

SOUTH AFRICAN SURVEY OF STUDENT ENGAGEMENT INSTITUTIONAL REPORT 2022

UNIVERSITY OF
THE FREE STATE



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UFS
CENTRE FOR TEACHING
AND LEARNING (CTL)

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Snapshot





A Summary of Student Engagement Results

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

Comparison Group

The comparison group featured in this report is:

Traditional Universities

The 2022 cohort is comprised of four institutions, including your institution.

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

Engagement Indicators

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

Key:

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

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

-- No significant difference.

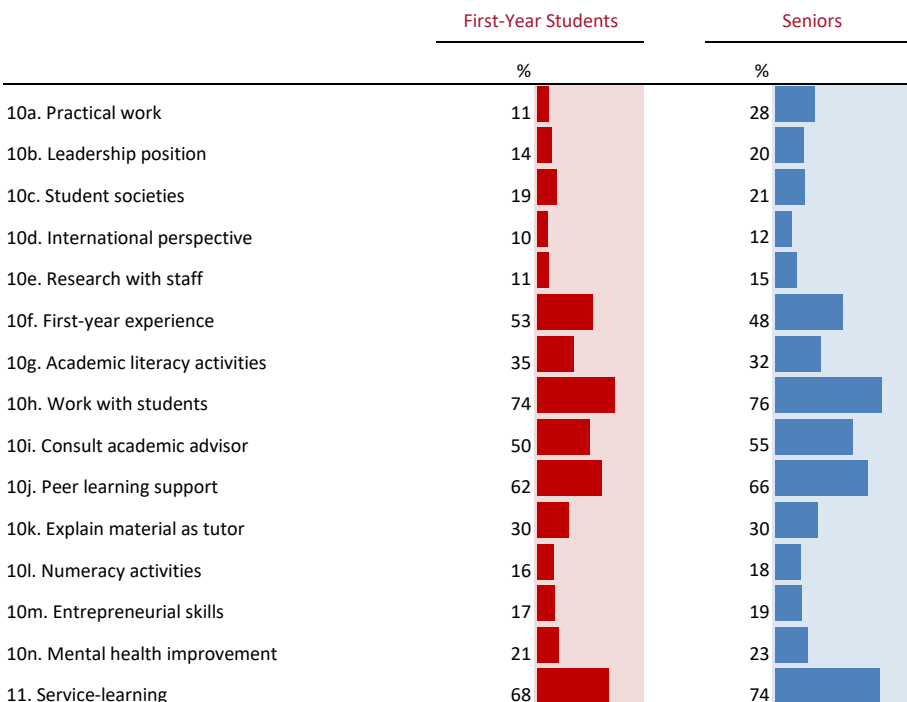
▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

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

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

High-Impact Practices

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



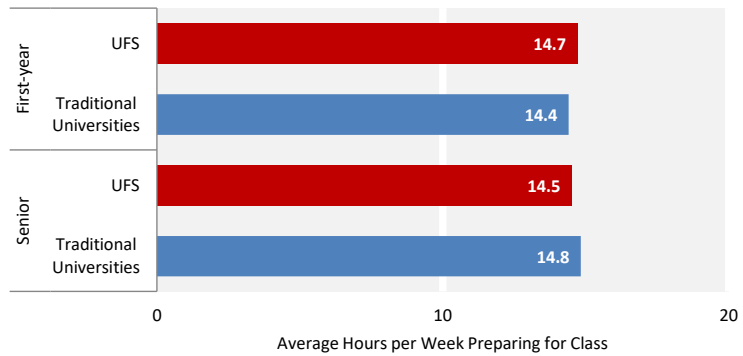


Academic Challenge: Additional Results

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

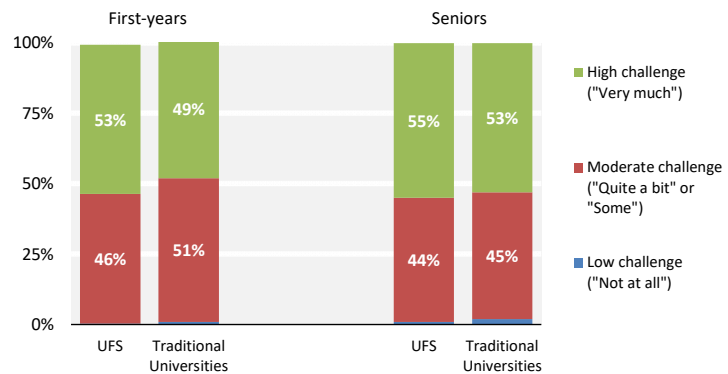
Time Spent Preparing for Class

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



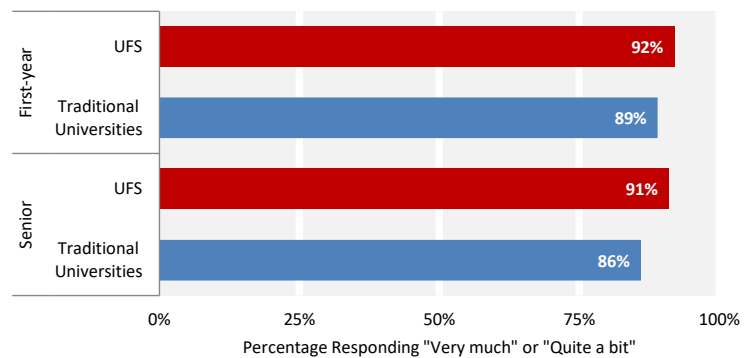
Challenging Students to Do Their Best Work

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



Academic Emphasis

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





How Students Assess Their Experience

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

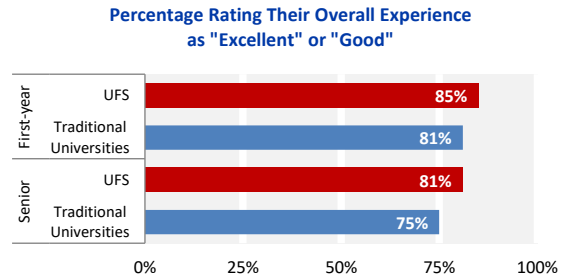
Perceived Gains Among Seniors

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

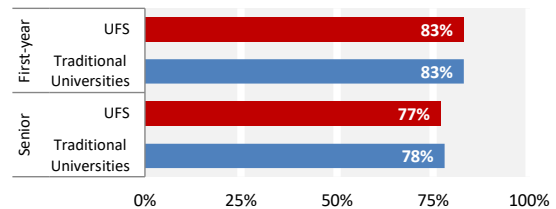
Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	93%
Writing clearly and effectively	89%
Working effectively with others	86%
Speaking clearly and effectively	86%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	84%
Using computing and information technology	82%
Developing or clarifying a personal code of values and ethics	81%
Solving complex real-world problems	78%
Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.)	78%
Developing job- or work-related knowledge and skills	78%
Developing entrepreneurial skills and mindset	69%
Analysing numerical and statistical information	69%

Satisfaction with UFS

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



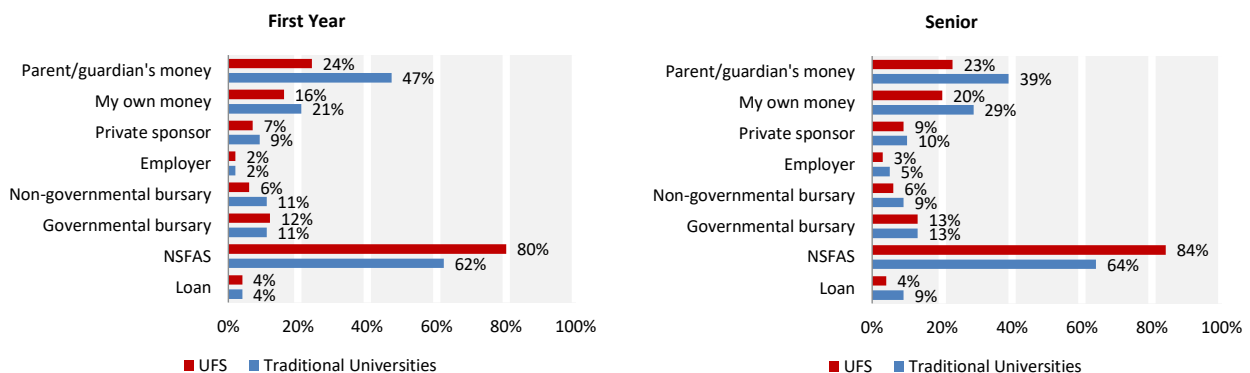
Percentage Who Would "Definitely" or "Probably" Attend This Institution Again



Financial Stress Scale

In light of the financial pressures faced by students and the significant impact these pressures have on access, success, and broader transformation of the higher education system and the societies they serve, a Financial Stress Scale (FSS) was included in the SASSE survey. The FSS consists of six questions related to students' expenditures, financial anxieties, as well as the causes and consequences related to these anxieties.

Sources used to pay for educational expenses



Administration Details

Response Summary

	Count	Resp. rate	Male	Female
First-year	1097	12.1%	36%	63%
Senior	3342	12.8%	35%	64%

See your *Respondent Profile* report for more information.

Additional Questions

Your institution administered the following additional question sets:

- Academic Advising
- Learning with Technology

See your *Topical Module* reports for results.

What is SASSE?

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

Engagement Indicators





SASSE Engagement Indicators

About this report

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' SASSE responses. By combining responses to related SASSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on four to eight survey questions each (a total of 50 survey questions), are organised into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 7.

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

Report Sections

Overview (p. 5)

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

Theme Reports (pp. 6-15)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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



SASSE Engagement Indicators Overview University of the Free State

Engagement Indicators: Overview

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

Use the following key:

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

First-year Students

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

Seniors

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



SASSE Engagement Indicators Academic Challenge University of the Free State

Academic Challenge: First-year students

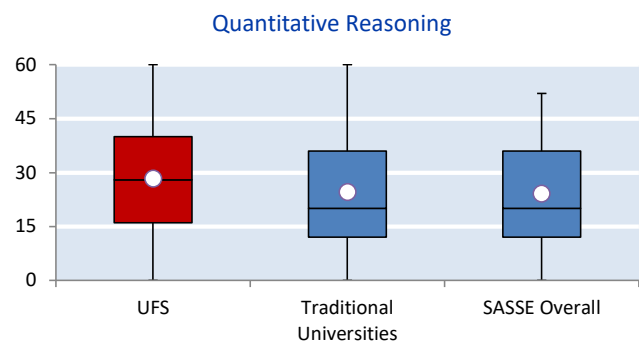
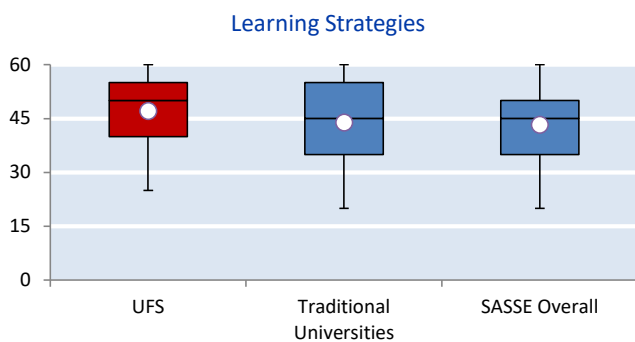
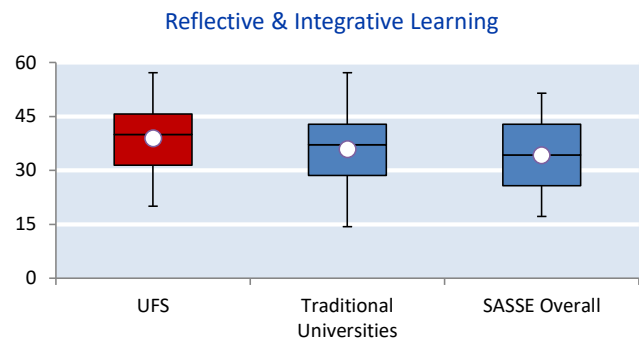
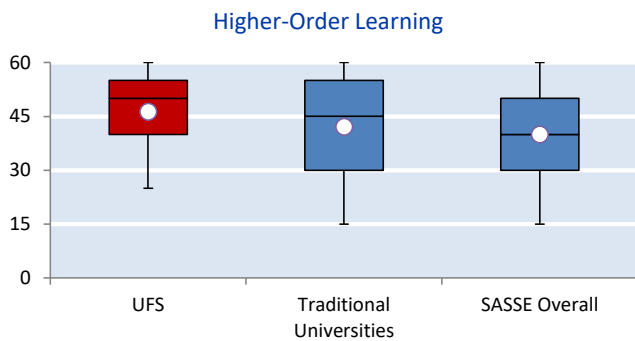
Challenging intellectual and creative work is central to student learning and collegiate quality. Universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective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

Mean Comparisons

Engagement Indicator	UFS Mean	Your first-year students compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Higher-Order Learning	46.28	42.13	*** .29	39.99	*** .46
Reflective & Integrative Learning	38.91	35.93	*** .25	34.23	*** .43
Learning Strategies	47.11	43.86	*** .26	43.30	*** .31
Quantitative Reasoning	28.32	24.53	*** .22	24.15	*** .26

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

Score Distributions



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



Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	UFS	Traditional Universities	SASSE Overall
Higher-Order Learning			
<i>Percentage responding "Very much" or "Quite a bit" about how much academic work emphasised...</i>			
	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	86	76	70
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	82	72	67
4d. Evaluating a point of view, decision, or information source	82	73	66
4e. Forming a new idea or understanding by putting together various pieces of information	83	73	73
Reflective & Integrative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
2a. Combined ideas from different modules/subjects when completing assignments	64	56	49
2b. Connected your learning to societal problems or issues	53	50	42
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	54	46	46
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	66	63
2e. Tried to better understand someone else's views by imagining how an issue looks from their point of view	76	70	62
2f. Learned something that changed the way you understand an issue or concept	80	77	74
2g. Connected ideas from your modules/subjects to your prior experiences and knowledge	79	77	73
Learning Strategies			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
8a. Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	87	77	81
8b. Reviewed your notes	91	84	84
8c. Summarised what you learned in class or from module/subject materials	84	79	76
8d. Changed your learning strategies to adapt to different modules/subjects	73	69	62
Quantitative Reasoning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
6a. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	34	31
6b. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	41	33	32
6c. Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made	49	40	39
6d. Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	42	37	36
6e. Explained in writing the meaning of numerical or statistical data	39	32	33

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



SASSE Engagement Indicators Academic Challenge University of the Free State

Academic Challenge: Seniors

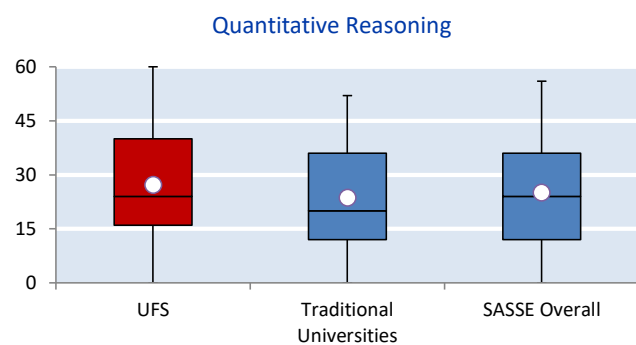
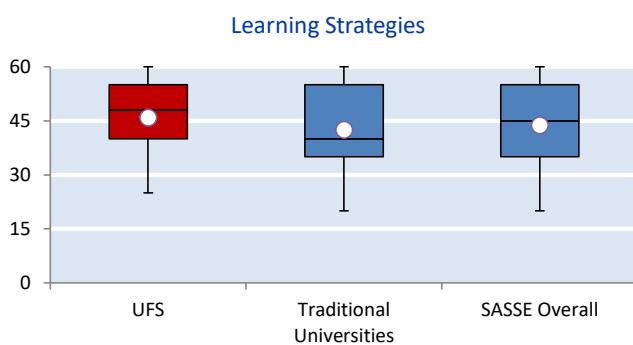
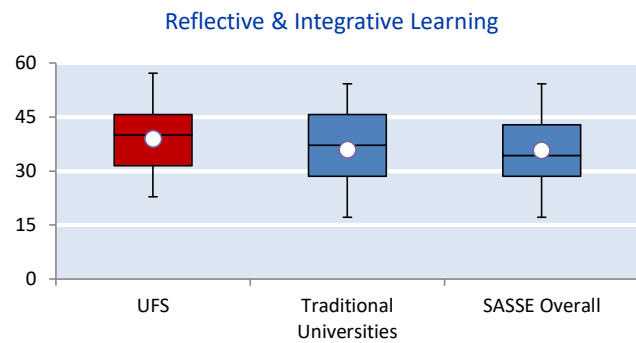
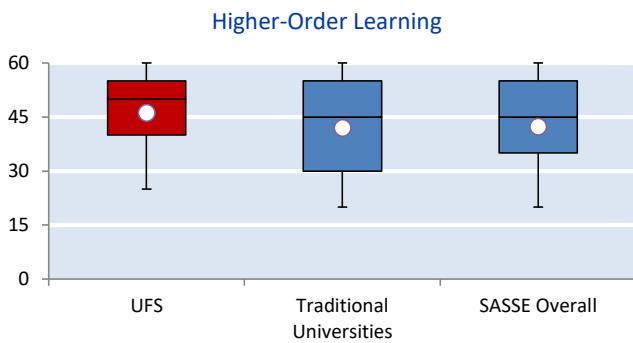
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Mean Comparisons

Engagement Indicator	UFS Mean	Your seniors compared with					
		Traditional Universities			SASSE Overall		
		Mean	Effect size		Mean	Effect size	
Higher-Order Learning	46.20	41.97	***	.30	42.33	***	.28
Reflective & Integrative Learning	38.94	35.91	***	.26	35.78	***	.28
Learning Strategies	45.93	42.48	***	.28	43.77	***	.17
Quantitative Reasoning	27.23	23.62	***	.23	25.05	***	.14

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UFS	Traditional Universities	SASSE Overall
Higher-Order Learning			
<i>Percentage responding "Very much" or "Quite a bit" about how much academic work emphasised...</i>			
	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	87	82	80
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	82	73	73
4d. Evaluating a point of view, decision, or information source	82	74	74
4e. Forming a new idea or understanding by putting together various pieces of information	82	72	75
Reflective & Integrative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
2a. Combined ideas from different modules/subjects when completing assignments	64	53	54
2b. Connected your learning to societal problems or issues	58	55	52
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	56	45	42
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	60	59
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	77	70	71
2f. Learned something that changed the way you understand an issue or concept	80	72	76
2g. Connected ideas from your modules/subjects to their prior experiences and knowledge	80	77	77
Learning Strategies			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
8a. Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	83	74	77
8b. Reviewed your notes	89	81	84
8c. Summarised what you learned in class or from module/subject materials	84	76	78
8d. Changed your learning strategies to adapt to different modules/subjects	72	66	69
Quantitative Reasoning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
6a. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	33	38
6b. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	38	30	34
6c. Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made	44	36	40
6d. Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	39	32	36
6e. Explained in writing the meaning of numerical or statistical data	39	36	36

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



SASSE Engagement Indicators Learning with Peers University of the Free State

Learning with Peers: First-year students

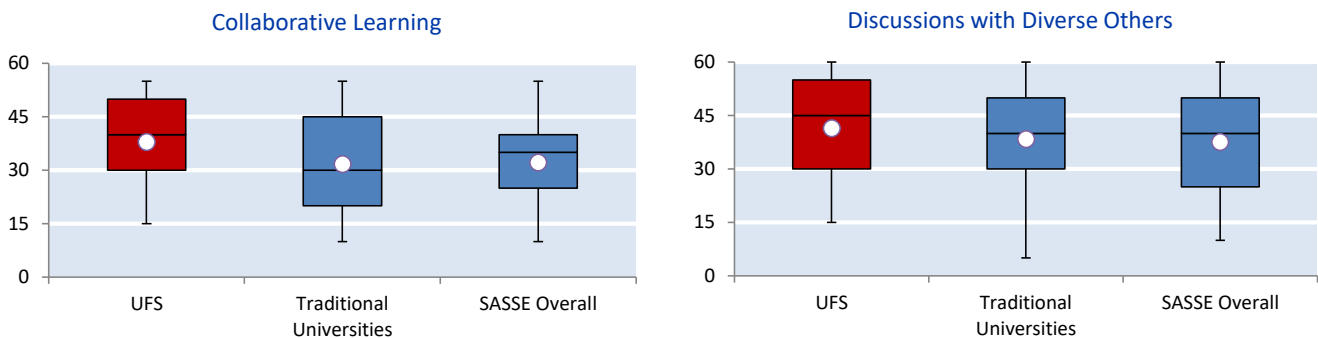
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after university. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UFS Mean	Your first-year students compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Collaborative Learning	37.95	31.75	*** .43	32.19	*** .43
Discussions with Diverse Others	41.46	38.33	*** .19	37.52	*** .24

