%	157	25%										
	Total		3,654	100%	1,242	100%	2,348	100%	3,007	100%	638	100%											
e	Work effectively with others	cgother	1	Not at all prepared	42	1%	5.1	17	1%	22	1%	34	1%	8	1%	5.0	5.1	-.06	5.1	4.9	***	.20	
	2		81	2%	22	2%		55	2%	66	2%	15	2%										
	3		239	7%	83	7%		147	6%	184	6%	55	9%										
	4		628	17%	247	20%		373	16%	493	16%	132	21%										
	5		911	25%	289	23%		605	26%	720	24%	186	29%										
	6	Very prepared	1,746	48%	580	47%		1,143	49%	1,508	50%	237	37%										
	Total		3,647	100%	1,238	100%	2,345	100%	3,005	100%	633	100%											
f	Use computing and technology	cgcompt	1	Not at all prepared	138	4%	4.7	35	3%	99	4%	124	4%	14	2%	4.8	4.6	***	.14	4.7	4.7	-.04	
	2		155	4%	52	4%		100	4%	129	4%	25	4%										
	3		388	11%	113	9%		268	11%	324	11%	61	10%										
	4		688	19%	216	17%		459	20%	541	18%	146	23%										
	5		930	25%	312	25%		605	26%	771	26%	158	25%										
	6	Very prepared	1,354	37%	515	41%		816	35%	1,120	37%	231	36%										
	Total		3,653	100%	1,243	100%	2,347	100%	3,009	100%	635	100%											

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons								
				All Students			Gender				First-generation ^a				Gender			First-generation				
							Males		Females		Yes		No		Males	Females	ES	Yes		No	ES	
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
g	Learn effectively on your own	1	Not at all prepared	31	1%	5.3	11	1%	20	1%	28	1%	3	0%	5.2	5.3	-.06	5.3	5.2	.08		
		2		48	1%		19	2%	28	1%	40	1%	8	1%								
		3		183	5%		64	5%	115	5%	148	5%	35	6%								
		4		516	14%		202	16%	309	13%	416	14%	99	16%								
		5		772	21%		247	20%	507	22%	607	20%	162	26%								
		6	Very prepared	2,101	58%		699	56%	1,366	58%	1,767	59%	328	52%								
		Total		3,651	100%	1,242	100%	2,345	100%	3,006	100%	635	100%									
21. How important is it to you that the university provides each of the following?																						
a	A challenging academic experience	1	Not important	99	3%	4.6	30	2%	67	3%	82	3%	16	3%	4.6	4.6	.04	4.6	4.4	***	.20	
		2		121	3%		32	3%	86	4%	93	3%	28	4%								
		3		502	14%		168	14%	321	14%	387	13%	114	18%								
		4		939	26%		313	25%	604	26%	759	25%	178	28%								
		5		754	21%		274	22%	471	20%	614	20%	137	22%								
		6	Very important	1,244	34%		425	34%	804	34%	1,079	36%	163	26%								
		Total		3,659	100%	1,242	100%	2,353	100%	3,014	100%	636	100%									
b	Support to help you succeed academically	1	Not important	10	0%	5.7	7	1%	3	0%	10	0%	0	0%	5.5	5.8	***	-.40	5.7	5.7	.01	
		2		15	0%		11	1%	3	0%	13	0%	2	0%								
		3		90	2%		50	4%	36	2%	72	2%	18	3%								
		4		203	6%		110	9%	90	4%	173	6%	30	5%								
		5		432	12%		166	13%	253	11%	339	11%	93	15%								
		6	Very important	2,911	80%		900	72%	1,968	84%	2,412	80%	490	77%								
		Total		3,661	100%	1,244	100%	2,353	100%	3,019	100%	633	100%									
c	Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	1	Not important	36	1%	5.3	19	2%	16	1%	27	1%	9	1%	5.2	5.4	***	-.24	5.4	5.1	***	.22
		2		44	1%		21	2%	20	1%	33	1%	11	2%								
		3		201	5%		89	7%	104	4%	159	5%	42	7%								
		4		450	12%		186	15%	255	11%	334	11%	115	18%								
		5		672	18%		227	18%	432	18%	543	18%	128	20%								
		6	Very important	2,257	62%		703	56%	1,524	65%	1,922	64%	328	52%								
		Total		3,660	100%	1,245	100%	2,351	100%	3,018	100%	633	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons									
				All Students			Gender		First-generation ^a				Gender			First-generation							
							Males		Females		Yes		No		Males	Females	ES	Yes		No	ES		
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
d	Help managing your non-academic responsibilities (work, family, etc.)	cenvnaca	1	Not important	189	5%	4.6	75	6%	110	5%	151	5%	38	6%	4.5	4.6	**	-.10	4.6	4.3	***	.19
	2		178	5%	59	5%		115	5%	137	5%	41	6%										
	3		460	13%	176	14%		270	12%	358	12%	102	16%										
	4		717	20%	259	21%		445	19%	585	19%	129	20%										
	5		684	19%	214	17%		461	20%	556	18%	128	20%										
	6	Very important	1,426	39%	462	37%		944	40%	1,225	41%	195	31%										
	Total		3,654	100%	1,245	100%	2,345	100%	3,012	100%	633	100%											
e	Opportunities to be involved socially (not related to academic work)	cenvsoca	1	Not important	224	6%	4.5	79	6%	140	6%	191	6%	33	5%	4.5	4.5	-.02	4.5	4.4	*	.10	
	2		199	5%	61	5%		130	6%	159	5%	40	6%										
	3		466	13%	151	12%		306	13%	373	12%	92	15%										
	4		796	22%	302	24%		476	20%	631	21%	165	26%										
	5		676	19%	214	17%		452	19%	562	19%	111	18%										
	6	Very important	1,287	35%	431	35%		842	36%	1,091	36%	191	30%										
	Total		3,648	100%	1,238	100%	2,346	100%	3,007	100%	632	100%											
f	Opportunities to attend campus events and activities	cenveven	1	Not important	123	3%	4.7	47	4%	74	3%	98	3%	24	4%	4.7	4.7	-.05	4.7	4.6		.08	
	2		173	5%	60	5%		108	5%	139	5%	34	5%										
	3		438	12%	151	12%		274	12%	358	12%	79	13%										
	4		709	19%	241	19%		450	19%	575	19%	133	21%										
	5		745	20%	261	21%		472	20%	614	20%	129	20%										
	6	Very important	1,458	40%	478	39%		966	41%	1,223	41%	231	37%										
	Total		3,646	100%	1,238	100%	2,344	100%	3,007	100%	630	100%											
g	Learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	benvlear	1	Not important	22	1%	5.4	10	1%	11	0%	17	1%	5	1%	5.2	5.5	***	-.30	5.4	5.3	**	.13
	2		42	1%	23	2%		18	1%	30	1%	11	2%										
	3		154	4%	79	6%		70	3%	122	4%	32	5%										
	4		373	10%	168	14%		199	8%	297	10%	76	12%										
	5		654	18%	223	18%		413	18%	530	18%	124	20%										
	6	Very important	2,411	66%	740	60%		1,638	70%	2,018	67%	385	61%										
	Total		3,656	100%	1,243	100%	2,349	100%	3,014	100%	633	100%											