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

Score Distributions



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

Performance on Indicator Items

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

	UFS	Traditional Universities	SASSE Overall
Collaborative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
1c. Asked another student to help you understand module/subject material	63%	49%	46%
1d. Explained module/subject material to other students	65%	52%	48%
1e. Prepared for exams by discussing or working through module/subject material with other students	59%	37%	39%
1f. Worked with other students on projects or assignments	69%	56%	65%
Discussions with Diverse Others			
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>			
7a. People of a race or ethnicity other than your own	67%	60%	53%
7b. People from an economic background other than your own	73%	72%	64%
7c. People with religious beliefs other than your own	72%	65%	65%
7d. People with political views other than your own	69%	64%	66%

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



SASSE Engagement Indicators Learning with Peers University of the Free State

Learning with Peers: Seniors

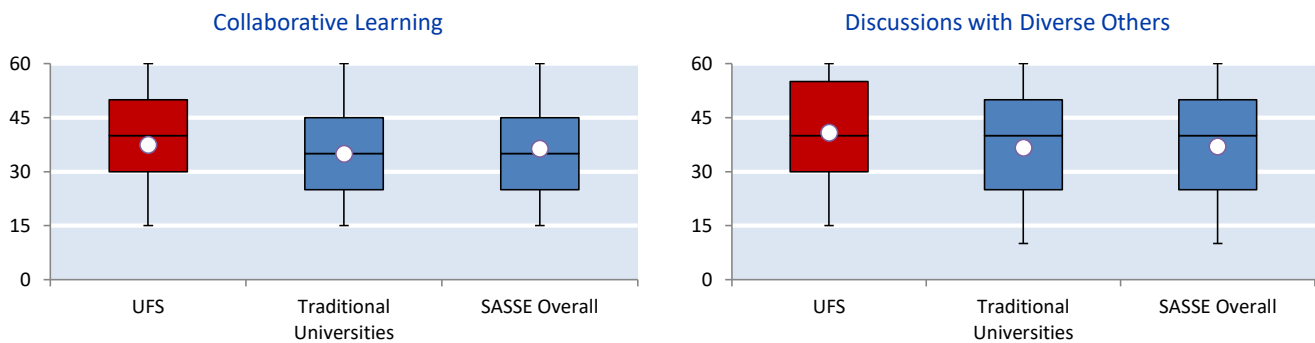
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Mean Comparisons

Engagement Indicator	UFS Mean	Your seniors compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Collaborative Learning	37.40	34.98 ***	.19	36.35 ***	.08
Discussions with Diverse Others	40.85	36.62 ***	.26	36.96 ***	.23

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

Score Distributions



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

Performance on Indicator Items

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

	UFS	Traditional Universities	SASSE Overall
Collaborative Learning			
Percentage of students who responded that they "Very often" or "Often"...			
	%	%	%
1c. Asked another student to help you understand module/subject material	61	57	54
1d. Explained module/subject material to other students	65	55	58
1e. Prepared for exams by discussing or working through module/subject material with other students	57	49	52
1f. Worked with other students on projects or assignments	68	66	73
Discussions with Diverse Others			
Percentage of students who responded that they "Very often" or "Often" had discussions with...			
7a. People of a race or ethnicity other than your own	64	61	59
7b. People from an economic background other than your own	74	68	66
7c. People with religious beliefs other than your own	71	57	61
7d. People with political views other than your own	70	61	63

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



SASSE Engagement Indicators Experiences with Staff University of the Free State

Experiences with Staff: First-year students

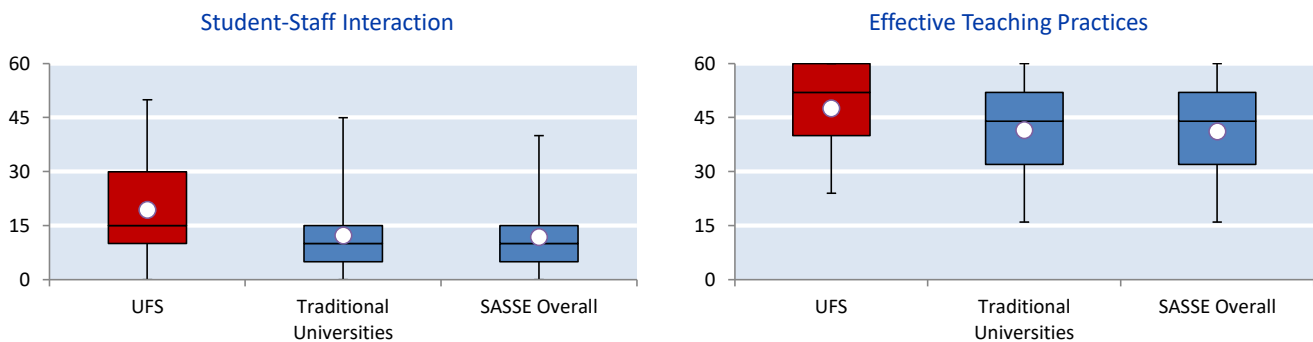
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver module/subject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

Mean Comparisons

Engagement Indicator	UFS Mean	Your first-year students compared with					
		Traditional Universities			SASSE Overall		
		Mean	Effect size		Mean	Effect size	
Student-Staff Interaction	19.35	12.22	***	.54	11.83	***	.60
Effective Teaching Practices	47.55	41.56	***	.42	41.17	***	.45

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

Score Distributions



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

Performance on Indicator Items

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

	UFS	Traditional Universities	SASSE Overall
Student-Staff Interaction			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%	%	%
3a. Talked about your career plans with a lecturer	17	7	8
3b. Worked with a lecturer on activities other than academic work (committees, projects, student groups, etc.)	17	13	10
3c. Discussed module/subject topics, ideas, or concepts with a lecturer	42	25	24
3d. Discussed your academic performance with a lecturer	30	13	13
Effective Teaching Practices			
<i>Percentage responding "Very much" or "Quite a bit" about how much lecturers have...</i>			
5a. Clearly explained module/subject outcomes and requirements	87	84	82
5b. Presented module/subject sessions in an organised way	85	84	76
5c. Used examples or illustrations to explain difficult points	86	82	74
5d. Provided feedback on a draft or work in progress	82	59	61
5e. Provided detailed feedback shortly after they completed tests or assignments	73	55	57

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



SASSE Engagement Indicators Experiences with Staff University of the Free State

Experiences with Staff: Seniors

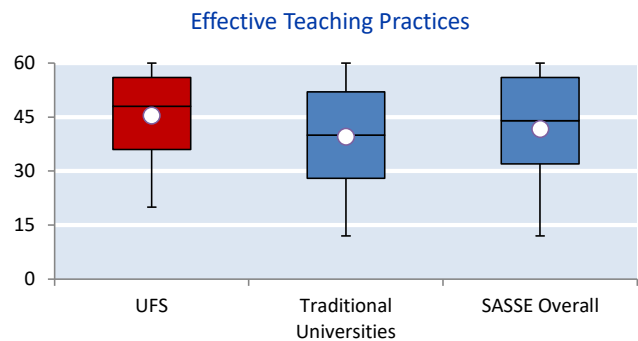
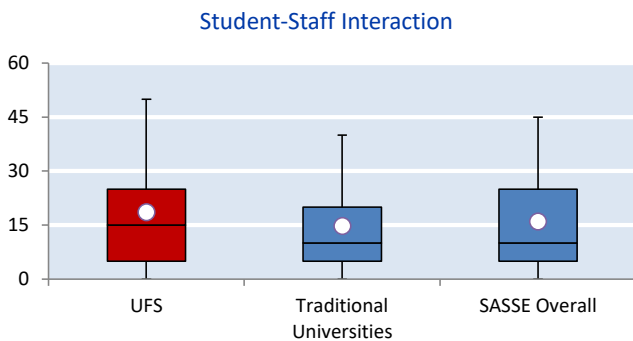
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver module/subject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

Mean Comparisons

Engagement Indicator	UFS Mean	Your seniors compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Student-Staff Interaction	18.61	14.73 ***	.29	16.02 ***	.18
Effective Teaching Practices	45.48	39.55 ***	.39	41.71 ***	.25

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

Score Distributions



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

Performance on Indicator Items

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

	UFS	Traditional Universities	SASSE Overall
Student-Staff Interaction			
Percentage of students who responded that they "Very often" or "Often"...			
3a. Talked about your career plans with a lecturer	18%	14%	15%
3b. Worked with a lecturer on activities other than academic work (committees, projects, student groups, etc.)	18%	12%	14%
3c. Discussed module/subject topics, ideas, or concepts with a lecturer	38%	29%	32%
3d. Discussed your academic performance with a lecturer	27%	19%	23%
Effective Teaching Practices			
Percentage responding "Very much" or "Quite a bit" about how much lecturers have...			
5a. Clearly explained module/subject outcomes and requirements	85%	76%	79%
5b. Presented module/subject sessions in an organised way	84%	78%	79%
5c. Used examples or illustrations to explain difficult points	84%	75%	77%
5d. Provided feedback on a draft or work in progress	75%	56%	62%
5e. Provided detailed feedback shortly after they completed tests or assignments	70%	54%	60%

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



SASSE Engagement Indicators Campus Environment University of the Free State

Campus Environment: First-year students

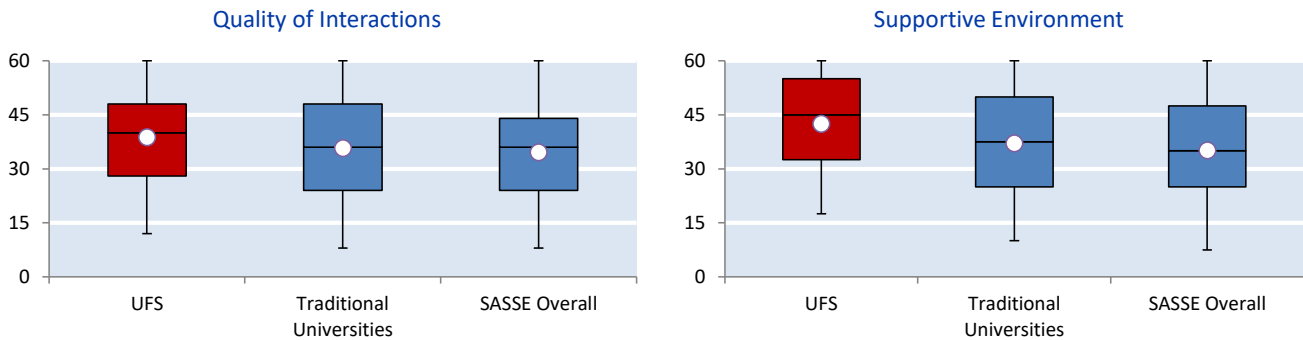
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of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

Mean Comparisons

Engagement Indicator	UFS Mean	Your first-year students compared with					
		Traditional Universities			SASSE Overall		
		Mean	Effect size		Mean	Effect size	
Quality of Interactions	38.76	35.71	***	.20	34.59	***	.30
Supportive Environment	42.48	37.12	***	.33	35.09	***	.49

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

Score Distributions



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

Performance on Indicator Items

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

	UFS	Traditional Universities	SASSE Overall
Quality of Interactions			
<i>Percentage students responding "Excellent" or "Good" about their interactions with...</i>			
	%	%	%
12a. Other students	81	73	66
12b. Peer learning support (e.g. tutors, mentors, facilitators)	73	60	60
12c. Lecturers and academic staff	71	59	60
12d. Student support services (e.g. counselling, health, disability, career)	64	55	55
12e. Other administrative services (e.g. registration, financial aid)	57	52	52
Supportive Environment			
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasised...</i>			
13b. Providing support to help students succeed academically	83	74	73
13c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	86	83	80
13d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)	77	66	62
13e. Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	67	62	51
13f. Providing support for their overall well-being (recreation, health care, counselling, etc.)	78	66	60
13g. Helping you manage your non-academic responsibilities (family, work, etc.)	56	37	31
13h. Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.)	75	67	65
13i. Attending events that address important economic, political, or societal issues either face-to-face or online	65	46	43

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



SASSE Engagement Indicators Campus Environment University of the Free State

Campus Environment: Seniors

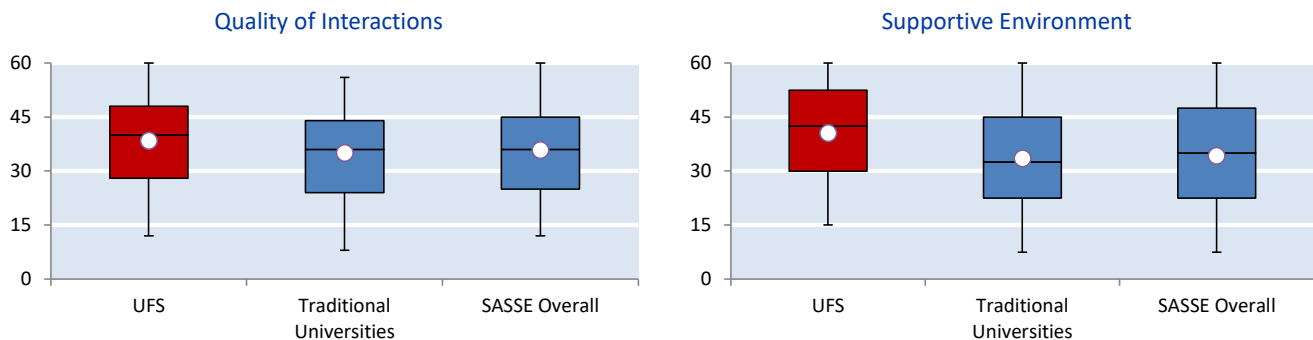
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of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

Mean Comparisons

Engagement Indicator	UFS Mean	Your seniors compared with			
		Traditional Universities		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Quality of Interactions	38.41	35.04 ***	.24	35.81 ***	.18
Supportive Environment	40.52	33.52 ***	.46	34.23 ***	.39

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

Score Distributions



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

Performance on Indicator Items

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

	UFS	Traditional Universities	SASSE Overall
Quality of Interactions			
<i>Percentage students responding "Excellent" or "Good" about their interactions with...</i>			
	%	%	%
12a. Other students	83	81	82
12b. Peer learning support (e.g. tutors, mentors, facilitators)	71	65	64
12c. Lecturers and academic staff	70	63	67
12d. Student support services (e.g. counselling, health, disability, career)	63	55	58
12e. Other administrative services (e.g. registration, financial aid)	56	51	49
Supportive Environment			
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasised...</i>			
13b. Providing support to help students succeed academically	81	71	70
13c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	84	76	76
13d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)	72	64	63
13e. Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	65	57	57
13f. Providing support for their overall well-being (recreation, health care, counselling, etc.)	74	56	59
13g. Helping you manage your non-academic responsibilities (family, work, etc.)	49	28	34
13h. Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.)	70	60	59
13i. Attending events that address important economic, political, or societal issues either face-to-face or online	62	44	46

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

High-Impact Practices





About Your High-Impact Practices Report

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

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

High-Impact Practices in SASSE

Practical work

Internship, work integrated learning, field experience, etc.

Leadership position

In student organisation or group on campus

Student societies

Engage in topics related to students' modules/subjects

International perspective

Develop through campus initiatives

Research with staff

Work with a lecturer on a research project

First-year experience

University orientation and transition programs

Academic literacy activities

Participate in language development activities

Work with students

On a group project or assignment

Consult academic advisor

Help planning studies and education

Peer learning support

E.g. tutors, mentors, facilitators

Explain material as tutor

Learning facilitator to other students

Numeracy activities

Participate in mathematics development activities

Entrepreneurial skills

Participate in program to develop entrepreneurial skills

Mental health improvement

Participate in program focusing on mental health

Service-learning

Modules/subjects including a community-based project

Report Sections

Participation Comparisons (p. 17)

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

Response Detail (pp. 18-21)

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

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

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

Interpreting Comparisons

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

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

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

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

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



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

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

	<i>Your students' participation compared with:</i>				
	UFS	Traditional Universities		SASSE Overall	
	%	%	<i>ES^b</i>	%	<i>ES^b</i>
<i>First-Year</i>					
Practical work	11	15	** -.11	14	** -.09
Leadership position	14	12	.05	8	*** .20
Student societies	19	10	*** .29	8	*** .39
International perspective	10	8	.07	6	*** .16
Research with staff	11	5	*** .28	6	*** .22
First-year experience	53	58	* -.08	52	.03
Academic literacy activities	35	39	* -.08	25	*** .24
Work with students	74	77	* -.08	73	.01
Consult academic advisor	50	26	*** .56	22	*** .68
Peer learning support	62	58	* .09	52	*** .20
Explain material as tutor	30	21	*** .22	23	*** .15
Numeracy activities	16	11	*** .17	9	*** .28
Entrepreneurial skills	17	6	*** .43	11	*** .16
Mental health improvement	21	11	*** .34	13	*** .24
Service-learning	68	59	*** .18	68	.00
<i>Senior</i>					
Practical work	28	35	*** -.16	29	-.02
Leadership position	20	22	-.04	18	.04
Student societies	21	18	*** .09	16	*** .12
International perspective	12	13	-.01	14	-.04
Research with staff	15	13	* .06	13	* .05
First-year experience	48	47	.01	43	*** .09
Academic literacy activities	32	31	.01	26	*** .14
Work with students	76	81	*** -.13	79	** -.06
Consult academic advisor	55	31	*** .50	30	*** .53
Peer learning support	66	57	*** .18	57	*** .19
Explain material as tutor	30	32	* -.05	32	* -.05
Numeracy activities	18	17	.03	16	** .05
Entrepreneurial skills	19	12	*** .23	13	*** .17
Mental health improvement	23	18	*** .13	19	*** .09
Service-learning	74	64	*** .22	68	*** .13

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

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

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

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



SASSE High-Impact Practices

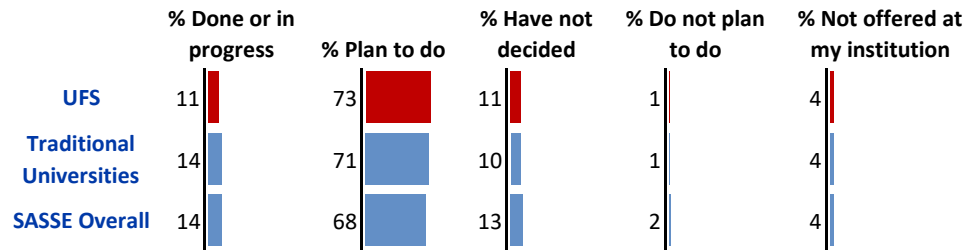
Response Detail

University of the Free State

First-Year Students

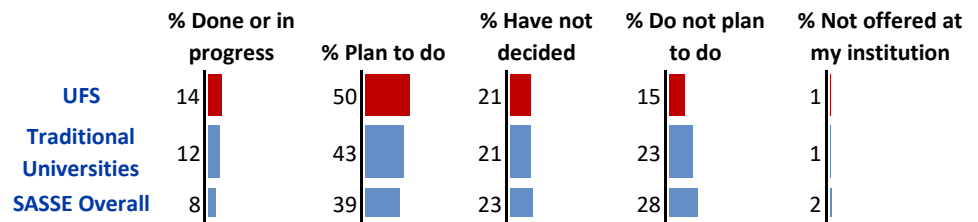
Practical work

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



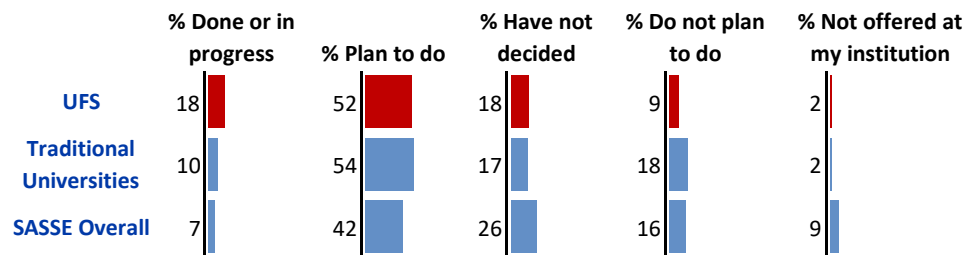
Leadership position

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



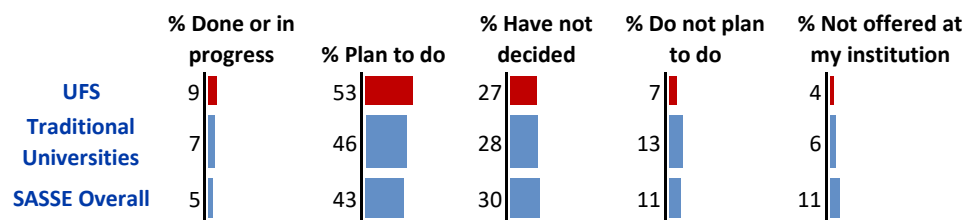
Student societies

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



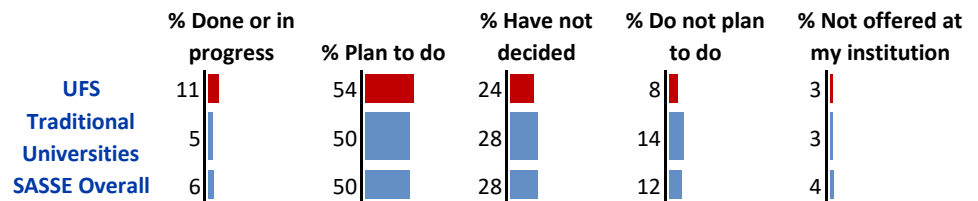
International perspective

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



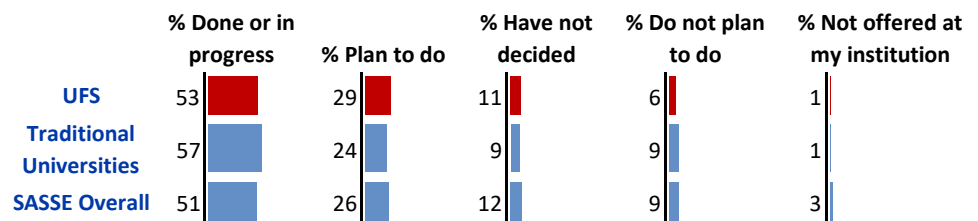
Research with a staff member

Work with a lecturer or staff member on a research project



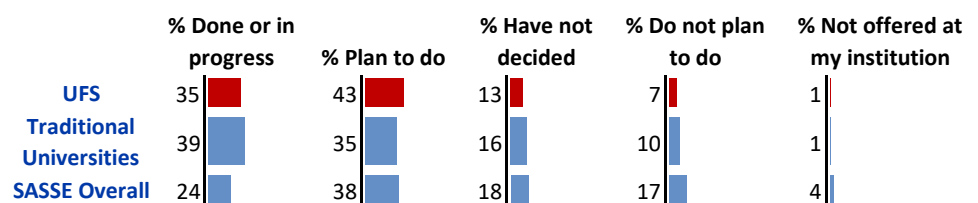
First-year experience

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



Academic literacy activities

Participate in academic literacy or language development activities



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



SASSE High-Impact Practices

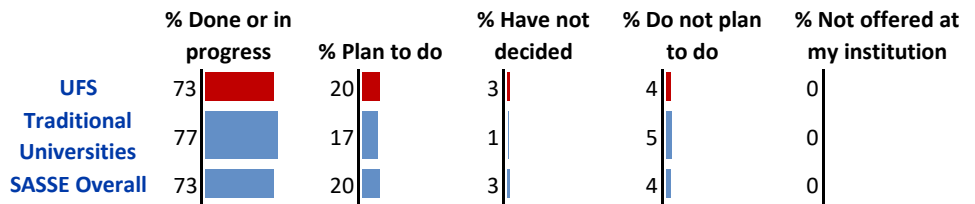
Response Detail

University of the Free State

First-Year Students (continued)

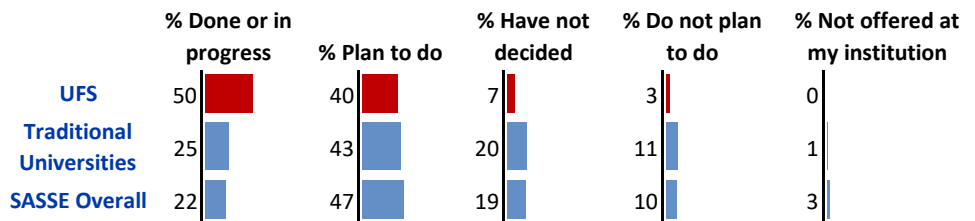
Work with students

Work with other students on a group project or assignment



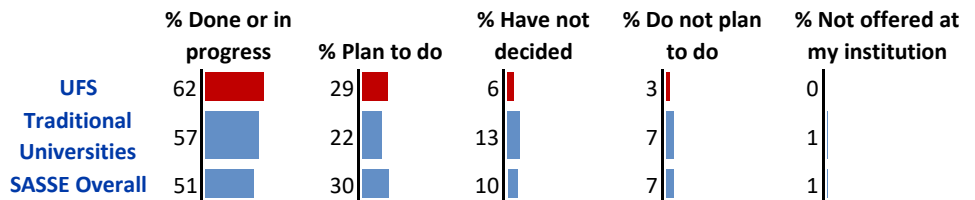
Consult academic advisor

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



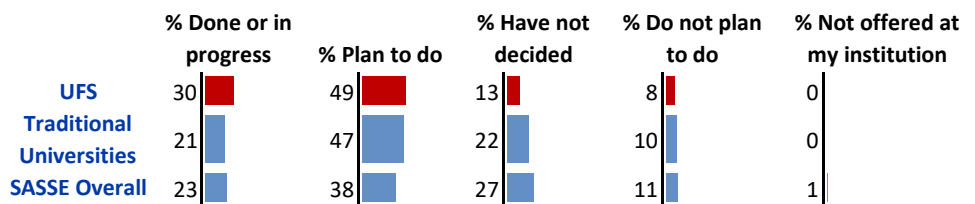
Peer learning support

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



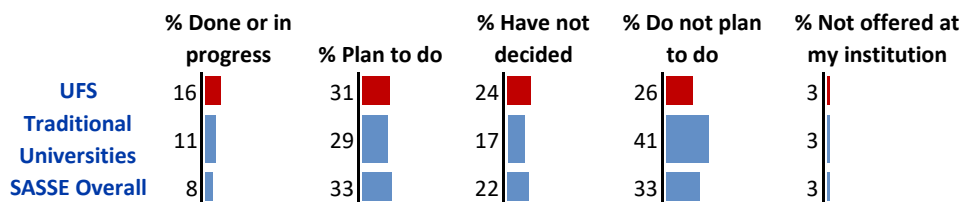
Explain material as tutor

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



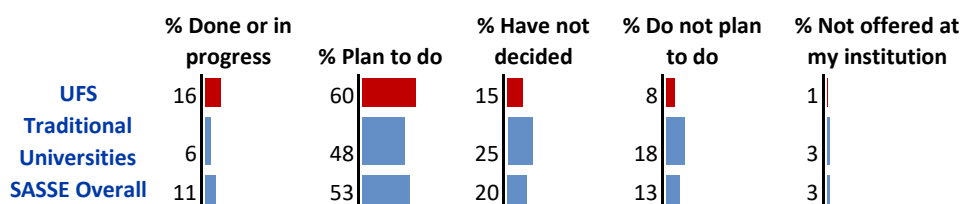
Numeracy activities

Participate in mathematics or numeracy development activities



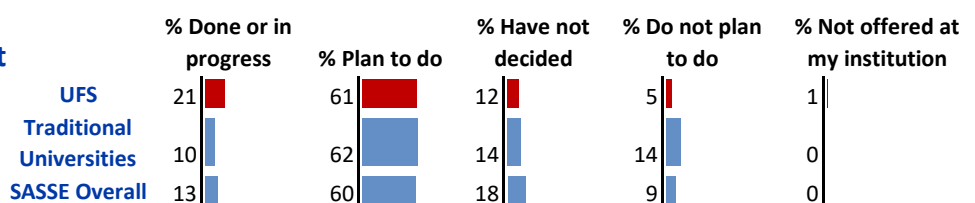
Entrepreneurial skills

Participate in an institutional program that develops entrepreneurial skills



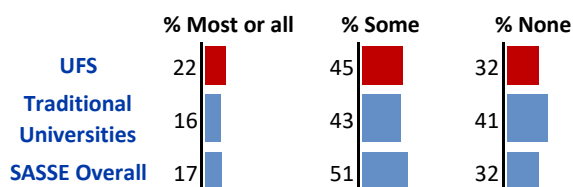
Mental health improvement

Participate in an institutional program that focuses on improving mental health



Service-learning

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



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



SASSE High-Impact Practices

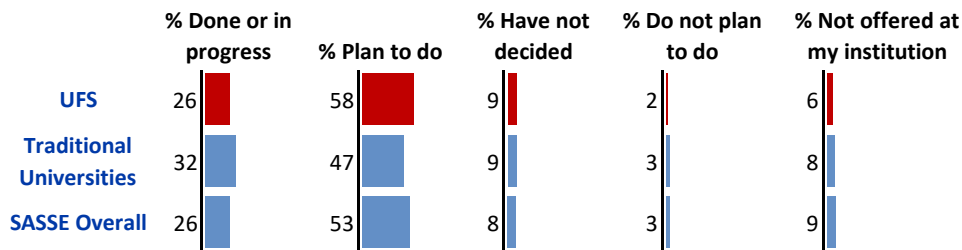
Response Detail

University of the Free State

Seniors

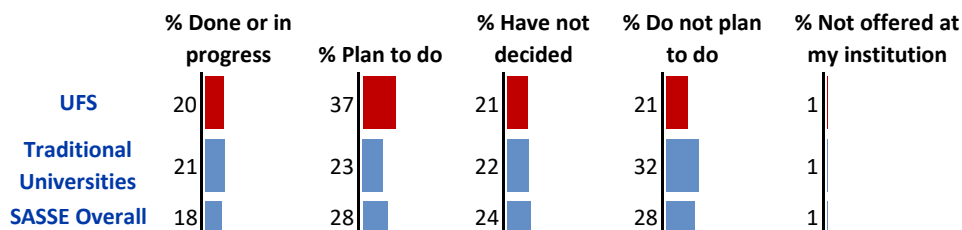
Practical work

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



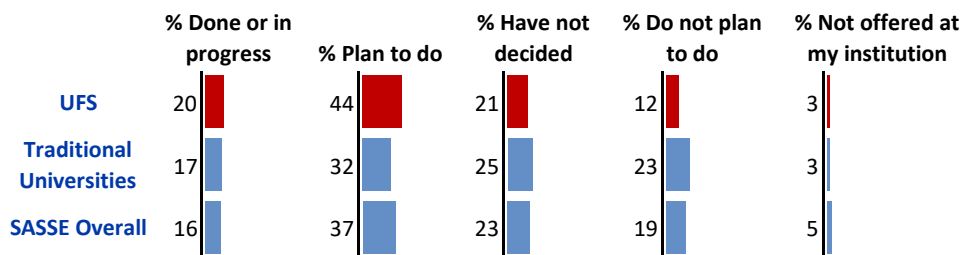
Leadership position

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



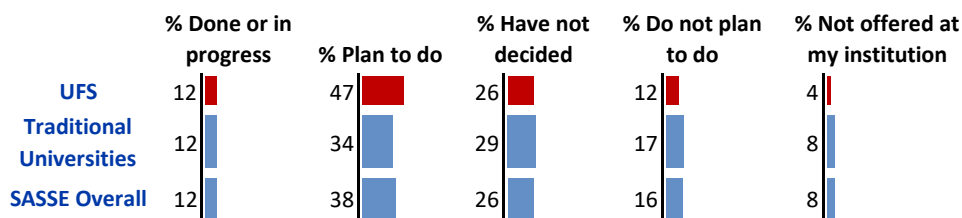
Student societies

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



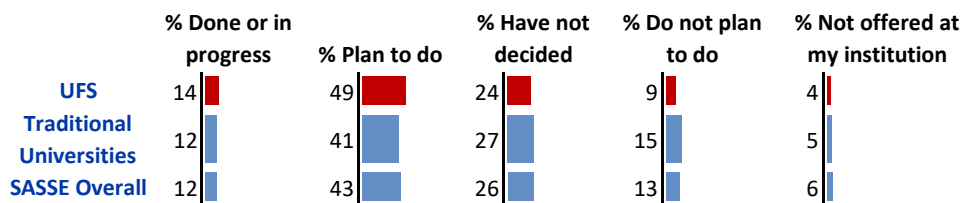
International perspective

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



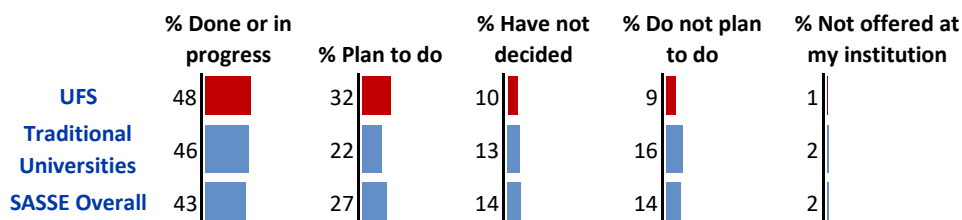
Research with a staff member

Work with a lecturer or staff member on a research project



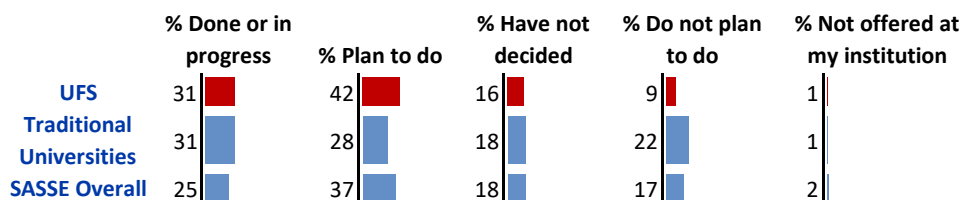
First-year experience

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



Academic literacy activities

Participate in academic literacy or language development activities



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



SASSE High-Impact Practices

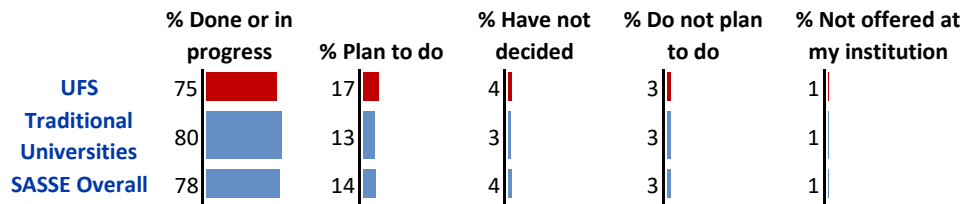
Response Detail

University of the Free State

Seniors (continued)

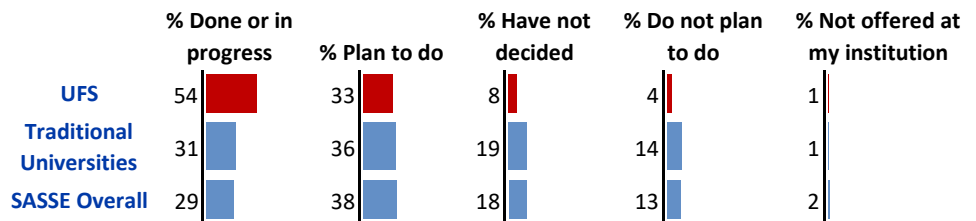
Work with students

Work with other students on a group project or assignment



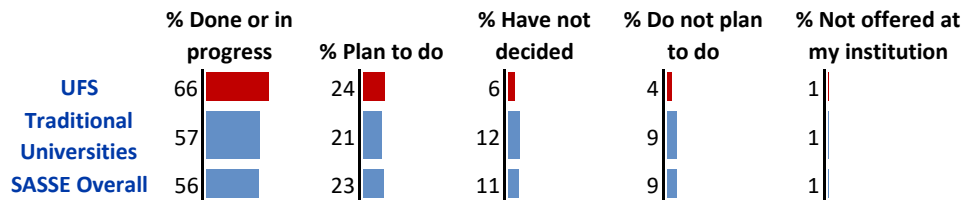
Consult academic advisor

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



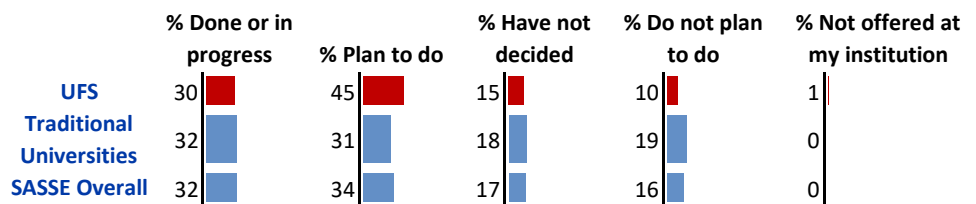
Peer learning support

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



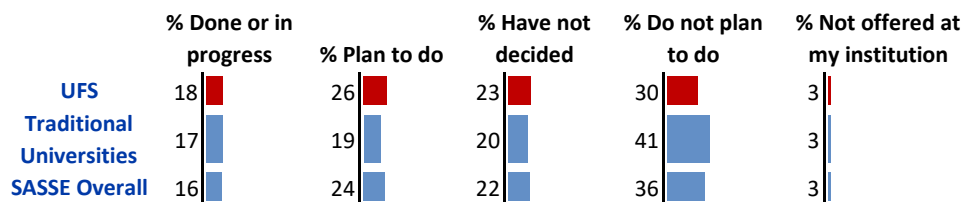
Explain material as tutor

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



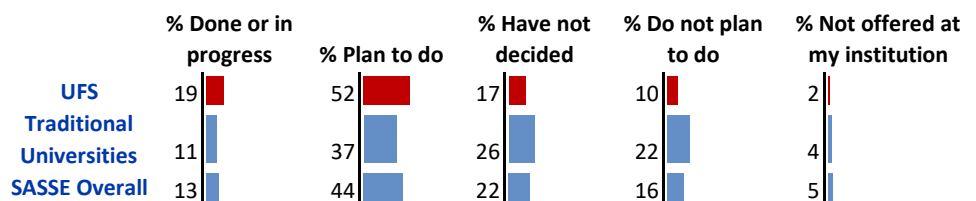
Numeracy activities

Participate in mathematics or numeracy development activities



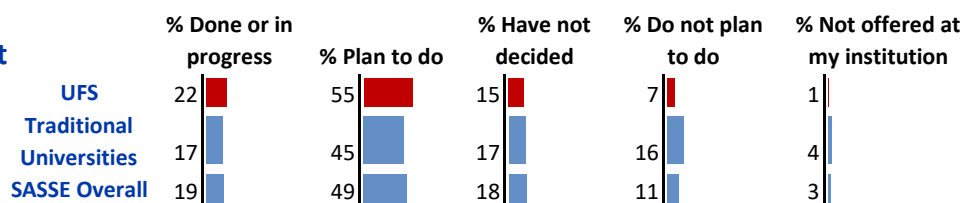
Entrepreneurial skills

Participate in an institutional program that develops entrepreneurial skills



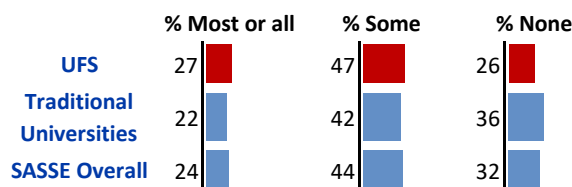
Mental health improvement

Participate in an institutional program that focuses on improving mental health



Service-learning

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



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



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

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

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

	First-Year														
	Practical Work	Leadership Position	Student Societies	International Perspective	Research with Staff	First-Year Experience	Academic Literacy Activities	Work with Students	Consult Academic Advisor	Peer Learning Support	Explain Material as Tutor	Numeracy Activities	Entrepreneurial Skills	Mental Health Improvement	Service-Learning
Gender^a	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Male	13	13	22	13	14	51	38	73	52	62	34	19	23	25	73
Female	9	14	17	8	9	54	34	74	50	62	27	15	13	19	64
Race															
African	10	14	19	10	10	53	35	75	51	63	30	16	16	21	68
Coloured	-	21	-	-	-	52	33	65	40	55	-	24	-	26	60
Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	61	33	69	36	47	-	-	-	-	42
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
First-generation^b															
Not first-generation	13	16	17	9	12	57	39	69	44	60	24	13	10	17	54
First-generation	10	13	19	10	10	53	34	75	51	63	30	17	17	21	70
Enrollment															
Full-time contact	10	14	19	9	11	54	35	74	50	63	29	16	16	21	67
Full-time distance	-	-	-	-	-	-	-	71	57	48	-	-	-	-	76
Part-time contact	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Part-time distance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Major field of study^c															
Business, Commerce, and Management	6	14	18	9	11	58	34	78	44	62	29	21	16	18	62
Education	11	15	18	10	7	54	29	80	57	71	37	15	17	20	76
Human and Social Sciences	10	12	17	8	9	48	35	70	53	56	27	13	14	20	69
Science, Engineering, and Technology	17	17	22	14	16	58	43	72	48	64	28	19	19	29	61
Overall	11	14	19	10	11	53	35	74	50	62	30	16	17	21	68