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons										
			All Students			Gender				First-generation ^a				Gender			First-generation						
			Count	%	Mean	Males		Females		Yes		No		Mean	Mean	ES	Mean	Mean	ES				
						Count	%	Count	%	Count	%	Count	%										
22. How skilled are you in the following:																							
a	Using my university's learning management system (e.g. Blackboard, Moodle, RUconnected, Vula Sakai, etc.)	lmskill	1	I am not skilled in this at all	51	1%	3.1	23	2%	27	1%	46	2%	5	1%	3.1	3.1	.03	3.1	3.2	***	-.20	
		2	I am struggling	279	8%	102		8%	172	7%	245	8%	31	5%									
		3	Not that skilled but I can manage	2,669	73%	863		69%	1,759	75%	2,209	73%	454	71%									
		4	Very skilled	663	18%	259		21%	393	17%	517	17%	145	23%									
		Total		3,662	100%	1,247	100%	2,351	100%	3,017	100%	635	100%										
b	Basic computer skills like using a mouse, typing, etc.	compskill	1	I am not skilled in this at all	147	4%	3.2	24	2%	121	5%	135	4%	10	2%	3.4	3.1	***	.29	3.1	3.5	- .48	
		2	I am struggling	374	10%	87		7%	279	12%	340	11%	31	5%									
		3	Not that skilled but I can manage	1,735	48%	554		45%	1,151	49%	1,483	49%	249	39%									
		4	Very skilled	1,394	38%	572		46%	798	34%	1,047	35%	345	54%									
		Total		3,650	100%	1,237	100%	2,349	100%	3,005	100%	635	100%										
c	Microsoft Office (e.g. Word, Excel, PowerPoint)	offskill	1	I am not skilled in this at all	401	11%	2.8	88	7%	302	13%	360	12%	37	6%	2.9	2.7	***	.23	2.7	3.1	***	-.44
		2	I am struggling	711	19%	215		17%	484	21%	639	21%	70	11%									
		3	Not that skilled but I can manage	1,739	48%	611		49%	1,100	47%	1,421	47%	315	50%									
		4	Very skilled	802	22%	324		26%	465	20%	592	20%	209	33%									
		Total		3,653	100%	1,238	100%	2,351	100%	3,012	100%	631	100%										
d	Uploading and downloading content	upskill	1	I am not skilled in this at all	186	5%	3.2	48	4%	134	6%	169	6%	16	3%	3.3	3.1	***	.20	3.1	3.3	***	-.30
		2	I am struggling	471	13%	128		10%	334	14%	414	14%	52	8%									
		3	Not that skilled but I can manage	1,580	43%	505		41%	1,048	45%	1,310	43%	268	42%									
		4	Very skilled	1,420	39%	561		45%	835	36%	1,119	37%	299	47%									
		Total		3,657	100%	1,242	100%	2,351	100%	3,012	100%	635	100%										