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

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

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

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



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

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

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

	Senior														
	Practical Work	Leadership Position	Student Societies	International Perspective	Research with Staff	First-Year Experience	Academic Literacy Activities	Work with Students	Consult Academic Advisor	Peer Learning Support	Explain Material as Tutor	Numeracy Activities	Entrepreneurial Skills	Mental Health Improvement	Service-Learning
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Gender^a															
Male	30	22	24	14	16	47	35	74	55	63	33	23	24	25	76
Female	27	19	19	11	14	48	30	77	55	68	28	16	16	22	73
Race															
African	27	20	21	12	14	48	32	76	55	68	30	18	19	23	74
Coloured	29	17	16	9	11	42	25	73	50	57	24	17	16	18	74
Indian	-	-	-	-	-	-	-	71	-	-	-	-	-	-	86
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	45	21	15	9	38	54	32	82	47	48	22	10	14	20	74
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
First-generation^b															
Not first-generation	30	23	18	12	19	52	31	75	48	62	26	15	18	23	65
First-generation	27	19	21	12	14	47	32	76	56	67	31	18	19	23	76
Enrollment															
Full-time contact	28	20	21	12	14	48	31	76	54	67	30	18	19	23	75
Full-time distance	25	19	23	10	25	43	30	66	57	64	26	13	21	25	64
Part-time contact	33	-	-	-	-	57	45	76	65	62	29	-	-	-	76
Part-time distance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Major field of study^c															
Business, Commerce, and Management	17	21	22	13	12	51	33	78	51	66	28	19	20	25	66
Education	47	19	20	12	11	45	31	80	59	72	35	22	20	22	85
Human and Social Sciences	20	17	21	11	18	49	31	73	56	64	27	13	17	22	75
Science, Engineering, and Technology	22	25	18	14	15	50	30	72	47	63	30	22	19	23	61
Overall	28	20	21	12	15	48	32	76	55	66	30	18	19	23	74

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

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

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

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

Financial Stress Scale





SASSE Financial Stress Scale

University of the Free State

Financial Stress Scale

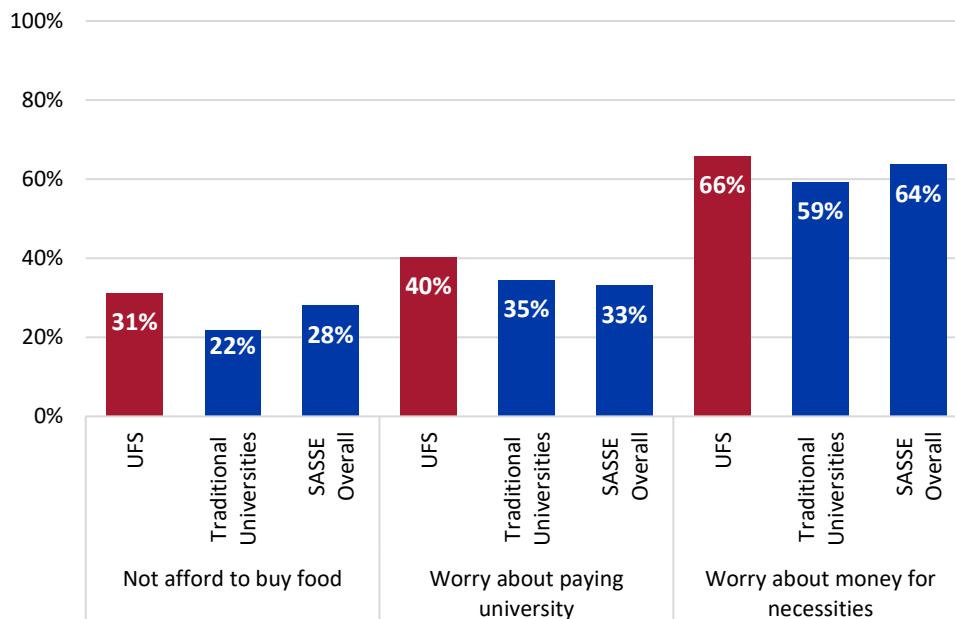
In light of the financial pressures faced by students and the significant impact these pressures have on access, success, and broader transformation of the higher education system and the societies they serve, a Financial Stress Scale (FSS) was included in the SASSE survey. The FSS consists of six questions related to students' expenditures, financial anxieties, as well as the causes and consequences related to these anxieties.

Financial stress and consequences

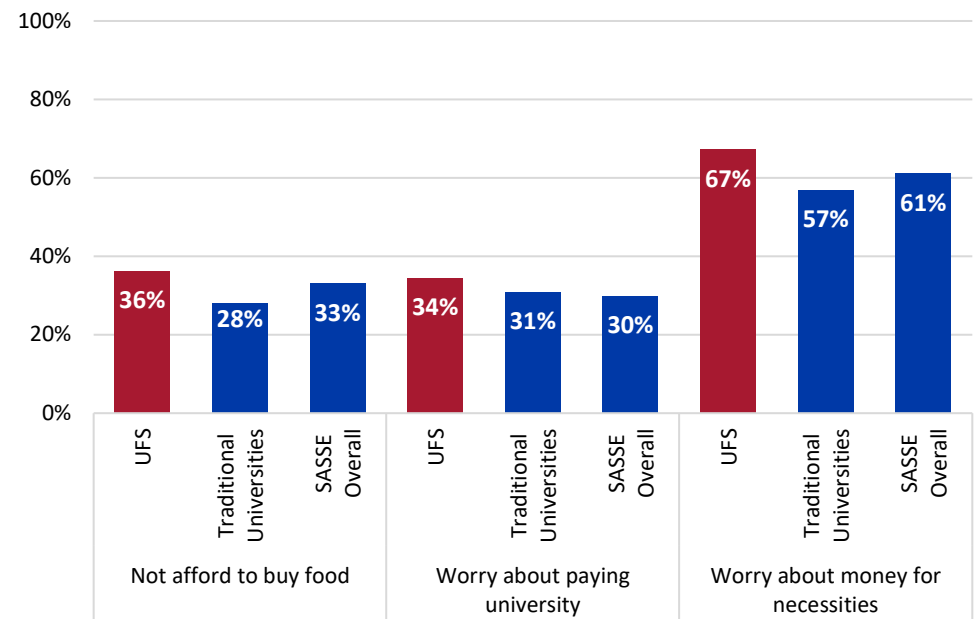
Students were asked about their worries regarding finances and the consequences of these worries. Students were asked how frequently they encountered worries regarding paying for necessities. Response options included "Never", "Sometimes", "Most days" and "Every day".

Percentage who responded "Most days" or "Every day"

First-year



Senior





SASSE Financial Stress Scale

University of the Free State

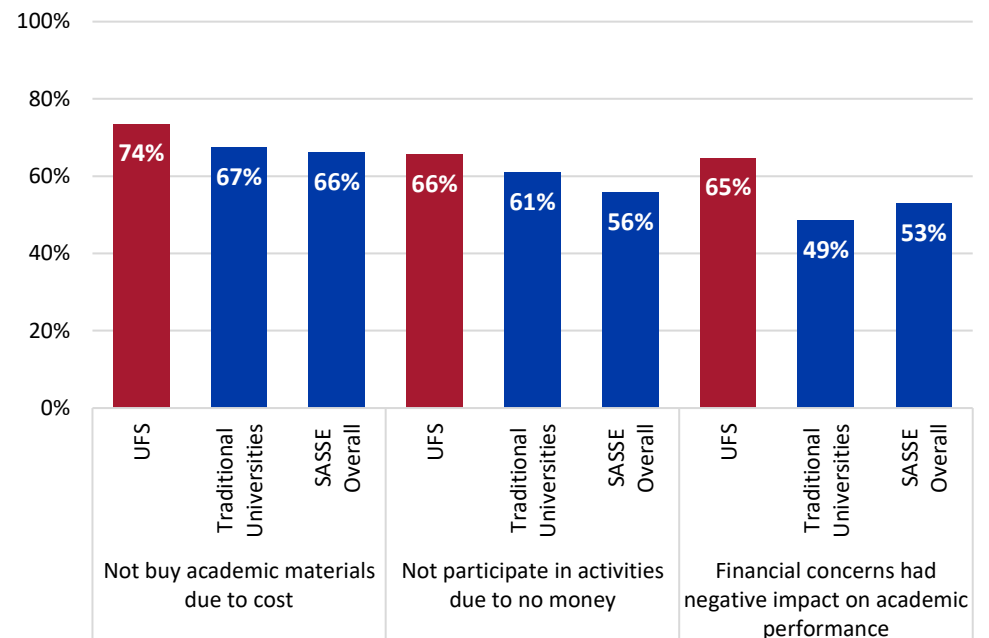
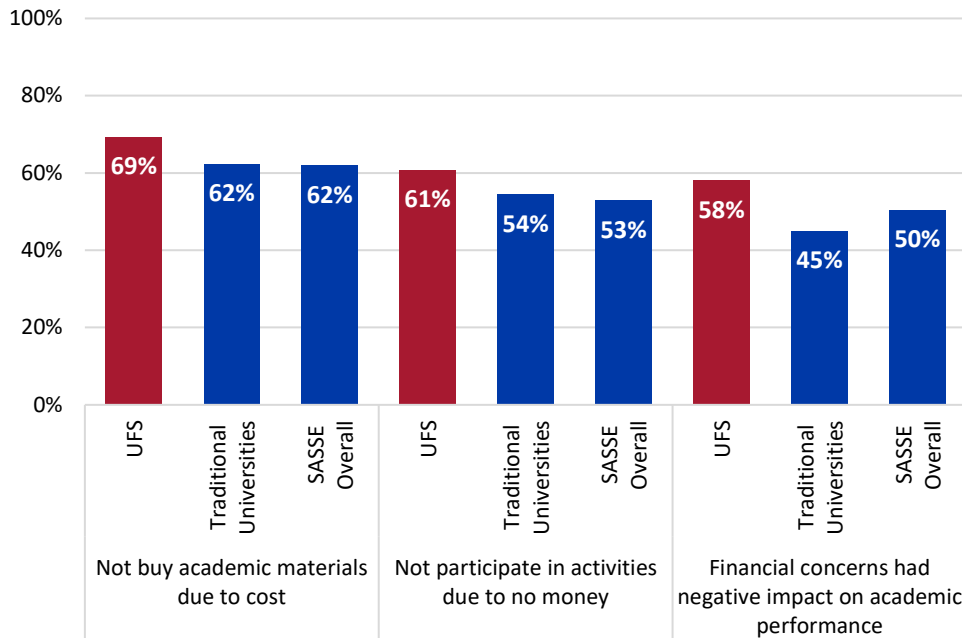
Financial stress and consequences (cont.)

Did the following scenarios happen to students during their time in higher education? Response options included "Yes" and "No".

Percentage who experienced the following (responded "Yes")

First-year

Senior





SASSE Financial Stress Scale

University of the Free State

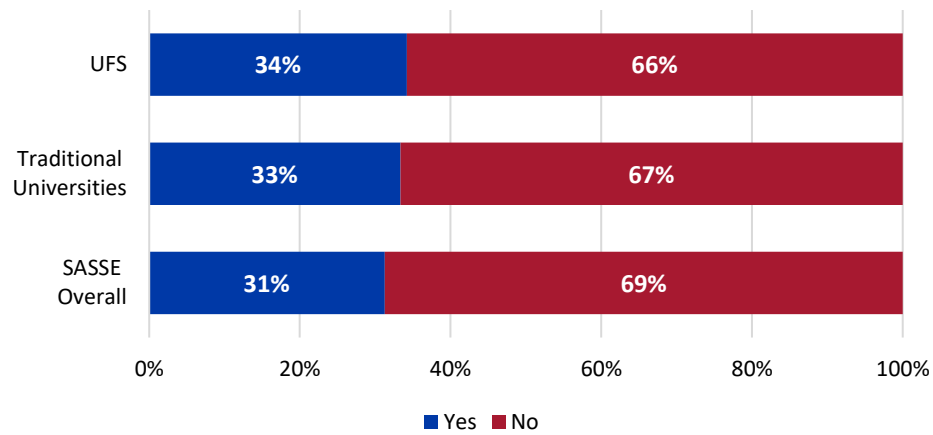
Financial stress and consequences (cont.)

Dropping out

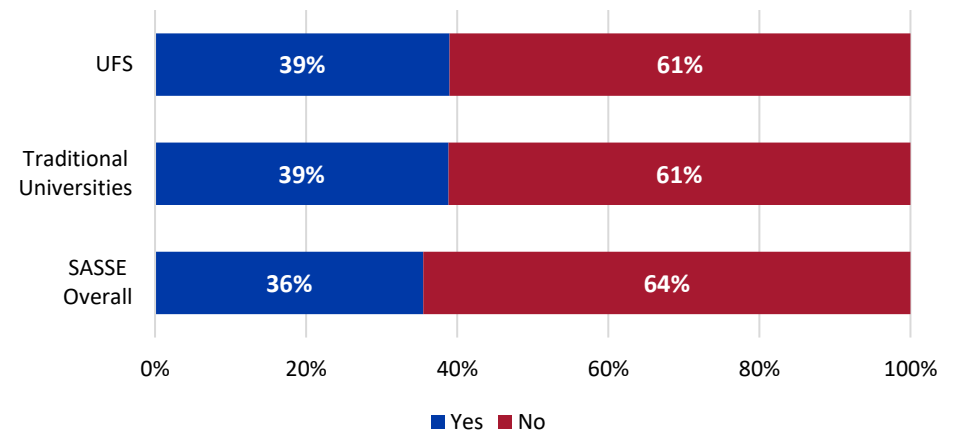
Students were asked whether they have considered dropping out of university.

Percentage of students who considered dropping out

First-year



Senior





SASSE Financial Stress Scale

University of the Free State

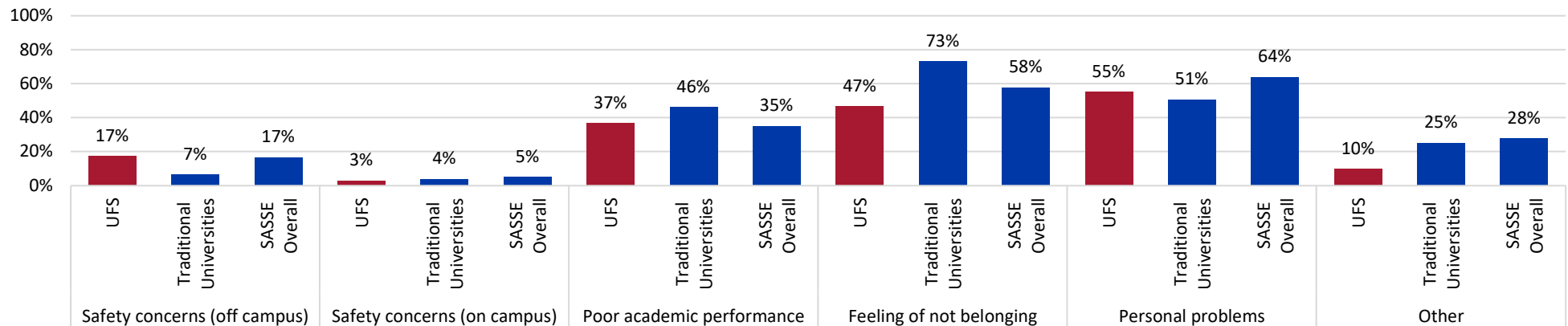
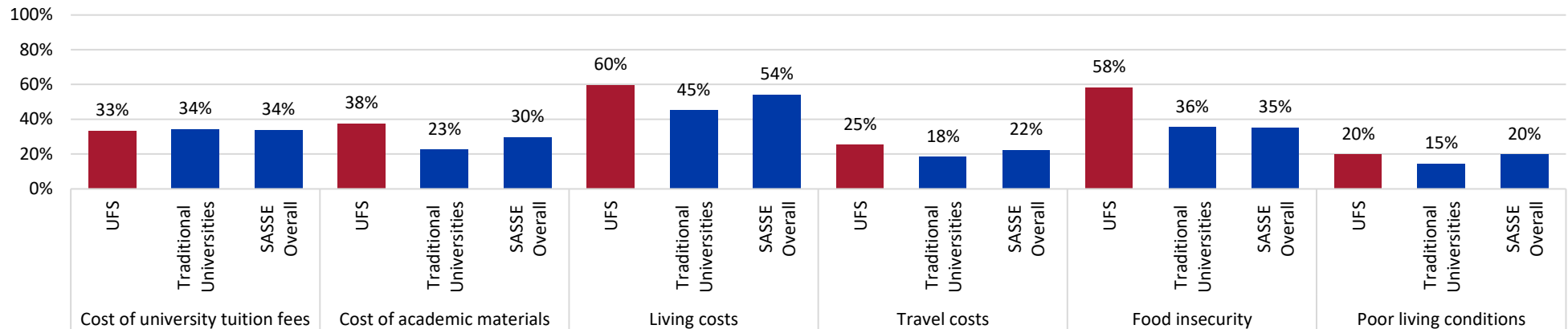
Financial stress and consequences (cont.)

Considerations for dropping out

Students were asked regarding the reasons that they have considered for dropping out of university. They could choose more than one option.

Reasons students considered dropping out

First-year





SASSE Financial Stress Scale

University of the Free State

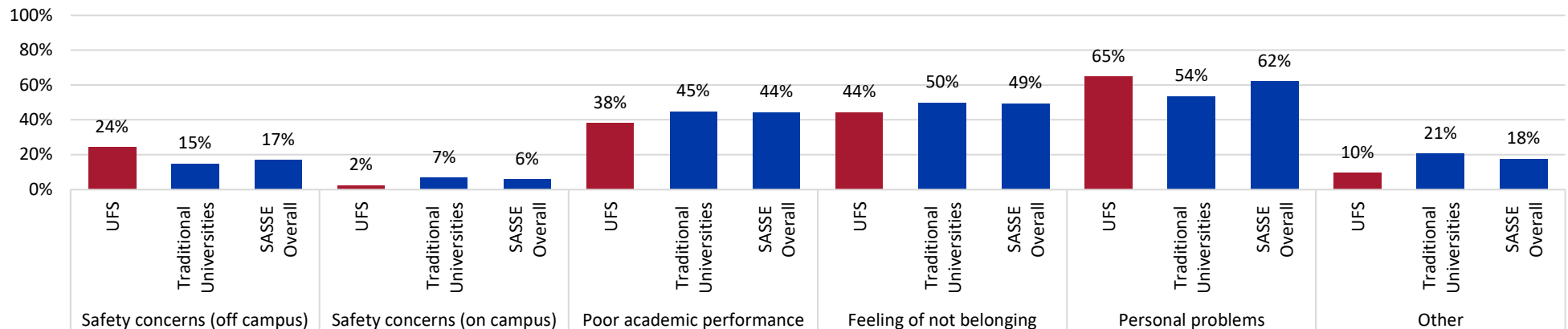
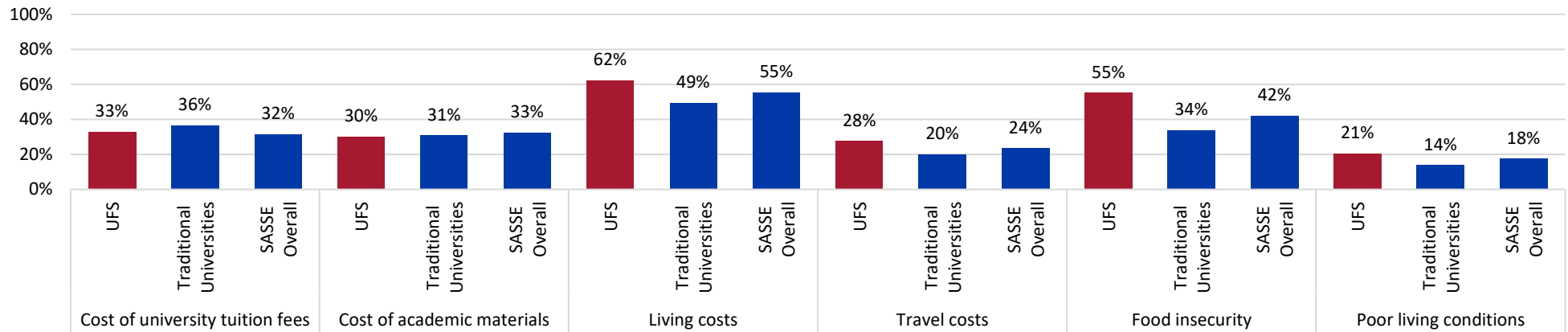
Financial stress and consequences (cont.)

Considerations for dropping out (cont.)

Students were asked regarding the reasons that they have considered for dropping out of university. They could choose more than one option.