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Frequency and Mean Comparisons

University of the Free State

	Variable name ^b	Values ^c	Response Options	Frequency Distributions										Mean Comparisons							
				All Students		Gender				First-generation ^a				Gender			First-generation				
						Males		Females		Yes		No		Males	Females	ES	Yes	No	ES		
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
e	Sending and receiving emails	mailskill	1	I am not skilled in this at all	42	1%	14	1%	28	1%	40	1%	2	0%							
			2	I am struggling	156	4%	67	5%	87	4%	139	5%	17	3%							
			3	Not that skilled but I can manage	1,285	35%	435	35%	825	35%	1,093	36%	189	30%	3.5	3.5	-.05	3.5	3.6	***	-.24
			4	Very skilled	2,175	59%	726	58%	1,412	60%	1,745	58%	423	67%							
			Total		3,658	100%	1,242	100%	2,352	100%	3,017	100%	631	100%							
f	Using the internet for academic purposes	intskill	1	I am not skilled in this at all	36	1%	11	1%	23	1%	34	1%	2	0%							
			2	I am struggling	199	5%	66	5%	131	6%	176	6%	21	3%							
			3	Not that skilled but I can manage	1,259	34%	418	34%	825	35%	1,091	36%	166	26%	3.5	3.5	.03	3.5	3.7	***	-.31
			4	Very skilled	2,168	59%	749	60%	1,375	58%	1,718	57%	444	70%							
			Total		3,662	100%	1,244	100%	2,354	100%	3,019	100%	633	100%							
g	Effectively making use of the library's digital resources	libskill	1	I am not skilled in this at all	239	7%	74	6%	159	7%	204	7%	35	6%							
			2	I am struggling	614	17%	210	17%	393	17%	526	17%	85	13%							
			3	Not that skilled but I can manage	1,831	50%	619	50%	1,183	50%	1,474	49%	351	56%	3.0	3.0	.04	3.0	3.0		-.06
			4	Very skilled	966	26%	340	27%	608	26%	805	27%	160	25%							
			Total		3,650	100%	1,243	100%	2,343	100%	3,009	100%	631	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed)



BUSSE 2025 Institutional Report

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Endnotes

- a. First-generation is defined as no parent or guardian having graduated with a university degree.
- b. Please refer to BUSSE Scale Descriptions for items included in the scale.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values used to calculate means are midpoints of response option ranges and an estimate for unbounded options.



Scale Means





Scale Means About This Report

BUSSE Scales provide a useful summary of the detailed information contained in your students' BUSSE responses. By combining responses to related BUSSE questions, each scale offers valuable information about a distinct aspect of student engagement.



Scale Mean Scores and Selected Student Comparisons BUSSEville University

BUSSE Scales	Variable	All Students			Gender			First-generation ^a				
		Mean	SD	N	Males	Females	ES	FG	Non-FG	ES		
					Mean	Mean		Mean	Mean			
Quantitative Reasoning <i>High school engagement with analysis and numerical information</i>	HS_QR	40.4	12.8	1324	38.5	41.3	***	-0.23	41.5	38.3	***	0.24
Learning Strategies <i>Use of effective learning strategies in high school</i>	HS_LS	39.2	12.8	5541	37.6	40.0	***	-0.20	39.7	37.7	***	0.16
Collaborative Learning <i>Expectation to interact and collaborate with peers</i>	EXP_CL	37.1	12.3	5547	36.9	37.2		-0.03	37.8	35.5	***	0.19
Student-Staff Interaction <i>Expectation to interact and engage with staff</i>	EXP_SSI	25.4	14.4	5546	26.4	24.8	***	0.11	26.3	23.0	***	0.23

1. **Scale description and variable name:** A brief description of the BUSSE scale along with the variable name for easy reference to your data file and codebook. See Scale Descriptions for more information.
2. **Mean:** The unweighted scale mean is reported overall for the institution, as well as by gender and first-generation status.
3. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, and *** $p < .001$). 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 #4) to judge the practical meaning of differences. Statistical comparisons are two-tailed independent t -tests.
4. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. 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.



BUSSE 2025 Scale Mean Scores and Selected Student Comparisons

University of the Free State

BUSSE Scales	Variable	All Students			Gender			First-Generation		
		Mean	SD	N	Males	Females	ES	FG	Non-FG	ES
					Mean	Mean		Mean	Mean	
Quantitative Reasoning <i>High school engagement with analysis and numerical information</i>	HS_QR	30.9	13.0	3663	30.9	31.0	-0.01	31.0	30.6	0.03
Learning Strategies <i>Use of effective learning strategies in high school</i>	HS_LS	44.2	11.2	3666	42.0	45.4	*** -0.32	44.4	43.0	** 0.12
Collaborative Learning <i>Expectation to interact and collaborate with peers</i>	EXP_CL	40.9	12.9	3664	40.2	41.4	* -0.09	41.3	39.0	*** 0.18
Student-Staff Interaction <i>Expectation to interact and engage with staff</i>	EXP_SSI	32.4	15.2	3624	32.0	32.8	-0.05	32.9	30.2	*** 0.18
Expected Discussions with Diverse Others <i>Expectation to engage in discussions with diverse others</i>	EXP_DD	39.5	13.7	3670	38.5	40.1	*** -0.12	39.5	40.0	-0.04
Expected Academic Perseverance <i>Student certainty that they will persist in the face of academic adversity</i>	EXP_PER	48.4	9.9	3661	47.7	48.9	*** -0.12	49.0	45.9	*** 0.31
Expected Academic Difficulty <i>Expected academic difficulty during the coming year</i>	EXP_DIF	27.8	14.6	3674	27.0	28.1	* -0.08	27.6	29.0	* -0.12
Perceived Academic Preparation <i>Student perception of their academic preparation</i>	PER_PREP	46.7	10.4	3661	47.2	46.6	0.06	46.9	46.0	* 0.09
Importance of Campus Environment <i>Student-rated importance that the institution provides a challenging and supportive environment</i>	IMP_CAMP	47.6	9.5	3665	46.6	48.2	*** -0.18	47.9	45.8	*** 0.22



BUSSE Scales

BUSSE Scales scores were calculated by converting the responses for each item to a 0-60 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BUSSE items in parentheses.

Scale name	Description	Scale items
<i>Quantitative Reasoning (HS_QR)</i>	High school engagement with analysis and numerical information	bnumreal, bothnum, bnumeid, bchannum, bexpnum
<i>Learning Strategies (HS_LS)</i>	Use of effective learning strategies in high school	bidread, brevnotes, bsummat, bchanstra
<i>Collaborative Learning (EXP_CL)</i>	Expectation to interact and collaborate with peers	bhelpund, btutor, bprepexam, cclassgr
<i>Student-Staff Interaction (EXP_SSI)*</i>	Expectation to interact and engage with staff	bfacplans, cfacothe, cfacgrad*
<i>Discussions with Diverse Others (EXP_DD)</i>	Expectation to engage in discussions with diverse others	cdivrstu, bdiffecon, bdiffstu2, bdiffview, bdifforie, bdiffcoun
<i>Academic Perseverance (EXP_PER)</i>	Student certainty that they will persist in the face of academic adversity	cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos
<i>Academic Difficulty (EXP_DIF)</i>	Expected academic difficulty during the coming year	clearnma, cmantime, cgethelp, cintfac
<i>Perceived Academic Preparation (PER_PREP)</i>	Student perception of their academic preparation	cgfwrite, cgnspeak, cgnanaly, cgquant, cgnother, cgncmpt, cgning
<i>Importance of Campus Environment (IMP_CAMP)</i>	Student-rated importance that the institution provides a challenging and supportive environment	cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven, benvlear

*Note: Due to an unforeseen error in the administration of the survey, no data was collected on the question “ Discuss subject topics, ideas, or concepts with a lecturer [cfacidea]”. Therefore, the scale Expected Engagement with Staff was calculated only from the three questions bfacplans, cfacothe and cfacgrad.