Reasons students considered dropping out

Senior





SASSE Financial Stress Scale

University of the Free State

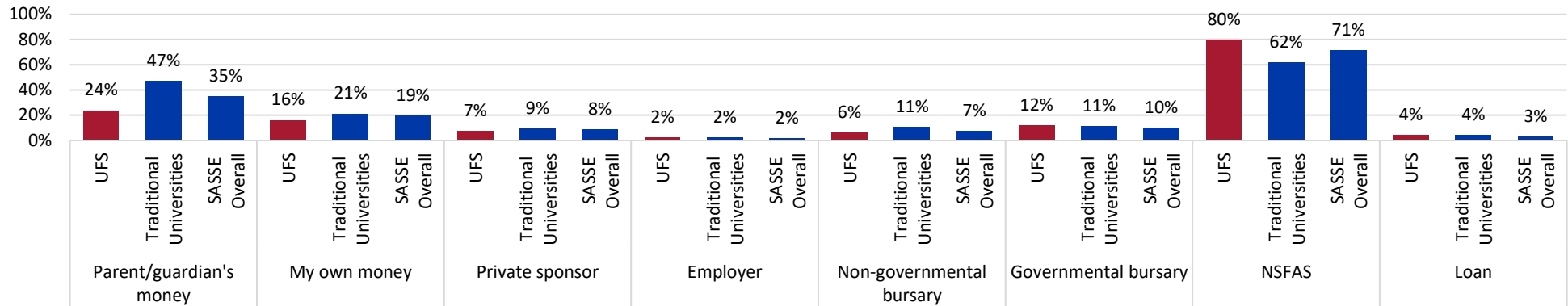
Financial status

Sources used to pay for educational expenses

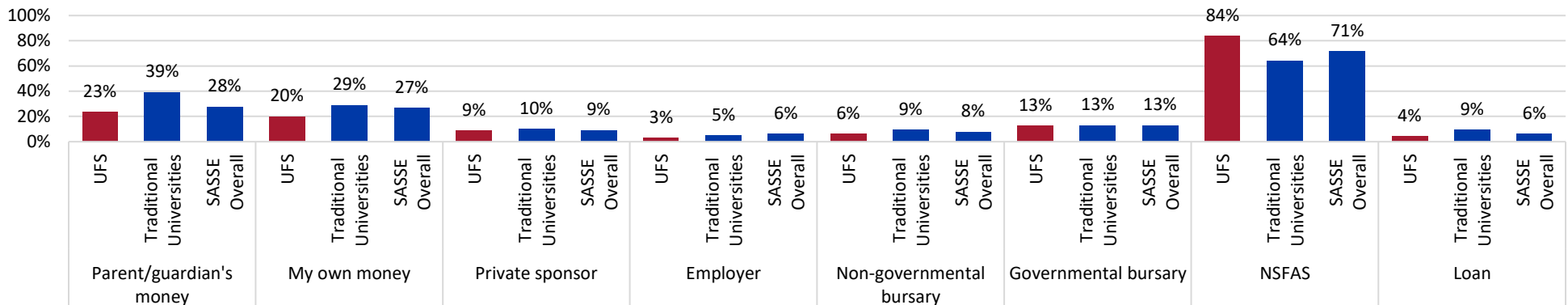
Students were asked regarding the sources that they use for their educational expenses and how much money they spend on various items.

Sources students used to pay for expenses

First-year



Senior





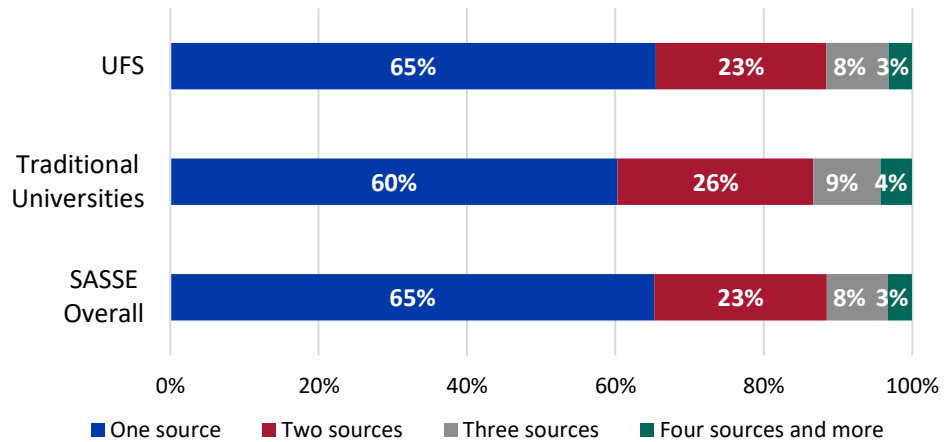
SASSE Financial Stress Scale

University of the Free State

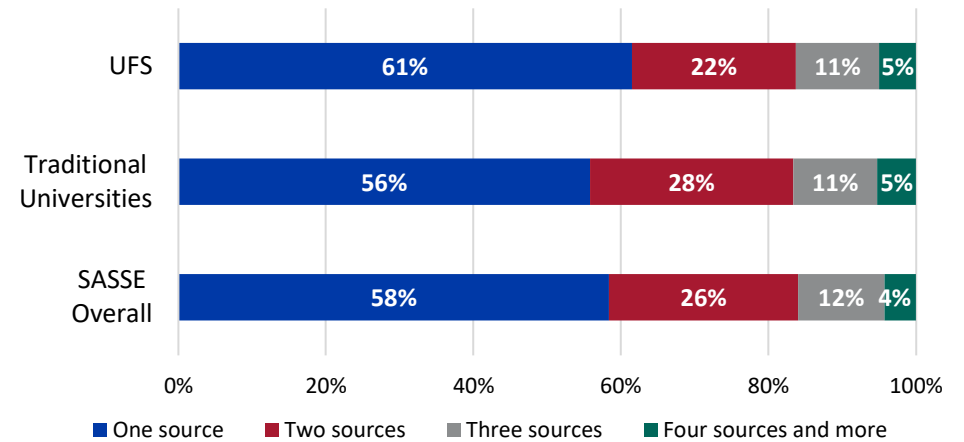
Financial status (cont.)

Number of sources used

First-year



Senior





SASSE Financial Stress Scale

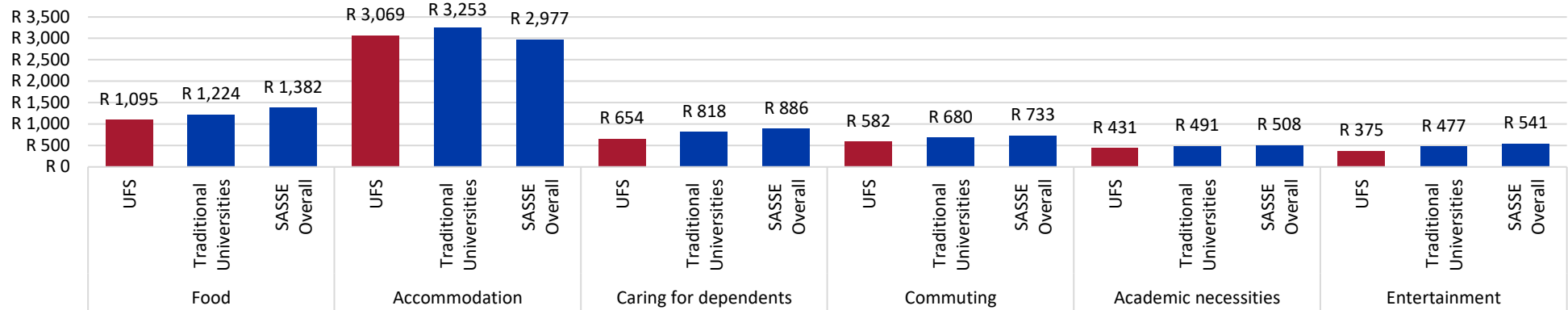
University of the Free State

Financial status cont.

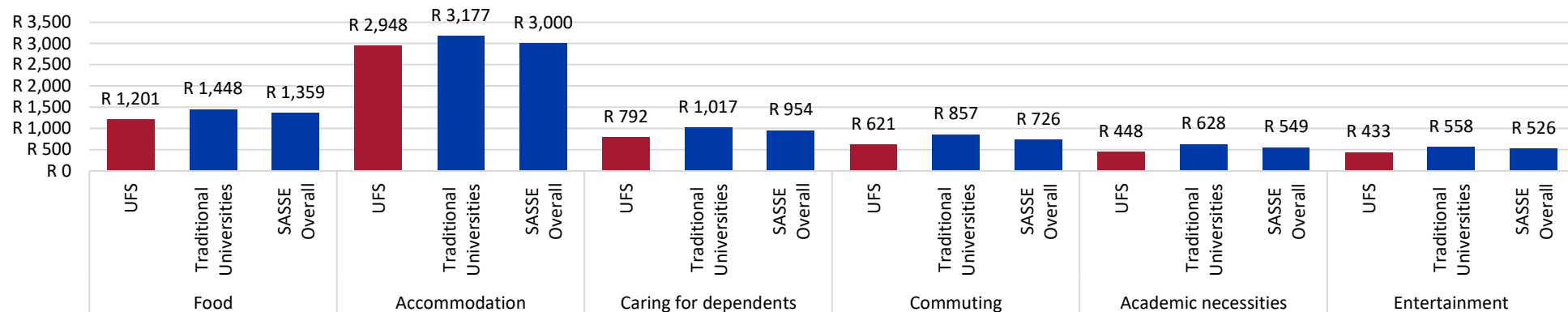
Money spent in an average month

Average amount spent on expenses

First-year



Senior



Frequencies and Statistical Comparisons





SASSE Frequencies and Statistical Comparisons

About This Report

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

1. **Class level**

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

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

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

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

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

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

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

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

8. **Key to symbols:**

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



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
Variable name ^c	Values ^d	Response options														
1. Think about the current academic year. How often have you done each of the following?																
a	askquest	1	Never	26	2%	23	9%	33	8%	2.9	2.5	***	.50	2.5	***	.54
		2	Sometimes	367	34%	132	48%	195	52%							
		3	Often	395	36%	77	28%	115	27%							
		4	Very Often	307	28%	39	15%	57	13%							
			Total	1,095	100%	271	100%	400	100%							
b	CLaskhelp	1	Never	41	4%	27	11%	40	11%	2.9	2.6	***	.33	2.6	***	.36
		2	Sometimes	357	33%	102	39%	153	43%							
		3	Often	367	33%	84	29%	121	26%							
		4	Very Often	328	30%	60	20%	88	20%							
			Total	1,093	100%	273	100%	402	100%							
c	CLexplain	1	Never	23	2%	22	8%	34	9%	2.9	2.7	***	.24	2.6	***	.38
		2	Sometimes	359	33%	112	39%	166	44%							
		3	Often	388	35%	72	27%	113	28%							
		4	Very Often	322	30%	67	26%	89	20%							
			Total	1,092	100%	273	100%	402	100%							
d	CLstudy	1	Never	119	11%	66	27%	96	24%	2.8	2.3	***	.45	2.3	***	.44
		2	Sometimes	336	30%	101	36%	143	37%							
		3	Often	305	28%	54	18%	85	20%							
		4	Very Often	330	30%	52	20%	76	19%							
			Total	1,090	100%	273	100%	400	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
Item wording or description	Variable name ^c	Values ^d	Response options												
e Worked with other students on projects or assignments	CLproject	1	Never	74	7%	29	11%	32	6%	3.0	2.8	***	.22	3.0	.02
		2	Sometimes	264	24%	89	32%	126	29%						
		3	Often	342	31%	72	24%	99	25%						
		4	Very Often	413	38%	83	32%	144	39%						
		Total		1,093	100%	273	100%	401	100%						
f Gave a module/subject presentation	present	1	Never	275	25%	142	57%	191	42%	2.2	1.6	***	.68	1.9	***
		2	Sometimes	473	44%	90	30%	134	35%						
		3	Often	215	20%	25	9%	50	15%						
		4	Very Often	130	12%	16	5%	27	8%						
		Total		1,093	100%	273	100%	402	100%						
2. During the current academic year, about how often have you done the following?															
a Combined ideas from different modules/subjects when completing assignments	Rlntegrate	1	Never	45	4%	14	6%	30	9%	2.9	2.7	***	.24	2.6	***
		2	Sometimes	351	32%	100	38%	151	42%						
		3	Often	393	36%	102	38%	148	34%						
		4	Very Often	306	28%	56	18%	73	15%						
		Total		1,095	100%	272	100%	402	100%						
b Connected your learning to societal problems or issues	Rlsocietal	1	Never	105	10%	35	15%	59	20%	2.7	2.6	*	.08	2.4	***
		2	Sometimes	400	37%	93	35%	150	38%						
		3	Often	347	31%	82	27%	117	28%						
		4	Very Often	238	22%	62	22%	75	14%						
		Total		1,090	100%	272	100%	401	100%						
c Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	Rldiverse	1	Never	118	11%	57	25%	88	21%	2.7	2.4	***	.24	2.4	***
		2	Sometimes	380	35%	80	30%	123	32%						
		3	Often	340	31%	82	26%	119	31%						
		4	Very Often	253	23%	53	20%	71	15%						
		Total		1,091	100%	272	100%	401	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
										UFS	Traditional Universities		SASSE Overall		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
d Examinated the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	38	4%	15	6%	27	9%	3.0	2.8	*** .17	2.7	*** .26	
		2	Sometimes	294	27%	77	28%	115	28%						△
		3	Often	413	38%	114	43%	166	43%						△
		4	Very Often	347	32%	65	23%	93	20%						
		Total		1,092	100%	271	100%	401	100%						
e Tried to better understand someone else's views by imagining how an issue looks from their point of view	Rlperspect	1	Never	19	2%	15	7%	22	6%	3.1	2.9	*** .22	2.8	*** .32	
		2	Sometimes	236	22%	69	24%	108	32%						△
		3	Often	459	42%	115	43%	161	37%						△
		4	Very Often	375	34%	73	27%	111	25%						▲
		Total		1,089	100%	272	100%	402	100%						
f Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	15	1%	3	2%	6	2%	3.2	3.1	** .12	3.1	*** .12	
		2	Sometimes	196	18%	54	22%	90	24%						△
		3	Often	435	40%	114	42%	162	37%						△
		4	Very Often	442	40%	101	35%	144	37%						
		Total		1,088	100%	272	100%	402	100%						
g Connected ideas from your modules/subjects to your prior experiences and knowledge	Rlconnect	1	Never	8	1%	5	2%	7	2%	3.2	3.1	* .09	3.0	*** .18	
		2	Sometimes	214	20%	58	21%	95	26%						△
		3	Often	457	41%	110	42%	172	42%						△
		4	Very Often	412	38%	99	35%	128	31%						
		Total		1,091	100%	272	100%	402	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
Variable name ^c	Values ^d	Response options															
3. During the current academic year, about how often have you done the following?																	
a	Talked about your career plans with a lecturer	SScareer	1	Never	526	47%	183	70%	270	66%	1.8	1.4	***	.51	1.5	***	.42
			2	Sometimes	387	36%	66	22%	96	26%							
			3	Often	115	10%	15	5%	22	5%							
			4	Very Often	66	6%	7	3%	12	3%							
				Total	1,094	100%	271	100%	400	100%							
b	Worked with a lecturer on activities other than academic work (committees, projects, student groups, etc.)	SSotherwork	1	Never	622	57%	185	71%	282	74%	1.7	1.5	***	.23	1.4	***	.35
			2	Sometimes	282	26%	50	16%	70	15%							
			3	Often	120	11%	22	7%	30	6%							
			4	Very Often	67	6%	13	6%	18	4%							
				Total	1,091	100%	270	100%	400	100%							
c	Discussed module/subject topics, ideas, or concepts with a lecturer	SSdiscuss	1	Never	197	18%	93	36%	133	32%	2.4	2.0	***	.43	2.0	***	.46
			2	Sometimes	436	40%	110	39%	163	45%							
			3	Often	286	27%	42	15%	69	16%							
			4	Very Often	174	16%	27	10%	36	8%							
				Total	1,093	100%	272	100%	401	100%							
d	Discussed your academic performance with a lecturer	SSperform	1	Never	405	37%	160	62%	240	65%	2.0	1.6	***	.55	1.5	***	.61
			2	Sometimes	362	33%	73	25%	98	22%							
			3	Often	211	19%	23	7%	42	9%							
			4	Very Often	114	11%	15	6%	21	5%							
				Total	1,092	100%	271	100%	401	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
Variable name ^c	Values ^d	Response options															
4. During the current academic year, how much has your academic work emphasised the following?																	
a	Memorising module/subject material (facts, ideas, etc.)	memorize	1	Very little	33	3%	7	3%	15	5%	3.2	3.1	***	.17	3.1	***	.16
		2	Some	169	15%	52	20%	72	17%								
		3	Quite a bit	415	38%	120	44%	179	42%								
		4	Very much	477	44%	94	34%	135	36%								
			Total	1,094	100%	273	100%	401	100%								
b	Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	13	1%	8	3%	14	4%	3.4	3.2	***	.25	3.0	***	.44
		2	Some	144	13%	51	21%	80	25%								
		3	Quite a bit	325	30%	87	30%	141	35%								
		4	Very much	611	56%	126	46%	165	36%								
			Total	1,093	100%	272	100%	400	100%								
c	Identifying the different parts of an idea, experience, or argument in detail (analysing)	HOanalyze	1	Very little	36	3%	15	6%	17	4%	3.3	3.0	***	.27	2.9	***	.38
		2	Some	166	15%	59	22%	100	29%								
		3	Quite a bit	376	34%	94	36%	145	37%								
		4	Very much	513	47%	103	36%	138	30%								
			Total	1,091	100%	271	100%	400	100%								
d	Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	30	3%	11	4%	20	6%	3.3	3.1	***	.24	2.9	***	.40
		2	Some	165	15%	57	23%	96	29%								
		3	Quite a bit	356	33%	95	35%	138	34%								
		4	Very much	538	49%	109	38%	147	32%								
			Total	1,089	100%	272	100%	401	100%								
e	Forming a new idea or understanding by putting together various pieces of information	HOform	1	Very little	33	3%	11	5%	15	4%	3.3	3.1	***	.20	3.1	***	.21
		2	Some	155	14%	53	22%	83	23%								
		3	Quite a bit	345	32%	84	29%	128	29%								
		4	Very much	560	51%	125	44%	176	44%								
			Total	1,093	100%	273	100%	402	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
Variable name ^c	Values ^d	Response options												
5. During the current academic year, to what extent have your lecturers done the following?														
a	Clearly explained module/subject outcomes and requirements	ETgoals	1	Very little	19	2%	5	2%	12	4%	3.5	3.3 *** .28	3.3 *** .23	
			2	Some	118	11%	37	14%	56	14%				
			3	Quite a bit	273	25%	102	40%	137	31%				
			4	Very much	679	62%	128	44%	196	51%				
			Total		1,089	100%	272	100%	401	100%				
b	Presented module/subject sessions in an organised way	ETorganize	1	Very little	40	4%	12	5%	17	9%	3.4	3.3 *** .13	3.1 *** .29	
			2	Some	122	11%	29	11%	53	15%				
			3	Quite a bit	258	24%	84	32%	123	29%				
			4	Very much	668	61%	146	52%	207	47%				
			Total		1,088	100%	271	100%	400	100%				
c	Used examples or illustrations to explain difficult points	ETexample	1	Very little	24	2%	7	3%	15	4%	3.4	3.3 *** .13	3.2 *** .29	
			2	Some	128	12%	36	15%	59	21%				
			3	Quite a bit	280	26%	78	29%	113	27%				
			4	Very much	655	60%	150	53%	213	47%				
			Total		1,087	100%	271	100%	400	100%				
d	Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	45	4%	35	15%	48	13%	3.4	2.8 *** .59	2.8 *** .57	
			2	Some	151	14%	64	26%	99	26%				
			3	Quite a bit	235	21%	76	27%	114	29%				
			4	Very much	658	60%	95	32%	137	32%				
			Total		1,089	100%	270	100%	398	100%				
e	Provided detailed feedback shortly after you completed tests or assignments	ETfeedback	1	Very little	64	6%	37	16%	55	14%	3.2	2.7 *** .41	2.8 *** .36	
			2	Some	221	20%	75	29%	112	29%				
			3	Quite a bit	270	24%	67	22%	92	22%				
			4	Very much	536	49%	91	33%	139	35%				
			Total		1,091	100%	270	100%	398	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
6. During the current academic year, about how often have you done the following?																	
a	Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	174	16%	64	24%	95	23%	2.5	2.3	***	.24	2.2	***	.28
			2	Sometimes	443	40%	116	42%	176	46%							
			3	Often	242	22%	46	17%	64	16%							
			4	Very Often	235	22%	47	16%	67	15%							
			Total		1,094	100%	273	100%	402	100%							
b	Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	QRevaluate	1	Never	233	21%	80	31%	118	29%	2.3	2.1	***	.20	2.1	***	.24
			2	Sometimes	414	38%	104	36%	156	40%							
			3	Often	283	26%	55	21%	85	22%							
			4	Very Often	158	15%	34	12%	43	9%							
			Total		1,088	100%	273	100%	402	100%							
c	Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made	QRvidence	1	Never	186	17%	55	21%	89	21%	2.5	2.4	***	.16	2.3	***	.20
			2	Sometimes	380	35%	106	39%	153	40%							
			3	Often	309	29%	62	24%	95	25%							
			4	Very Often	217	20%	50	17%	65	14%							
			Total		1,092	100%	273	100%	402	100%							
d	Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	QRcomplex	1	Never	222	20%	81	32%	122	29%	2.4	2.2	***	.21	2.2	***	.20
			2	Sometimes	417	38%	89	31%	132	35%							
			3	Often	259	24%	58	23%	89	24%							
			4	Very Often	193	18%	43	14%	57	12%							
			Total		1,091	100%	271	100%	400	100%							
e	Explained in writing the meaning of numerical or statistical data	QRmeaning	1	Never	268	24%	73	28%	119	29%	2.3	2.2	**	.12	2.2	***	.14
			2	Sometimes	401	37%	108	40%	150	38%							
			3	Often	246	23%	47	18%	72	19%							
			4	Very Often	174	16%	44	15%	59	14%							
			Total		1,089	100%	272	100%	400	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
7. During the current academic year, about how often have you had discussions with people from the following groups?																
a People of a race or ethnicity other than your own	DDrace	1	Never	77	7%	28	15%	47	14%	3.0	2.8	***	.17	2.7	***	.27
		2	Sometimes	285	26%	69	26%	107	32%							
		3	Often	285	26%	69	23%	98	20%							
		4	Very often	445	41%	107	37%	150	33%							
			Total	1,092	100%	273	100%	402	100%							
b People from an economic background other than your own	DDeconomic	1	Never	43	4%	15	7%	24	11%	3.1	3.1		.07	2.9	***	.21
		2	Sometimes	251	23%	53	21%	89	25%							
		3	Often	308	28%	83	29%	118	25%							
		4	Very often	486	45%	122	42%	171	39%							
			Total	1,088	100%	273	100%	402	100%							
c People with religious beliefs other than your own	DDreligion	1	Never	75	7%	25	11%	35	9%	3.1	2.9	***	.23	2.9	***	.20
		2	Sometimes	228	21%	67	24%	92	26%							
		3	Often	289	27%	86	32%	130	31%							
		4	Very often	492	45%	94	33%	144	34%							
			Total	1,084	100%	272	100%	401	100%							
d People with political views other than your own	DDpolitical	1	Never	63	6%	24	10%	36	9%	3.0	2.9	***	.13	3.0	*	.07
		2	Sometimes	275	25%	67	26%	100	24%							
		3	Often	305	28%	74	26%	112	27%							
		4	Very often	445	41%	108	37%	154	40%							
			Total	1,088	100%	273	100%	402	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
Item wording or description	Variable name ^c	Values ^d	Response options													
8. During the current academic year, about how often have you done the following?																
a Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	LSreading	1	Never	7	1%	7	4%	10	3%	3.4	3.2	***	.27	3.2	***	.22
		2	Sometimes	137	13%	53	20%	72	16%							
		3	Often	372	34%	94	35%	153	39%							
		4	Very often	572	52%	118	42%	167	42%							
		Total		1,088	100%	272	100%	402	100%							
b Reviewed your notes	LSnotes	1	Never	5	0%	3	1%	4	1%	3.5	3.4	***	.23	3.4	***	.20
		2	Sometimes	91	9%	43	15%	65	16%							
		3	Often	299	28%	87	31%	126	29%							
		4	Very often	691	63%	139	53%	207	55%							
		Total		1,086	100%	272	100%	402	100%							
c Summarised what you learned in class or from module/subject materials	LSsummary	1	Never	15	1%	8	3%	12	3%	3.4	3.3	*	.09	3.2	***	.15
		2	Sometimes	162	15%	53	18%	83	21%							
		3	Often	301	28%	66	23%	101	24%							
		4	Very often	613	56%	145	55%	205	52%							
		Total		1,091	100%	272	100%	401	100%							
d Changed your learning strategies to adapt to different modules/subjects	LSchange	1	Never	42	4%	14	6%	25	7%	3.1	3.0	***	.17	2.8	***	.29
		2	Sometimes	243	23%	63	25%	104	32%							
		3	Often	340	31%	98	37%	136	32%							
		4	Very often	466	42%	97	33%	137	29%							
		Total		1,091	100%	272	100%	402	100%							
9. During the current academic year, to what extent have your modules/subjects challenged you to do your best work?																
	challenge	1	Not at all	4	0%	1	1%	3	1%	3.4	3.4		.03	3.3	***	.14
		2	Some	134	12%	23	9%	42	12%							
		3	Quite a bit	366	34%	115	42%	163	42%							
		4	Very much	586	53%	134	49%	193	45%							
		Total		1,090	100%	273	100%	401	100%							