Qualitative Data





BUSSE 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 BUSSE 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 are you most looking forward to as a first-year student?

Sample comments:

To learn and make new connections. Grow myself.

I look forward to getting financial assistance and excelling in my academics.

I want to work hard , be serious and fully engage in my studies. I want to achieve my B.A within 4 years only.

The different type of teaching methods from my previous university.

As a first year student I'm looking forward to passing my modules well and not to be behind in any module.

Open-ended question wording:

What do you expect will be most challenging as a first-year student?

Sample comments:

Getting to adapt to the changes that are happening.

I'm not expecting anything challenging because I'm willing to face any situation I will come across as time goes by.

Time management and engaging/interacting with people as i have been socially isolated all my life.

Staying away from bad influence and maybe managing my time during exam time.

Time management.



Codebook



BUSSE 2025 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., [matriculate]) after each item.

Please fill in your student number. [studnum]

1. Please indicate the year you matriculated from high school. [matriculate]

Response options: Before 2019=1, 2019=2, 2020=3, 2021=4, 2022=5, 2023=6, 2024=7

2. If response is not most recent year: Since matriculating from high school, which of the following have you done? (Mark all that apply.)

Response options: Selected=1, Not selected=0

- Attended another post-school institution [tattend]
- Worked full-time [twork_ft]
- Worked part-time [twork_pt]
- Stayed at home without working or studying [thome]
- Volunteered [tvolunteer]
- Travelled [ttravel]
- Took time to better matric results [tmatric]
- Other, please specify [tsinceoth]

- Other, please specify [tsinceoth_txt]

Response options: Text box

Note: Item was only given if the respondent selected 'Other' in item 2

3. If Attended another post-school institution: 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 [tattend_pub]
- Another private higher education institution [tattend_priv]
- TVET college (technical or vocational college) [tattend_tvvet]
- Private training college [tattend_col]
- Other [tattend_other]

4. From which type of high school did you matriculate? (Mark only one.) [htype]

Response options: Public=1, Private (independent schools, religious schools, homeschools, etc.)=2, Other, Please specify=3

- Other, please specify: [htype_specify]

Response option: Text box

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

5. What were most of your high school marks? (Mark only one.) [hgrades]

Response options: 0-29%=1, 30-39%=2, 40-49%=3, 50-59%=4, 60-69%=5, 70-79%=6, 80-89%=7, 90-100%=8

6. During your last year of high school, about how many papers, reports, or other written tasks of the following lengths did you complete?

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

- a. Up to 5 pages [hwrite5]
- b. Between 6 and 10 pages [hwrite5m]
- c. 11 pages or more [hwriteomor]

BUSSE 2025 Codebook

7. During your *last year* of high school, about how many hours did 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, More than 15 hours per week=5

- a. Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) [hacadpr]
- b. Working for pay [hwork]
- c. Participating in co-curricular (extracurricular) activities (organisations, school publications, student government, sports, etc.) [hcocurr]
- d. Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [hsocial]

8. During your *last year* of high school, in a typical 7-day week, how many hours did you spend reading? [hread]

Response options: 0=1, 1-5=2, 6-10=3, 11-15=4, More than 15 hours per week=5

9. During your *last year* of high school, which of the following types of writing have you done? (Mark all that apply.)

Response options: Selected=1, Not selected=0

- Essays [hwriteess]
- Assignments/projects [hwriteass]
- Reports [hwriterep]
- Reflective writing [hwriteref]
- Case studies [hwritecas]
- Lab reports [hwritelab]
- Journal writing [hwritejou]
- Blogs [hwriteblo]
- Wiki's [hwritewik]
- Short answer activities [hwritesho]
- Other, please specify [hwriteoth]

- Other, please specify [hwriteoth _txt]

Response options: Text box

Note: Item was only given if the respondent selected 'Other' in item 9

BUSSE 2025 Codebook

10. During your *last year of high school*, about how often did you do each of 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.) [bnumreal]*
- b. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [bothnum]*
- c. Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made [bnumeid]*
- d. Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics) [bchannum]*
- e. Explained in writing the meaning of numerical or statistical data [bexpnum]*

*Aggregate BUSSE Scale High School Engagement in Quantitative Reasoning (HS_QR)

- f. Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in your own words, etc.) [bidread]*
- g. Reviewed your notes [brevnotes]*
- h. Summarised what you learned in class or from subject materials [bsummat]*
- i. Changed my learning strategies to adapt to different modules/subjects [bchanstra]*

*Aggregate BUSSE Scale High School Engagement in Learning Strategies (HS_LS)

- j. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in subject discussions or written assignments [bdivclass]
- k. Examined the strengths and weaknesses of your own views on a topic or issue [bownview]
- l. Tried to better understand someone else's views by imagining how an issue looks from their point of view [bothrview]
- m. Learnt online by participating in sessions, downloading materials, etc. [bonline]

11. During your *last year of high school*, to what extent have your subjects challenged you to do your best work? [hacachal]

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

12. During the coming academic year, about how many hours do you expect to 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, More than 15 hours per week=5

- a. Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities) [cacadpr]
- b. Working for pay on or off campus [cwork]
- c. Participating in co-curricular activities (organisations, campus publications, student government, SRC projects, inter-residence sports, etc.) [ccocurr]
- d. Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [csocial]

BUSSE 2025 Codebook

13. During the coming academic year, about how often do you expect to do each of the following?

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

- a. Ask another student to help you understand subject material [bhelpund]*
- b. Explain subject material to other students [btutor]*
- c. Prepare for exams by discussing or working through subject material with other students [bpreexam]*
- d. Work with other students on projects or assignments [cclassgr]*

*Aggregate BUSSE Scale Expected Engagement in Collaborative Learning (EXP_CL)

- e. Talk about your career plans with a lecturer [bfacplans]*
- f. Work with a lecturer on activities other than academic work (committees, projects, student groups, etc.) [cfacothel]*
- g. Discuss your academic performance with a lecturer [cfacgrad]*

*Aggregate BUSSE Scale Expected Engagement with Staff (EXP_SSI)

Note: Due to an unforeseen error in the administration of the survey, no data was collected on the question "Discuss subject topics, ideas, or concepts with a lecturer [cfacidea]". Therefore, the scale Expected Engagement with Staff was calculated only from the three questions 13e-g.

14. During the coming academic year, about how often do you expect to have 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 [cdivrstu]*
- b. People from economic backgrounds other than your own [bdiffecon]*
- c. People with religious beliefs other than your own [bdiffstu2]*
- d. People with political views other than your own [bdiffview]*
- e. People with sexual orientations other than your own [bdifforie]*
- f. People from countries other than your own [bdiffcoun]*

*Aggregate BUSSE Scale Expected Discussions with Diverse Others (EXP_DD)

15. During the coming academic year, how concerned are you about the following?

Response options: Very much, Quite a bit, Very little, Not at all

- a. Feeling homesick [chomesick]
- b. Feeling lonely [clonely]
- c. Maintaining positive mental health [cmaintmh]
- d. Avoiding mental or emotional exhaustion [cexhaust]
- e. Sleeping well [csleeping]

16. During the coming academic year, how certain are you that you will do the following? (On a scale from 1-6, where 1 = "Not at all certain" and 6 = "Very certain").

Response options: Not at all certain=1 to Very certain=6

- a. Study when there are other interesting things to do [cotherint]*
- b. Find additional information for subject assignments when you don't understand the material [cfindinfo]*
- c. Participate regularly in subject discussions, even when you don't feel like it [ccourdis]*
- d. Ask lecturers for help when you struggle with subject assignments [caskinst]*
- e. Finish something you have started when you encounter challenges [cfinish]*
- f. Stay positive, even when you do poorly on a test or assignment [cstaypos]*

*Aggregate BUSSE Scale Expected Academic Perseverance (EXP_PER)

BUSSE 2025 Codebook

17. During the coming academic year, how difficult do you expect the following to be? (On a scale from 1-6, where 1 = “Not at all difficult” and 6 = “Very difficult”).

Response options: Not at all difficult=1 to Very difficult=6

- a. Learning subject material [clearnma]*
- b. Managing your time [cmantime]*
- c. Paying university expenses [cpaycoll]
- d. Getting help with academic work [cgethelp]*
- e. Making new friends [cmakefr]
- f. Interacting with staff [cintfac]*

*Aggregate BUSSE Scale Expected Academic Difficulty (EXP_DIF)