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SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
10. Which of the following have you done, or do you plan to do before you graduate from your institution?																	
a	Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)	intern <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1 2 3 4 5 Total	Have not decided Do not plan to do Plan to do Done or in progress Not offered at my institution Total	125 13 798 114 42 1,092	11% 1% 73% 11% 4% 100%	28 2 185 42 13 270	10% 1% 71% 14% 4% 100%	44 6 270 59 19 398	13% 2% 68% 14% 4% 100%	11%	14%	**	-.11	14%	**	-.09
b	Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1 2 3 4 5 Total	Have not decided Do not plan to do Plan to do Done or in progress Not offered at my institution Total	237 163 536 150 6 1,092	21% 15% 50% 14% 1% 100%	57 55 123 34 2 271	21% 23% 43% 12% 1% 100%	89 100 162 41 6 398	23% 28% 39% 8% 2% 100%	14%	12%		.05	8%	***	.20
c	Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1 2 3 4 5 Total	Have not decided Do not plan to do Plan to do Done or in progress Not offered at my institution Total	198 95 575 197 25 1,090	18% 9% 52% 18% 2% 100%	55 42 139 29 5 270	17% 18% 54% 10% 2% 100%	96 61 190 38 11 396	26% 16% 42% 7% 9% 100%	18%	10%	***	.29	7%	***	.39
d	Develop an international perspective through campus initiatives and interacting with international students	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1 2 3 4 5 Total	Have not decided Do not plan to do Plan to do Done or in progress Not offered at my institution Total	298 76 580 100 37 1,091	27% 7% 53% 9% 4% 100%	73 31 128 23 14 269	28% 13% 46% 7% 6% 100%	115 42 189 28 22 396	30% 11% 43% 5% 11% 100%	9%	7%		.07	5%	***	.16

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SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
e Work with a lecturer or staff member on a research project	research (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	268	24%	79	28%	119	28%	11%	5%	*** .28	6%	*** .22
		2	Do not plan to do	93	8%	33	14%	45	12%					
		3	Plan to do	585	54%	135	50%	194	50%					
		4	Done or in progress	113	11%	13	5%	24	6%					
		5	Not offered at my institution	31	3%	9	3%	14	4%					
		Total		1,090	100%	269	100%	396	100%					
f Participate in a first-year experience, such as university orientation and transition/university 101 programs	Fyexperience (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	119	11%	27	9%	47	12%	53%	57%	* -.08	51%	.03
		2	Do not plan to do	61	6%	20	9%	33	9%					
		3	Plan to do	320	29%	70	24%	95	26%					
		4	Done or in progress	579	53%	150	57%	214	51%					
		5	Not offered at my institution	7	1%	1	1%	5	3%					
		Total		1,086	100%	268	100%	394	100%					
g Participate in academic literacy or language development activities	acadlit (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	146	13%	51	16%	76	18%	35%	39%	* -.08	24%	*** .24
		2	Do not plan to do	79	7%	23	10%	43	17%					
		3	Plan to do	473	43%	98	35%	155	38%					
		4	Done or in progress	378	35%	96	39%	113	24%					
		5	Not offered at my institution	13	1%	2	1%	10	4%					
		Total		1,089	100%	270	100%	397	100%					
h Work with other students on a group project or assignment	groupproject (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	32	3%	5	1%	10	3%	73%	77%	* -.08	73%	.01
		2	Do not plan to do	40	4%	13	5%	18	4%					
		3	Plan to do	210	20%	49	17%	66	20%					
		4	Done or in progress	800	73%	204	77%	304	73%					
		5	Not offered at my institution	5	0%	0	0%	1	0%					
		Total		1,087	100%	271	100%	399	100%					

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SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
i Consult with an academic advisor (staff member) to help you with planning of your studies and education	acadadvise (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	76	7%	53	20%	81	19%	50%	25%	*** .56	22%	*** .68	
		2	Do not plan to do	29	3%	27	11%	36	10%						
		3	Plan to do	435	40%	115	43%	171	47%						
		4	Done or in progress	545	50%	71	25%	99	22%						
		5	Not offered at my institution	3	0%	2	1%	7	3%						
		Total	1,088	100%	268	100%	394	100%							
j Make use of peer learning support (e.g. tutors, mentors, facilitators)	usepeer (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	63	6%	27	13%	38	10%	62%	57%	* .09	51%	*** .20	
		2	Do not plan to do	28	3%	16	7%	22	7%						
		3	Plan to do	320	29%	63	22%	99	30%						
		4	Done or in progress	674	62%	163	57%	231	51%						
		5	Not offered at my institution	5	0%	2	1%	4	1%						
		Total	1,090	100%	271	100%	394	100%							
k Explain module/subject material to other students as a tutor or learning facilitator	exptutor (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	148	13%	54	22%	95	27%	30%	21%	*** .22	23%	*** .15	
		2	Do not plan to do	89	8%	25	10%	40	11%						
		3	Plan to do	529	49%	132	47%	173	38%						
		4	Done or in progress	318	30%	59	21%	84	23%						
		5	Not offered at my institution	2	0%	0	0%	2	1%						
		Total	1,086	100%	270	100%	394	100%							
l Participate in mathematics or numeracy development activities	mathdevel (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	262	24%	52	17%	91	22%	16%	11%	*** .17	8%	*** .28	
		2	Do not plan to do	292	26%	101	41%	136	33%						
		3	Plan to do	331	31%	82	29%	120	33%						
		4	Done or in progress	172	16%	27	11%	37	8%						
		5	Not offered at my institution	31	3%	8	3%	12	3%						
		Total	1,088	100%	270	100%	396	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
m Participate in an institutional program that develops entrepreneurial skills	entrepre (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	167	15%	65	25%	88	20%	16%	6%	*** .43	11%	*** .16	
		2	Do not plan to do	85	8%	46	18%	59	13%						
		3	Plan to do	648	60%	128	48%	204	53%						
		4	Done or in progress	172	16%	19	6%	30	11%						
		5	Not offered at my institution	16	1%	11	3%	14	3%						
		Total		1,088	100%	269	100%	395	100%						
n Participate in an institutional program that focuses on improving mental health	menthlhth (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	135	12%	42	14%	72	18%	21%	10%	*** .34	13%	*** .24	
		2	Do not plan to do	53	5%	31	14%	37	9%						
		3	Plan to do	666	61%	163	62%	240	60%						
		4	Done or in progress	224	21%	33	10%	45	13%						
		5	Not offered at my institution	10	1%	1	0%	2	0%						
		Total		1,088	100%	270	100%	396	100%						
11. About how many of your modules/subjects have included a community-based/community-engagement project (service-learning)?															
	servcourse	1	None	356	32%	105	41%	140	32%	1.9	1.8	*** .18	1.9	* .08	
		2	Some	488	45%	121	43%	191	51%						
		3	Most	188	18%	30	11%	47	13%						
		4	All	49	5%	11	5%	15	4%						
		Total		1,081	100%	267	100%	393	100%						
		12. Indicate the quality of your interactions with the following people at your institution.													
a Other students	Qlstudent	1	Poor	41	4%	14	6%	28	9%	3.2	3.1	*** .13	2.9	*** .26	
		2	Fair	168	15%	53	20%	82	25%						
		3	Good	417	38%	90	32%	128	29%						
		4	Excellent	455	42%	112	41%	159	36%						
		-	Not applicable	9	1%	2	1%	3	1%						
		Total		1,090	100%	271	100%	400	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
b Peer learning support (e.g. tutors, mentors, facilitators)	Qladvisor	1	Poor	82	7%	25	11%	42	12%	3.0	2.7	***	.26	2.7	***	.31
		2	Fair	209	19%	71	27%	106	27%							
		3	Good	410	38%	92	32%	134	36%							
		4	Excellent	364	33%	74	25%	104	22%							
		-	Not applicable	27	2%	9	5%	14	4%							
			Total	1,092	100%	271	100%	400	100%							
c Lecturers and academic staff	Qlfaculty	1	Poor	84	8%	24	9%	39	9%	3.0	2.8	***	.19	2.8	***	.16
		2	Fair	233	21%	84	32%	123	30%							
		3	Good	380	35%	81	28%	123	28%							
		4	Excellent	379	35%	78	30%	109	32%							
		-	Not applicable	15	1%	4	1%	6	1%							
			Total	1,091	100%	271	100%	400	100%							
d Student support services (e.g. counselling, health, housing, library, career, etc.)	Qlstaff	1	Poor	143	13%	39	13%	66	17%	2.8	2.7	**	.10	2.6	***	.18
		2	Fair	240	22%	76	27%	107	25%							
		3	Good	323	30%	65	22%	99	27%							
		4	Excellent	338	31%	72	29%	99	24%							
		-	Not applicable	47	4%	19	9%	28	7%							
			Total	1,091	100%	271	100%	399	100%							
e Other administrative services (e.g. registration, financial aid, etc.)	Qladmin	1	Poor	151	14%	51	19%	81	20%	2.7	2.6	*	.07	2.5	***	.15
		2	Fair	310	28%	75	27%	108	26%							
		3	Good	351	32%	67	25%	101	30%							
		4	Excellent	253	23%	67	25%	89	19%							
		-	Not applicable	29	3%	10	4%	18	5%							
			Total	1,094	100%	270	100%	397	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
Variable name ^c	Values ^d	Response options													
13. How much does your institution emphasise the following?															
a	Spending significant amounts of time studying and on academic work	empstudy	1	Very little	15	1%	2	0%	5	2%	3.6	3.5	* .08	3.3	*** .30
			2	Some	69	6%	28	11%	47	14%					
			3	Quite a bit	290	27%	71	27%	114	33%					
			4	Very much	711	65%	163	62%	224	51%					
				Total	1,085	100%	264	100%	390	100%					
b	Providing support to help students succeed academically	SEacademic	1	Very little	48	5%	18	7%	29	9%	3.4	3.1	*** .24	3.1	*** .27
			2	Some	130	12%	49	20%	73	18%					
			3	Quite a bit	264	25%	67	26%	106	27%					
			4	Very much	641	59%	127	48%	179	46%					
				Total	1,083	100%	261	100%	387	100%					
c	Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	SElearnsup	1	Very little	42	4%	6	2%	11	4%	3.5	3.4	* .08	3.3	*** .24
			2	Some	110	10%	37	16%	59	17%					
			3	Quite a bit	199	19%	53	21%	87	27%					
			4	Very much	731	67%	168	62%	232	52%					
				Total	1,082	100%	264	100%	389	100%					
d	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	SEdiverse	1	Very little	96	9%	43	18%	69	19%	3.2	2.9	*** .26	2.8	*** .35
			2	Some	151	14%	39	17%	68	19%					
			3	Quite a bit	289	27%	66	25%	95	27%					
			4	Very much	542	50%	115	41%	156	35%					
				Total	1,078	100%	263	100%	388	100%					
e	Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	SEsocial	1	Very little	140	13%	49	21%	79	21%	2.9	2.8	*** .12	2.6	*** .31
			2	Some	222	21%	47	16%	86	28%					
			3	Quite a bit	282	26%	59	23%	89	22%					
			4	Very much	439	41%	106	39%	131	29%					
				Total	1,083	100%	261	100%	385	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
f Providing support for your overall well-being (recreation, health care, counselling, etc.)	SEwellness	1	Very little	72	6%	38	13%	51	12%	3.3	2.9	*** .31	2.8	*** .42
		2	Some	160	15%	49	21%	86	28%					
		3	Quite a bit	250	23%	71	25%	108	25%					
		4	Very much	600	55%	105	41%	144	35%					
		Total	1,082	100%	263	100%	389	100%						
g Helping you manage your non-academic responsibilities (family, work, etc.)	SEnonacad	1	Very little	238	22%	95	38%	148	39%	2.6	2.2	*** .44	2.1	*** .55
		2	Some	236	22%	65	25%	96	30%					
		3	Quite a bit	283	26%	52	20%	74	17%					
		4	Very much	323	30%	49	17%	65	14%					
		Total	1,080	100%	261	100%	383	100%						
h Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.)	SEactivities	1	Very little	108	10%	25	10%	45	13%	3.2	3.0	*** .18	2.9	*** .22
		2	Some	164	15%	58	23%	81	22%					
		3	Quite a bit	260	24%	67	25%	102	24%					
		4	Very much	550	51%	112	41%	157	41%					
		Total	1,082	100%	262	100%	385	100%						
i Attending events that address important economic, political, or societal issues either face-to-face or online	SEevents	1	Very little	133	12%	60	26%	95	27%	2.9	2.5	*** .38	2.4	*** .45
		2	Some	241	23%	72	27%	105	30%					
		3	Quite a bit	276	26%	46	17%	70	18%					
		4	Very much	429	40%	81	29%	113	26%					
		Total	1,079	100%	259	100%	383	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with							
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e			
Variable name ^c	Values ^d	Response options					Mean	Mean		Mean	Effect size ^e						
14. About how many hours do you spend in a typical 7-day week doing each of the following?																	
a	Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	tmprep	1	0 hrs	7	1%	3	1%	5	1%	4.3	4.3	.03	4.1	***	.15	
			2	1-5 hrs	252	23%	67	24%	105	27%							
			3	6-10 hrs	193	18%	52	21%	79	20%							
			4	11-15 hrs	167	15%	38	12%	52	15%							
			5	16-20 hrs	162	15%	29	12%	48	13%							
			6	21-25 hrs	128	12%	33	12%	44	10%							
			7	26-30 hrs	74	7%	24	9%	35	8%							
			8	More than 30 hrs	106	10%	26	10%	31	6%							
				Total	1,089	100%	272	100%	399	100%							
b	Attending timetabled academic activities (lectures, practicals, tutorials, etc.)	tmacaatt	1	0 hrs	7	1%	1	1%	5	2%	4.4	4.6	*	-.10	4.2	**	.11
			2	1-5 hrs	194	18%	34	11%	66	17%							
			3	6-10 hrs	232	22%	66	26%	93	23%							
			4	11-15 hrs	158	14%	42	15%	61	20%							
			5	16-20 hrs	170	16%	36	13%	55	13%							
			6	21-25 hrs	120	11%	39	14%	49	10%							
			7	26-30 hrs	97	9%	20	8%	28	7%							
			8	More than 30 hrs	105	10%	34	12%	42	8%							
				Total	1,083	100%	272	100%	399	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
c Participating in online academic activities (online lectures, discussion forums, etc.)	tmonline	1	0 hrs	45	4%	38	13%	41	7%	3.3	2.9	***	.23	3.3	.04	
		2	1-5 hrs	427	40%	116	44%	155	41%							
		3	6-10 hrs	248	23%	42	16%	67	17%							
		4	11-15 hrs	123	11%	17	8%	37	12%							
		5	16-20 hrs	82	7%	17	5%	32	8%							
		6	21-25 hrs	62	6%	17	6%	29	8%							
		7	26-30 hrs	48	5%	13	4%	21	5%							
		8	More than 30 hrs	44	4%	10	3%	15	3%							
		Total		1,079	100%	270	100%	397	100%							
d Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	tmcocurr	1	0 hrs	334	30%	119	45%	192	53%	2.5	2.2	***	.16	2.0	***	.32
		2	1-5 hrs	403	37%	85	29%	117	27%							
		3	6-10 hrs	155	14%	29	12%	34	8%							
		4	11-15 hrs	68	6%	13	5%	17	3%							
		5	16-20 hrs	47	5%	7	3%	15	4%							
		6	21-25 hrs	32	3%	8	3%	10	2%							
		7	26-30 hrs	27	3%	5	2%	7	2%							
		8	More than 30 hrs	22	2%	6	2%	6	1%							
		Total		1,088	100%	272	100%	398	100%							
e Working for pay on campus (student assistant, tutor, etc.)	tmworkon	1	0 hrs	918	84%	246	93%	358	89%	1.4	1.2	***	.21	1.3	**	.13
		2	1-5 hrs	66	6%	6	1%	8	1%							
		3	6-10 hrs	31	3%	4	2%	10	5%							
		4	11-15 hrs	19	2%	3	2%	4	1%							
		5	16-20 hrs	16	2%	2	0%	5	1%							
		6	21-25 hrs	14	1%	4	1%	6	2%							
		7	26-30 hrs	13	1%	0	0%	0	0%							
		8	More than 30 hrs	11	1%	3	1%	3	0%							
		Total		1,088	100%	268	100%	394	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
f Working for pay off campus (being a waiter, casual work in shops, etc.)	tmworkoff	1	0 hrs	895	82%	237	86%	340	83%	1.5	1.4	.05	1.5	.01
		2	1-5 hrs	71	7%	8	3%	17	5%					
		3	6-10 hrs	47	4%	8	4%	12	5%					
		4	11-15 hrs	21	2%	2	1%	3	1%					
		5	16-20 hrs	14	1%	5	2%	9	3%					
		6	21-25 hrs	14	1%	4	1%	6	2%					
		7	26-30 hrs	8	1%	2	0%	2	0%					
		8	More than 30 hrs	17	2%	5	1%	8	2%					
			Total	1,087	100%	271	100%	397	100%					
Estimated number of hours working for pay	tmworkhrs (Continuous variable created by SASSE)									3.9	2.9 △	** .11	3.4	.06
g Doing community service or volunteer work	tmservice	1	0 hrs	685	63%	199	76%	288	74%	1.7	1.5 △	*** .20	1.5 △	*** .14
		2	1-5 hrs	242	23%	43	15%	62	14%					
		3	6-10 hrs	62	6%	9	3%	19	6%					
		4	11-15 hrs	35	3%	3	2%	5	2%					
		5	16-20 hrs	18	2%	5	1%	7	1%					
		6	21-25 hrs	24	2%	6	2%	8	1%					
		7	26-30 hrs	7	1%	4	1%	5	1%					
		8	More than 30 hrs	11	1%	1	0%	2	0%					
			Total	1,084	100%	270	100%	396	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
h Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	1	0 hrs	18	2%	10	4%	14	3%	3.3	3.6	***	-0.15	3.6	***	-0.12
		2	1-5 hrs	461	43%	90	31%	140	38%							
		3	6-10 hrs	251	23%	69	28%	98	24%							
		4	11-15 hrs	131	12%	35	13%	44	9%							
		5	16-20 hrs	89	8%	25	8%	34	8%							
		6	21-25 hrs	47	4%	14	6%	19	5%							
		7	26-30 hrs	38	4%	7	2%	11	3%							
		8	More than 30 hrs	49	5%	23	9%	38	10%							
		Total		1,084	100%	273	100%	398	100%							
i Providing care for dependents (children, siblings, parents, etc.)	tmcare	1	0 hrs	426	39%	153	56%	207	48%	2.4	2.1	***	.17	2.3		.03
		2	1-5 hrs	335	31%	53	21%	84	26%							
		3	6-10 hrs	127	12%	22	9%	34	9%							
		4	11-15 hrs	68	6%	10	4%	15	4%							
		5	16-20 hrs	37	3%	10	4%	13	3%							
		6	21-25 hrs	21	2%	6	2%	13	4%							
		7	26-30 hrs	30	3%	4	2%	6	1%							
		8	More than 30 hrs	40	4%	10	3%	21	5%							
		Total		1,084	100%	268	100%	393	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b				
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with				
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e
Item wording or description	Variable name ^c	Values ^d	Response options											
j Travelling to class/other places used to engage with academic work (driving, walking, etc.)	tmcommute	1	0 hrs	162	15%	39	15%	64	16%	2.6	2.7	* -0.08	2.7	-0.05
		2	1-5 hrs	562	52%	131	49%	187	50%					
		3	6-10 hrs	161	15%	47	16%	61	12%					
		4	11-15 hrs	84	8%	16	5%	30	9%					
		5	16-20 hrs	49	4%	19	8%	25	6%					
		6	21-25 hrs	21	2%	4	1%	11	3%					
		7	26-30 hrs	23	2%	3	1%	4	1%					
		8	More than 30 hrs	26	2%	13	5%	16	4%					
		Total		1,088	100%	272	100%	398	100%					
15. How do you prefer to engage with academic work?														
	engagwork	1	Participating in face-to-face classes	678	63%	151	57%	216	53%	1.6	1.7	*** -0.16	1.7	*** -0.19
		2	Participating in live online classes	199	18%	43	16%	84	23%					
		3	Working through content on my own time	206	19%	76	27%	99	25%					
		Total		1,083	100%	270	100%	399	100%					
16. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?														
a Writing clearly and effectively	pgwrite	1	Very little	30	3%	17	6%	37	11%	3.5	3.1	*** .40	3.0	*** .48
		2	Some	85	8%	48	20%	66	21%					
		3	Quite a bit	323	30%	90	34%	130	30%					
		4	Very much	650	60%	115	41%	165	39%					
		Total		1,088	100%	270	100%	398	100%					
b Speaking clearly and effectively	pgspeak	1	Very little	45	4%	19	8%	33	9%	3.3	3.0	*** .40	2.9	*** .43
		2	Some	112	11%	51	20%	76	25%					
		3	Quite a bit	362	33%	110	40%	148	31%					
		4	Very much	566	52%	91	32%	142	35%					
		Total		1,085	100%	271	100%	399	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
c Thinking critically and analytically	pgthink	1	Very little	14	1%	2	1%	6	2%	3.5	3.4	*** .18	3.3	*** .26	
		2	Some	74	7%	34	14%	56	16%						△
		3	Quite a bit	315	29%	82	29%	129	30%						△
		4	Very much	683	63%	151	56%	207	52%						
		Total	1,086	100%	269	100%	398	100%							
d Analysing numerical and statistical information	pganalyze	1	Very little	121	11%	38	15%	51	12%	2.9	2.7	*** .22	2.8	*** .12	
		2	Some	235	22%	72	28%	106	25%						△
		3	Quite a bit	339	31%	88	29%	138	33%						△
		4	Very much	390	36%	71	28%	102	30%						
		Total	1,085	100%	269	100%	397	100%							
e Using computing and information technology	pgcmpts	1	Very little	50	5%	16	7%	25	7%	3.4	3.2	*** .26	3.2	*** .19	
		2	Some	106	10%	44	17%	60	14%						△
		3	Quite a bit	277	25%	84	29%	118	27%						△
		4	Very much	651	60%	126	47%	196	52%						
		Total	1,084	100%	270	100%	399	100%							
f Developing job- or work-related knowledge and skills	pgwork	1	Very little	67	6%	41	17%	57	14%	3.1	2.7	*** .43	2.7	*** .39	
		2	Some	209	19%	62	23%	91	26%						▲
		3	Quite a bit	345	32%	99	35%	141	34%						▲
		4	Very much	462	43%	68	25%	110	26%						
		Total	1,083	100%	270	100%	399	100%							
g Working effectively with others	pgothers	1	Very little	34	3%	19	9%	27	7%	3.4	3.1	*** .34	3.1	*** .37	
		2	Some	145	13%	43	15%	68	16%						▲
		3	Quite a bit	268	25%	96	37%	147	41%						▲
		4	Very much	638	59%	113	40%	158	36%						
		Total	1,085	100%	271	100%	400	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
h Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	48	5%	30	14%	45	12%	3.2	2.8	***	.33	2.8	***	.35
		2	Some	195	18%	58	22%	88	22%							
		3	Quite a bit	345	32%	86	31%	133	37%							
		4	Very much	498	45%	94	34%	130	29%							
		Total		1,086	100%	268	100%	396	100%							
i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.)	pgdiverse	1	Very little	42	4%	24	11%	35	8%	3.4	3.0	***	.36	3.0	***	.37
		2	Some	130	12%	41	18%	65	22%							
		3	Quite a bit	256	23%	80	27%	119	27%							
		4	Very much	658	60%	124	43%	178	42%							
		Total		1,086	100%	269	100%	397	100%							
j Solving complex real-world problems	pgprobsolve	1	Very little	67	6%	39	17%	56	15%	3.1	2.8	***	.24	2.8	***	.33
		2	Some	213	20%	57	20%	93	22%							
		3	Quite a bit	358	33%	80	26%	128	36%							
		4	Very much	443	41%	94	37%	121	27%							
		Total		1,081	100%	270	100%	398	100%							
k Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.)	pgcitizen	1	Very little	72	6%	27	12%	47	14%	3.1	2.8	***	.28	2.8	***	.34
		2	Some	196	18%	61	26%	88	23%							
		3	Quite a bit	339	32%	85	29%	133	35%							
		4	Very much	480	44%	96	34%	130	28%							
		Total		1,087	100%	269	100%	398	100%							
l Developing entrepreneurial skills and mindset	pgentrepre	1	Very little	86	8%	70	28%	99	23%	3.0	2.4	***	.60	2.6	***	.43
		2	Some	225	21%	79	29%	110	27%							
		3	Quite a bit	327	30%	62	21%	93	22%							
		4	Very much	445	41%	60	22%	96	28%							
		Total		1,083	100%	271	100%	398	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e	
Variable name ^c	Values ^d	Response options							Mean	Mean	Effect size ^e	Mean	Effect size ^e		
17. During the current academic year, how many of your modules provided tutorials?															
tutprov	1	None	39	4%	10	4%	21	7%	2.8	2.9	**	-.11	2.7	**	.10
	2	Some	337	31%	77	30%	132	38%							
	3	Most	488	46%	86	36%	123	31%							
	4	All	205	19%	95	29%	119	24%							
		Total	1,069	100%	268	100%	395	100%							
18. If #17 is not None: During the current academic year, how often do you attend tutorial sessions?															
tutsession	1	Never	25	3%	13	6%	23	6%	3.1	3.0	**	.11	2.8	***	.29
	2	Sometimes	261	26%	60	27%	101	36%							
	3	Often	326	32%	73	30%	109	27%							
	4	Very often	403	39%	109	37%	137	30%							
		Total	1,015	100%	255	100%	370	100%							
19. How would you evaluate your entire educational experience at this institution?															
evalexp	1	Poor	15	1%	6	2%	16	4%	3.2	3.1	**	.10	2.8	***	.43
	2	Fair	151	14%	50	17%	92	28%							
	3	Good	536	49%	137	48%	200	46%							
	4	Excellent	385	36%	79	33%	93	21%							
		Total	1,087	100%	272	100%	401	100%							
20. If you could start over again, would you go to the same institution you are now attending?															
sameinst	1	Definitely not	64	6%	22	6%	43	10%	3.3	3.2		.05	3.0	***	.33
	2	Probably not	122	11%	34	11%	58	19%							
	3	Probably yes	359	33%	103	36%	156	38%							
	4	Definitely yes	542	50%	114	47%	146	34%							
		Total	1,087	100%	273	100%	403	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
21. Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?																
a	Parent/guardian's money	FSSparfam (Means indicate the percentage who responded "Using.")	1 Using 2 Not using 3 Not sure Total	259 24% 785 73% 32 3% 1,076 100%	110 47% 134 51% 9 2% 253 100%	142 35% 220 63% 13 3% 375 100%	24%	47% ***	-0.47	35% ***	-0.23					
b	My own money	FSSself (Means indicate the percentage who responded "Using.")	1 Using 2 Not using 3 Not sure Total	170 16% 860 80% 37 4% 1,067 100%	52 21% 188 74% 11 4% 251 100%	76 19% 280 72% 16 9% 372 100%	16%	21% ***	-0.13	19% **	-0.09					
c	Private sponsor/s (e.g. family contributors)	FSSprispon (Means indicate the percentage who responded "Using.")	1 Using 2 Not using 3 Not sure Total	79 7% 956 90% 28 3% 1,063 100%	24 9% 212 87% 11 3% 247 100%	33 8% 319 89% 14 3% 366 100%	7%	9%	-0.07	8%	-0.04					
d	Employer	FSSemployer (Means indicate the percentage who responded "Using.")	1 Using 2 Not using 3 Not sure Total	23 2% 994 94% 38 4% 1,055 100%	5 2% 235 96% 6 2% 246 100%	7 2% 347 91% 10 7% 364 100%	2%	2%	.00	2%	.04					
e	Non-governmental bursary (e.g. institutional, merit, private company)	FSSnongov (Means indicate the percentage who responded "Using.")	1 Using 2 Not using 3 Not sure Total	67 6% 965 91% 28 3% 1,060 100%	26 11% 219 87% 5 2% 250 100%	29 7% 332 91% 7 2% 368 100%	6%	11% ***	-0.14	7%	-0.04					
f	Governmental bursary (excluding NSFAS)	FSSgovbur (Means indicate the percentage who responded "Using.")	1 Using 2 Not using 3 Not sure Total	128 12% 912 86% 26 3% 1,066 100%	31 11% 218 87% 5 1% 254 100%	42 10% 323 88% 8 2% 373 100%	12%	11%	.02	10%	.06					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
g NSFAS	FSSnsfas (Means indicate the percentage who responded "Using.")	1	Using	855	80%	169	62%	270	71%	80%	62%	*** .38	71%	*** .19	
		2	Not using	216	20%	94	37%	119	28%						
		3	Not sure	5	0%	2	1%	4	1%						
		Total	1,076	100%	265	100%	393	100%							
h Loan (including institutional, banks, or private companies)	FSSstudlo (Means indicate the percentage who responded "Using.")	1	Using	45	4%	9	4%	11	3%	4%	4%	-.01	3%	.06	
		2	Not using	997	94%	229	92%	341	94%						
		3	Not sure	22	2%	10	4%	13	3%						
		Total	1,064	100%	248	100%	365	100%							
22. In an average month, how much money do you spend on each of the following?															
a Food	FSSfood	1	Less than R500	106	10%	52	12%	60	9%	2.1	2.4	*** -.26	2.5	*** -.35	
		2	R500 - R1500	833	76%	147	62%	235	60%						
		3	R1500 - R2500	122	11%	34	14%	54	14%						
		4	R2500 - R4000	15	1%	8	3%	13	9%						
		5	More than R4000	7	1%	7	3%	10	2%						
		6	Not applicable	11	1%	24	7%	30	5%						
		Total	1,094	100%	272	100%	402	100%							
b Accommodation	FSSaccom	1	Less than R500	15	1%	10	4%	15	4%	4.3	4.4	* -.09	4.3	.04	
		2	R500 - R1500	73	7%	12	4%	24	13%						
		3	R1500 - R2500	113	11%	17	7%	31	8%						
		4	R2500 - R4000	492	45%	94	39%	127	30%						
		5	More than R4000	123	11%	51	18%	77	18%						
		6	Not applicable	271	25%	86	27%	123	27%						
		Total	1,087	100%	270	100%	397	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
c Caring for dependents (children, siblings, parents, etc.)	FSSdepend	1	Less than R500	409	38%	71	28%	119	30%	3.2	4.2	***	-.44	3.8	***	-.25
		2	R500 - R1500	228	20%	23	8%	46	14%							
		3	R1500 - R2500	25	2%	3	1%	7	2%							
		4	R2500 - R4000	14	1%	4	2%	9	2%							
		5	More than R4000	5	0%	6	2%	10	2%							
		6	Not applicable	409	38%	164	59%	208	48%							
		Total	1,090	100%	271	100%	399	100%								
d Commuting to and from university/other places used to engage with academic work	FSScommute	1	Less than R500	459	43%	85	34%	138	36%	3.3	3.7	***	-.14	3.2		.06
		2	R500 - R1500	120	11%	33	13%	52	19%							
		3	R1500 - R2500	28	3%	7	3%	16	6%							
		4	R2500 - R4000	9	1%	4	1%	6	1%							
		5	More than R4000	9	1%	1	1%	1	0%							
		6	Not applicable	464	42%	136	48%	181	37%							
		Total	1,089	100%	266	100%	394	100%								
e Academic necessities (e.g. making copies, printing, stationary, data)	FSSacadnec	1	Less than R500	869	80%	193	70%	289	68%	1.5	1.8	***	-.19	1.8	***	-.19
		2	R500 - R1500	121	11%	39	16%	56	19%							
		3	R1500 - R2500	23	2%	3	1%	5	1%							
		4	R2500 - R4000	5	0%	4	2%	4	1%							
		5	More than R4000	8	1%	2	1%	3	1%							
		6	Not applicable	66	6%	30	11%	42	10%							
		Total	1,092	100%	271	100%	399	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
f Entertainment (e.g. socialising with friends)	FSSentertain	1	Less than R500	761	70%	175	64%	256	61%	2.1	2.0	.03	2.0	.01		
		2	R500 - R1500	112	10%	45	17%	64	20%							
		3	R1500 - R2500	9	1%	6	2%	11	3%							
		4	R2500 - R4000	3	0%	2	0%	2	0%							
		5	More than R4000	1	0%	1	0%	3	1%							
		6	Not applicable	206	19%	44	16%	67	15%							
			Total	1,092	100%	273	100%	403	100%							
23. In the past year, were there any times that you ran out of food and could not afford to buy more?																
	FSSafford	1	Never	161	15%	82	30%	107	23%	2.2	1.9	***	.30	2.1	***	.16
		2	Sometimes	578	54%	127	48%	200	49%							
		3	Most days	317	29%	55	19%	86	27%							
		4	Every day	23	2%	6	3%	6	1%							
			Total	1,079	100%	270	100%	399	100%							
24. How often do you worry about paying for university?																
	FSSpayuni	1	Never	284	26%	86	31%	125	31%	2.3	2.2	***	.13	2.2	***	.13
		2	Sometimes	368	34%	94	34%	146	36%							
		3	Most days	249	23%	53	20%	69	17%							
		4	Every day	188	18%	37	14%	59	16%							
			Total	1,089	100%	270	100%	399	100%							
25. How often do you worry about having enough money for day-to-day necessities?																
	FSSdaynec	1	Never	45	4%	29	12%	37	9%	3.0	2.8	***	.18	2.9	*	.06
		2	Sometimes	325	30%	79	28%	117	28%							
		3	Most days	358	33%	81	29%	124	30%							
		4	Every day	362	33%	84	30%	122	34%							
			Total	1,090	100%	273	100%	400	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description				Frequency Distributions ^a						Statistical Comparisons ^b													
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with													
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e									
Variable name ^c	Values ^d	Response options																					
26. Please indicate whether the statements below have happened to you during your time in higher education.																							
a	I have chosen not to buy academic materials due to their cost	FSSacadmat	1	Yes	760	69%	171	62%	247	62%	1.3	1.4	***	-0.15	1.4	***	-0.15						
			2	No	331	31%	100	38%	153	38%													
			Total		1,091	100%	271	100%	400	100%									▽			▽	
b	I have chosen not to participate in academic or social activities hosted by my institution due to a lack of money	FSSparticipate	1	Yes	670	61%	144	54%	207	53%	1.4	1.5	***	-0.13	1.5	***	-0.16						
			2	No	424	39%	127	46%	194	47%													
			Total		1,094	100%	271	100%	401	100%									▽			▽	
c	Financial concerns have had a negative impact on my academic performance	FSSfincon	1	Yes	634	58%	125	45%	193	50%	1.4	1.5	***	-0.26	1.5	***	-0.15						
			2	No	461	42%	146	55%	206	50%													
			Total		1,095	100%	271	100%	399	100%									▽			▽	
27. Have you ever considered dropping out of university?																							
		FSSdropnot	1	Yes	373	34%	96	33%	133	31%	1.7	1.7		-0.02	1.7		-0.06						
			2	No	714	66%	174	67%	265	69%													
			Total		1,087	100%	270	100%	398	100%													

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SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with						
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
28. If #27 is Yes: I have considered dropping out of university because of the following reasons. (Mark all that apply.)																
The cost of university tuition fees	FSSdroptuition (Means indicate the percentage who chose this option.)	1	True	125	33%	29	34%	41	34%	33%	34%	-.02	34%	-.01		
		0	False	248	67%	67	66%	92	66%							
		Total		373	100%	96	100%	133	100%							
The cost of academic materials (books, etc.)	FSSdropmat (Means indicate the percentage who chose this option.)	1	True	141	38%	24	23%	38	30%	38%	23% ▲	***	.36	30% △	**	.17
		0	False	232	62%	72	77%	95	70%							
		Total		373	100%	96	100%	133	100%							
Living costs	FSSdropliving (Means indicate the percentage who chose this option.)	1	True	224	60%	42	45%	65	54%	60%	45% △	***	.29	54%	.11	
		0	False	149	40%	54	55%	68	46%							
		Total		373	100%	96	100%	133	100%							
Travel/commuting costs	FSSdropttravel (Means indicate the percentage who chose this option.)	1	True	93	25%	17	18%	28	22%	25%	18% △	*	.18	22%	.07	
		0	False	280	75%	79	82%	105	78%							
		Total		373	100%	96	100%	133	100%							
Food insecurity (not having regular access to food)	FSSdropfood (Means indicate the percentage who chose this option.)	1	True	218	58%	32	36%	46	35%	58%	36% ▲	***	.47	35% ▲	***	.48
		0	False	155	42%	64	64%	87	65%							
		Total		373	100%	96	100%	133	100%							
Poor living conditions	FSSdropcon (Means indicate the percentage who chose this option.)	1	True	72	20%	16	15%	26	20%	20%	15% △	*	.14	20%	.00	
		0	False	301	80%	80	85%	107	80%							
		Total		373	100%	96	100%	133	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