18. During the coming academic year, do you expect to seek help from the following sources?

Response options: Yes=1, No=2, I'm not sure=3

- a. Lecturers [cseekfac]
- b. Academic advisors (staff member who provides advice on curriculum choice, academic goal setting, etc.) [cseekaa]
- c. Tutorials (supplemental instruction/facilitators) [cseektut]
- d. Writing support centre [cseekwritc]
- e. Success coaching (staff member who provides coaching or mentorship) [cseeksc]
- f. Friends or other students (incl. mentors/peer advisors) [cseekfrnd]
- g. Counselling [cseekcoun]
- h. Health [cseekhlth]
- i. Disability office [cseekdis]
- j. Career office [cseekcar]
- k. Financial aid office [cseekfin]
- l. Student wellness (social work office, etc.) [cseekwell]
- m. Student food bank [cseekfood]
- n. Residence (head, residence committee, mentor, etc.) [cseekres]
- o. Online support resources (portals, digital platforms, etc.) [cseekonl]
- p. Library [cseeklib]
- q. Other, please specify [cseekoth]

- Other, please specify [cseekoth_txt]

Response options: Text box

Note: Item was only given if the respondent selected 'Yes' in item 18q

BUSSE 2025 Codebook

19. If 18a-q yes: Do you know where to go to access the support of ...?

Response options: Yes=1, No=2

- a. Lecturers [caccfac]
- b. Academic advisors (staff member who provides advice on curriculum choice, academic goal setting, etc.) [caccaa]
- c. Tutorials (supplemental instruction/facilitators) [cacctut]
- d. The writing support centre [caccwritc]
- e. Success coaching (staff member who provides coaching or mentorship) [caccsc]
- f. Friends or other students (incl. mentors/peer advisors) [cacfrnd]
- g. Counselling [cacccoun]
- h. Health [cacchlth]
- i. The disability office [caccdis]
- j. The career office [cacccar]
- k. The financial aid office [cacffin]
- l. Student wellness (social work office, etc.) [caccwell]
- m. The student food bank [cacccfood]
- n. Residence (head, residence committee, mentor, etc.) [caccres]
- o. Online support resources (portals, digital platforms, etc.) [cacconl]
- p. The library [cacclib]
- q. The other source you expect to seek help from [caccoth]

20. How prepared are you to do the following in your academic work at this university? (On a scale from 1-6, where 1 = “Not at all prepared” and 6 = “Very prepared”).

Response options: Not at all prepared=1 to Very prepared=6

- a. Write clearly and effectively [cgnswrite]*
- b. Speak clearly and effectively [cgnspeak]*
- c. Think critically and analytically [cgnanaly]*
- d. Analyse numerical and statistical information [cgntquant]*
- e. Work effectively with others [cgnother]*
- f. Use computing and information technology [cgncompt]*
- g. Learn effectively on your own [cgning]*

*Aggregate BUSSE Scale Perceived Academic Preparation (PER_PREP)

21. How important is it to you that the university provides each of the following? (On a scale from 1-6, where 1 = “Not important” and 6 = “Very important”).

Response options: Not important=1 to Very important=6

- a. A challenging academic experience [cenvscho]*
- b. Support to help you succeed academically [cenvsupr]*
- c. Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.) [cenvdivr]*
- d. Help managing your non-academic responsibilities (work, family, etc.) [cenvnaca]*
- e. Opportunities to be involved socially (not related to academic work) [cenvsoca]*
- f. Opportunities to attend campus events and activities [cenveven]*
- g. Learning support services (tutoring services, peer mentoring, writing centre, library, etc.) [benvlear]*

*Aggregate BUSSE Scale Importance of Campus Environment (IMP_CAMP)

BUSSE 2025 Codebook

22. How skilled are you in the following:

Response options: I am not skilled in this at all=1, I am struggling=2, Not that skilled but I can manage=3, Very skilled=4

- a. Using my university's learning management system (e.g. Blackboard, Moodle, RUconnected, Vula Sakai, etc.) [Imsskill]
- b. Basic computer skills like using a mouse, typing, etc. [compskill]
- c. Microsoft Office (e.g. Word, Excel, PowerPoint) [offskill]
- d. Uploading and downloading content [upskill]
- e. Sending and receiving emails [mailskill]
- f. Using the internet for academic purposes [intskill]
- g. Effectively making use of the library's digital resources [libskill]

23. 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 [cparfam]
- b. My own money [cself]
- c. Private sponsor/s (e.g. family contributors) [finprispon]
- d. Employer [finemployer]
- e. Non-governmental bursary (e.g. institutional, merit, private company) [finnogov]
- f. Governmental bursary (excluding NSFAS) [fingovbur]
- g. NSFAS [finnsfas]
- h. Loan (including institutional, banks, or private companies) [cstudlo]

24. What do you expect most of your marks to be at this university during the coming year? (Mark only one.) [cgrades]

Response options: 0-29%=1, 30-39%=2, 40-49%=3, 50-59%=4, 60-69%=5, 70-79%=6, 80-89%=7, 90-100%=8

25. Do you expect to graduate from this university? [cintgrad]

Response options: Yes=1, No=2, Uncertain=3

26. Thinking about this current academic term, how are you registered? [cenrlmen]

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

27. How many of your close friends will attend this university during the coming year? [cfriends]

Response options: None=1, 1=2, 2=3, 3=4, 4 or more=5

28. This institution was your: [Instchoice]

Response options: First choice=1, Second choice=2, Third choice=3, Fourth choice=4, Fifth choice or lower=5

29. Your programme of study was your: [Progchoice]

Response options: First choice=1, Second choice=2, Third choice=3

30. What is your gender identity? [csex]

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

- Another gender identity, please specify: [csexother]

Response option: Text box

Note: Item was only given if the respondent selected 'Another gender identity' in item 30

31. Are you an international student? [cinterna]

Response options: Yes=1, No=2

32. Indicate your race. (Mark only one.) [crace]

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

BUSSE 2025 Codebook

33. 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 [bfammembergradN]
- Father (Stepfather)/Guardian [bfammembergradF]
- Mother (Stepmother)/Guardian [bfammembergradM]
- Brother (Stepbrother) [bfammembergradB]
- Sister (Stepsister) [bfammembergradS]
- Other [bfammembergradO]

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

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

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

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

[RECODED] Residence status [res_recode]

Values: On-campus=1, Off-campus=2

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

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

36. Select your year of birth. [age]

Response options: 2007=1, 2006=2, 2005=3, 2004=4, 2003=5, 2002=6, 2001=7, 2000=8, 1999=9, Before 1999=10

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

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

37. 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 [ctutlang1]
- IsiNdebele [ctutlang2]
- IsiXhosa [ctutlang3]
- IsiZulu [ctutlang4]
- North Sotho [ctutlang5]
- Sesotho [ctutlang6]
- Setswana [ctutlang7]
- SiSwati [ctutlang8]
- South African Sign Language [ctutlang13]
- Tshivenda [ctutlang9]
- Xitsonga [ctutlang10]
- None [ctutlang11]
- Other, please specify [ctutlang12]

- Other, please specify [ctutlang12_txt]

Response options: Text box

Note: Item was only given if the respondent selected 'Other' in item 37

38. Have you been diagnosed with any disability or impairment? [disability]

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

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39. If Yes: Which of the following has been diagnosed? (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 mental health disorder or developmental disability [dis_mental]
- A disability or impairment not listed above [dis_other]

40. Indicate the province you were living in the year you completed matric. (Mark only one.) [province]

Response options: Eastern Cape=1, Free State=2, Gauteng=3, KwaZulu-Natal=4, Limpopo=5, Mpumalanga=6, Northern Cape=7, North West=8, Western Cape=9, Was not living in South Africa=10

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

Response options: Selected=1, Not selected=0

- Afrikaans [homelang1]
- English [homelang2]
- IsiNdebele [homelang3]
- IsiXhosa [homelang4]
- IsiZulu [homelang5]
- North Sotho [homelang6]
- Sesotho [homelang7]
- Setswana [homelang8]
- SiSwati [homelang9]
- South African Sign Language [homelang13]
- Tshivenda [homelang10]
- Xitsonga [homelang11]
- Other [homelang12]

42. On which campus are you enrolled? [campus]

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

43. 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

44. When did you start studying at this institution? [startstud]

Response options: 2025=1, 2024=2, 2023=3, 2022=4, 2021=5, Before 2021=6

45. What is the highest level of education you plan to complete? [chighdeg]

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, Not enrolled for Degree purposes=7

46. a) What are you most looking forward to as a first-year student?

b) What do you expect will be most challenging as a first-year student?

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BUSSE Scale scores are the mean of the component items after all individual item values have been converted to 0-60 point scales.

High School engagement in quantitative reasoning [HS_QR]

High School engagement in learning strategies [HS_LS]

Expected engagement in collaborative learning [EXP_CL]

Expected engagement with staff [EXP_SSI]

Expected discussions with diverse others [EXP_DD]

Expected Academic Perseverance Scale: Student certainty that they will persist in the face of academic adversity [EXP_PER]

Expected Academic Difficulty Scale: Expected academic difficulty during the first year of university [EXP_DIF]

Perceived Academic Preparation Scale: Student perception of their academic preparation [PER_PREP]

Importance of Campus Environment Scale: Student-rated importance that the institution provides a challenging and supportive environment [IMP_CAMP]