First-Year Students

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your first-year students compared with					
				Count	%	Count	%	Count	%	UFS	Traditional Universities	Effect size ^e	SASSE Overall	Effect size ^e	
Safety concerns (off campus)	FSSdropoff (Means indicate the percentage who chose this option.)	1	True	66	17%	5	7%	14	17%	17%	7%	***	.44	17%	.02
		0	False	307	83%	91	93%	119	83%						
		Total		373	100%	96	100%	133	100%						
Safety concerns (on campus)	FSSdropon (Means indicate the percentage who chose this option.)	1	True	11	3%	6	4%	8	5%	3%	4%	-	.05	5%	-.09
		0	False	362	97%	90	96%	125	95%						
		Total		373	100%	96	100%	133	100%						
Poor academic performance	FSSdropperf (Means indicate the percentage who chose this option.)	1	True	136	37%	48	46%	57	35%	37%	46%	**	-.19	35%	.03
		0	False	237	63%	48	54%	76	65%						
		Total		373	100%	96	100%	133	100%						
Feeling that I don't belong or fit in	FSSdropbelong (Means indicate the percentage who chose this option.)	1	True	175	47%	71	73%	85	58%	47%	73%	***	-.60	58%	***
		0	False	198	53%	25	27%	48	42%						
		Total		373	100%	96	100%	133	100%						
Personal or family problems	FSSdropfam (Means indicate the percentage who chose this option.)	1	True	206	55%	54	51%	81	64%	55%	51%	.	.09	64%	**
		0	False	167	45%	42	49%	52	36%						
		Total		373	100%	96	100%	133	100%						
Other reasons	FSSdropother (Means indicate the percentage who chose this option.)	1	True	35	10%	21	25%	32	28%	10%	25%	***	-.36	28%	***
		0	False	338	90%	75	75%	101	72%						
		Total		373	100%	96	100%	133	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description				Variable name ^c Values ^d Response options		UFS		Traditional Universities		SASSE Overall		Your seniors compared with					
						Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
1. Think about the current academic year. How often have you done each of the following?																	
a	Asked questions or contributed to module/subject discussions in other ways	askquest	1	Never	80	2%	55	7%	67	5%	2.9	2.6	***	.37	2.6	***	.29
		2	Sometimes	1,122	34%	384	46%	529	46%								
		3	Often	1,260	38%	244	31%	332	30%								
		4	Very Often	872	26%	136	16%	195	19%								
			Total	3,334	100%	819	100%	1,123	100%								
b	Asked another student to help you understand module/subject material	Claskhelp	1	Never	120	4%	46	6%	65	6%	2.9	2.8	***	.12	2.7	***	.16
		2	Sometimes	1,166	35%	283	37%	404	39%								
		3	Often	1,041	31%	288	32%	371	29%								
		4	Very Often	1,008	30%	201	25%	282	25%								
			Total	3,335	100%	818	100%	1,122	100%								
c	Explained module/subject material to other students	Clexplain	1	Never	88	3%	37	6%	48	5%	2.9	2.7	***	.19	2.8	***	.09
		2	Sometimes	1,084	33%	329	39%	440	37%								
		3	Often	1,228	37%	268	32%	354	29%								
		4	Very Often	931	28%	183	23%	279	29%								
			Total	3,331	100%	817	100%	1,121	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b									
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with									
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall					
												Mean	Effect size ^e	Mean	Effect size ^e				
d	Prepared for exams by discussing or working through module/subject material with other students	CLstudy	1	Never	376	11%	130	13%	174	15%	2.7	2.5	***	.22	2.6	***	.15		
			2	Sometimes	1,040	31%	300	37%	394	34%								△	△
			3	Often	1,006	30%	243	33%	324	30%									
			4	Very Often	913	27%	145	17%	228	22%									
			Total		3,335	100%	818	100%	1,120	100%									
e	Worked with other students on projects or assignments	CLproject	1	Never	204	6%	57	6%	66	5%	3.0	3.0		.00	3.1	***	-.18		
			2	Sometimes	867	26%	253	28%	304	22%									
			3	Often	1,048	32%	249	28%	326	28%									
			4	Very Often	1,213	36%	260	38%	426	45%									
			Total		3,332	100%	819	100%	1,122	100%									
f	Gave a module/subject presentation	present	1	Never	879	26%	254	34%	327	27%	2.2	2.0	***	.18	2.2		-.03		
			2	Sometimes	1,414	43%	348	43%	460	41%								△	
			3	Often	671	20%	126	12%	193	19%									
			4	Very Often	368	11%	90	10%	141	13%									
			Total		3,332	100%	818	100%	1,121	100%									
2. During the current academic year, about how often have you done the following?																			
a	Combined ideas from different modules/subjects when completing assignments	Rlntegrate	1	Never	121	4%	76	10%	100	8%	2.9	2.6	***	.25	2.7	***	.24		
			2	Sometimes	1,091	33%	293	37%	413	38%								△	△
			3	Often	1,205	36%	272	33%	368	33%									
			4	Very Often	913	27%	179	21%	243	21%									
			Total		3,330	100%	820	100%	1,124	100%									
b	Connected your learning to societal problems or issues	Rlsocietal	1	Never	245	7%	81	11%	132	13%	2.7	2.7	***	.08	2.6	***	.16		
			2	Sometimes	1,171	35%	266	35%	375	34%								△	△
			3	Often	1,134	34%	284	32%	378	33%									
			4	Very Often	776	23%	185	22%	234	19%									
			Total		3,326	100%	816	100%	1,119	100%									

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b								
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with								
Item wording or description				Variable name ^c Values ^d Response options		UFS		Traditional Universities		SASSE Overall		Mean						
						Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
c	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	Rldiverse	1	Never	307	9%	117	17%	189	19%	2.7	2.5	***	.26	2.4	***	.33	
			2	Sometimes	1,143	35%	294	38%	416	39%								△
			3	Often	1,091	33%	246	29%	311	26%								▲
			4	Very Often	783	23%	158	17%	203	16%								
			Total		3,324	100%	815	100%	1,119	100%								
d	Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	136	4%	59	7%	85	7%	2.9	2.7	***	.21	2.7	***	.21	
			2	Sometimes	907	27%	266	33%	369	33%								△
			3	Often	1,371	41%	330	39%	435	38%								△
			4	Very Often	912	27%	161	21%	231	21%								
			Total		3,326	100%	816	100%	1,120	100%								
e	Tried to better understand someone else's views by imagining how an issue looks from their point of view	Rlperspect	1	Never	50	2%	21	2%	32	3%	3.1	3.0	***	.15	3.0	***	.13	
			2	Sometimes	703	21%	226	28%	297	26%								△
			3	Often	1,501	45%	347	42%	474	42%								△
			4	Very Often	1,072	32%	225	28%	318	29%								
			Total		3,326	100%	819	100%	1,121	100%								
f	Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	16	0%	17	3%	19	2%	3.1	3.0	***	.17	3.1	***	.07	
			2	Sometimes	642	19%	181	24%	239	22%								△
			3	Often	1,515	46%	343	41%	476	42%								△
			4	Very Often	1,157	34%	276	31%	385	34%								
			Total		3,330	100%	817	100%	1,119	100%								
g	Connected ideas from your modules/subjects to your prior experiences and knowledge	Rlconnect	1	Never	27	1%	9	1%	12	1%	3.2	3.1	***	.08	3.1	***	.10	
			2	Sometimes	623	19%	173	22%	245	22%								△
			3	Often	1,428	43%	341	41%	475	43%								△
			4	Very Often	1,249	37%	296	35%	391	34%								
			Total		3,327	100%	819	100%	1,123	100%								

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description				Variable name ^c Values ^d Response options		Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall		
													Mean	Effect size ^e	Mean	Effect size ^e	
3. During the current academic year, about how often have you done the following?																	
a	Talked about your career plans with a lecturer	SScareer	1	Never	1,603	48%	469	60%	646	57%	1.8	1.6	***	.22	1.6	***	.16
			2	Sometimes	1,153	35%	240	27%	319	27%							
			3	Often	385	12%	77	10%	110	11%							
			4	Very Often	193	6%	33	4%	47	4%							
			Total		3,334	100%	819	100%	1,122	100%							
b	Worked with a lecturer on activities other than academic work (committees, projects, student groups, etc.)	SSotherwork	1	Never	1,901	57%	508	62%	692	60%	1.7	1.5	***	.16	1.6	***	.08
			2	Sometimes	834	25%	208	27%	285	26%							
			3	Often	366	11%	67	7%	90	7%							
			4	Very Often	230	7%	33	5%	53	7%							
			Total		3,331	100%	816	100%	1,120	100%							
c	Discussed module/subject topics, ideas, or concepts with a lecturer	SSdiscuss	1	Never	706	21%	225	29%	301	27%	2.3	2.1	***	.24	2.2	***	.16
			2	Sometimes	1,374	41%	355	42%	476	41%							
			3	Often	812	25%	165	20%	231	22%							
			4	Very Often	445	13%	72	9%	113	10%							
			Total		3,337	100%	817	100%	1,121	100%							
d	Discussed your academic performance with a lecturer	SSperform	1	Never	1,299	39%	401	50%	549	48%	2.0	1.7	***	.27	1.8	***	.17
			2	Sometimes	1,155	35%	256	31%	336	30%							
			3	Often	548	17%	107	13%	155	15%							
			4	Very Often	333	10%	56	6%	84	7%							
			Total		3,335	100%	820	100%	1,124	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
4. During the current academic year, how much has your academic work emphasised the following?																	
a	Memorising module/subject material (facts, ideas, etc.)	memorize	1	Very little	97	3%	40	4%	57	5%	3.2	3.1	***	.11	3.1	***	.18
			2	Some	516	16%	154	16%	217	18%							
			3	Quite a bit	1,224	37%	345	43%	450	40%							
			4	Very much	1,497	45%	274	37%	393	37%							
			Total		3,334	100%	813	100%	1,117	100%							
b	Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	52	2%	23	2%	39	4%	3.4	3.3	***	.20	3.2	***	.22
			2	Some	389	12%	113	16%	165	17%							
			3	Quite a bit	976	29%	288	35%	378	33%							
			4	Very much	1,913	57%	391	47%	537	47%							
			Total		3,330	100%	815	100%	1,119	100%							
c	Identifying the different parts of an idea, experience, or argument in detail (analysing)	HOanalyze	1	Very little	67	2%	37	5%	54	5%	3.3	3.0	***	.26	3.0	***	.26
			2	Some	532	16%	164	22%	228	22%							
			3	Quite a bit	1,174	36%	293	38%	405	38%							
			4	Very much	1,551	46%	315	35%	426	35%							
			Total		3,324	100%	809	100%	1,113	100%							
d	Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	79	2%	32	5%	51	5%	3.3	3.1	***	.23	3.1	***	.22
			2	Some	529	16%	170	22%	231	20%							
			3	Quite a bit	1,141	35%	314	37%	420	37%							
			4	Very much	1,572	47%	295	37%	412	37%							
			Total		3,321	100%	811	100%	1,114	100%							
e	Forming a new idea or understanding by putting together various pieces of information	HOform	1	Very little	84	3%	48	7%	66	6%	3.3	3.0	***	.27	3.1	***	.19
			2	Some	506	15%	162	22%	217	19%							
			3	Quite a bit	1,086	33%	293	34%	385	33%							
			4	Very much	1,650	49%	311	38%	449	42%							
			Total		3,326	100%	814	100%	1,117	100%							

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
5. During the current academic year, to what extent have your lecturers done the following?																	
a	Clearly explained module/subject outcomes and requirements	ETgoals	1	Very little	72	2%	32	5%	48	5%	3.4	3.2	***	.23	3.3	***	.14
			2	Some	432	13%	163	19%	204	16%							
			3	Quite a bit	908	27%	249	28%	324	26%							
			4	Very much	1,915	58%	375	48%	546	53%							
			Total		3,327	100%	819	100%	1,122	100%							
b	Presented module/subject sessions in an organised way	ETorganize	1	Very little	120	4%	40	6%	62	7%	3.4	3.2	***	.21	3.3	***	.14
			2	Some	420	13%	143	16%	183	14%							
			3	Quite a bit	857	26%	255	31%	322	27%							
			4	Very much	1,929	58%	378	47%	552	52%							
			Total		3,326	100%	816	100%	1,119	100%							
c	Used examples or illustrations to explain difficult points	ETexample	1	Very little	87	3%	33	5%	49	5%	3.4	3.2	***	.24	3.2	***	.18
			2	Some	430	13%	144	21%	192	18%							
			3	Quite a bit	906	27%	244	28%	318	27%							
			4	Very much	1,904	57%	393	46%	557	50%							
			Total		3,327	100%	814	100%	1,116	100%							
d	Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	228	7%	103	15%	138	13%	3.2	2.7	***	.43	2.9	***	.29
			2	Some	614	19%	221	29%	287	25%							
			3	Quite a bit	879	26%	209	26%	285	25%							
			4	Very much	1,604	48%	282	30%	406	37%							
			Total		3,325	100%	815	100%	1,116	100%							
e	Provided detailed feedback shortly after you completed tests or assignments	ETfeedback	1	Very little	278	8%	135	19%	175	15%	3.0	2.6	***	.37	2.8	***	.20
			2	Some	705	21%	209	28%	273	25%							
			3	Quite a bit	931	28%	216	24%	276	22%							
			4	Very much	1,414	42%	258	29%	397	38%							
			Total		3,328	100%	818	100%	1,121	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
6. During the current academic year, about how often have you done the following?																	
a	Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	570	17%	201	24%	273	22%	2.5	2.2	***	.25	2.3	***	.14
			2	Sometimes	1,324	40%	332	44%	439	40%							
			3	Often	789	24%	156	19%	222	22%							
			4	Very Often	644	20%	127	13%	186	16%							
			Total		3,327	100%	816	100%	1,120	100%							
b	Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	QRevaluate	1	Never	741	22%	216	26%	298	25%	2.3	2.1	***	.19	2.2	***	.12
			2	Sometimes	1,338	40%	332	44%	448	41%							
			3	Often	780	24%	176	22%	246	24%							
			4	Very Often	466	14%	92	9%	126	10%							
			Total		3,325	100%	816	100%	1,118	100%							
c	Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made	QRevidence	1	Never	565	17%	182	23%	251	21%	2.5	2.2	***	.26	2.3	***	.14
			2	Sometimes	1,309	39%	318	41%	425	38%							
			3	Often	849	26%	207	27%	285	28%							
			4	Very Often	607	18%	106	9%	154	13%							
			Total		3,330	100%	813	100%	1,115	100%							
d	Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	QRcomplex	1	Never	815	24%	242	28%	323	26%	2.3	2.1	***	.18	2.2	***	.08
			2	Sometimes	1,231	37%	275	40%	381	38%							
			3	Often	776	24%	195	23%	267	24%							
			4	Very Often	508	15%	103	9%	148	12%							
			Total		3,330	100%	815	100%	1,119	100%							
e	Explained in writing the meaning of numerical or statistical data	QRmeaning	1	Never	871	26%	242	30%	331	29%	2.3	2.2	***	.10	2.2	***	.08
			2	Sometimes	1,183	35%	264	34%	369	35%							
			3	Often	760	23%	183	23%	248	22%							
			4	Very Often	513	16%	122	13%	164	14%							
			Total		3,327	100%	811	100%	1,112	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b										
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with										
Item wording or description				Variable name ^c		Values ^d		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
7. During the current academic year, about how often have you had discussions with people from the following groups?																				
a	People of a race or ethnicity other than your own			DDrace	1	Never	306	9%	67	11%	121	14%	2.9	2.8 *** .12	△	2.8 *** .16	△			
				2	Sometimes	891	27%	217	27%	301	27%									
				3	Often	889	27%	249	31%	322	29%									
				4	Very often	1,247	37%	287	30%	378	30%									
				Total		3,333	100%	820	100%	1,122	100%									
b	People from an economic background other than your own			DDeconomic	1	Never	132	4%	55	9%	83	9%	3.1	2.9 *** .22	△	2.9 *** .22	△			
				2	Sometimes	720	22%	177	23%	260	25%									
				3	Often	1,041	31%	274	34%	354	31%									
				4	Very often	1,439	43%	313	33%	424	35%									
				Total		3,332	100%	819	100%	1,121	100%									
c	People with religious beliefs other than your own			DDreligion	1	Never	198	6%	62	10%	95	10%	3.1	2.8 *** .30	▲	2.8 *** .23	△			
				2	Sometimes	750	23%	232	33%	310	29%									
				3	Often	985	30%	245	27%	323	27%									
				4	Very often	1,392	42%	280	30%	393	34%									
				Total		3,325	100%	819	100%	1,121	100%									
d	People with political views other than your own			DDpolitical	1	Never	192	6%	61	10%	91	10%	3.0	2.8 *** .22	△	2.9 *** .16	△			
				2	Sometimes	822	25%	234	29%	315	27%									
				3	Often	994	30%	240	31%	315	28%									
				4	Very often	1,324	40%	282	31%	398	35%									
				Total		3,332	100%	817	100%	1,119	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
8. During the current academic year, about how often have you done the following?																	
a	Used different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	LSreading	1	Never	34	1%	25	3%	31	3%	3.3	3.1	***	.28	3.2	***	.16
			2	Sometimes	516	16%	170	22%	225	20%							
			3	Often	1,233	37%	314	40%	413	37%							
			4	Very often	1,548	46%	310	34%	454	41%							
			Total		3,331	100%	819	100%	1,123	100%							
b	Reviewed your notes	LSnotes	1	Never	22	1%	9	1%	10	1%	3.5	3.3	***	.24	3.4	***	.15
			2	Sometimes	327	10%	145	17%	184	15%							
			3	Often	1,035	31%	282	34%	373	33%							
			4	Very often	1,937	58%	383	48%	554	52%							
			Total		3,321	100%	819	100%	1,121	100%							
c	Summarised what you learned in class or from module/subject materials	LSsummary	1	Never	45	1%	19	2%	26	2%	3.4	3.2	***	.21	3.2	***	.18
			2	Sometimes	488	15%	187	22%	239	20%							
			3	Often	993	30%	255	31%	344	31%							
			4	Very often	1,796	54%	357	45%	512	46%							
			Total		3,322	100%	818	100%	1,121	100%							
d	Changed your learning strategies to adapt to different modules/subjects	LSchange	1	Never	142	4%	46	5%	63	5%	3.1	3.0	***	.10	3.0	*	.04
			2	Sometimes	785	24%	238	29%	309	26%							
			3	Often	1,133	34%	258	31%	342	31%							
			4	Very often	1,275	38%	275	35%	406	38%							
			Total		3,335	100%	817	100%	1,120	100%							

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with					
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall	
												Mean	Effect size ^e	Mean	Effect size ^e
9. During the current academic year, to what extent have your modules/subjects challenged you to do your best work?															
		challenge	1	Not at all	29	1%	14	2%	18	2%	3.4	3.4	* .05	3.4	* .04
			2	Some	423	13%	89	13%	126	12%					
			3	Quite a bit	1,042	32%	266	32%	373	34%					
			4	Very much	1,822	55%	436	53%	591	52%					
			Total		3,316	100%	805	100%	1,108	100%					
10. Which of the following have you done, or do you plan to do before you graduate from your institution?															
a	Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)	intern <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	289	9%	90	9%	112	8%	26%	32%	*** -.16	26%	-.02
			2	Do not plan to do	64	2%	25	3%	33	3%					
			3	Plan to do	1,914	58%	380	47%	571	53%					
			4	Done or in progress	868	26%	243	32%	292	26%					
			5	Not offered at my institution	187	6%	75	8%	107	9%					
			Total		3,322	100%	813	100%	1,115	100%					
b	Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	713	21%	143	22%	221	24%	20%	21%	-.04	18%	.04
			2	Do not plan to do	689	21%	198	32%	280	28%					
			3	Plan to do	1,230	37%	213	23%	311	28%					
			4	Done or in progress	650	20%	250	21%	292	18%					
			5	Not offered at my institution	43	1%	5	1%	7	1%					
			Total		3,325	100%	809	100%	1,111	100%					
c	Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	708	21%	177	25%	238	23%	20%	17%	*** .09	16%	*** .12
			2	Do not plan to do	411	12%	139	23%	181	19%					
			3	Plan to do	1,446	44%	265	32%	402	37%					
			4	Done or in progress	669	20%	200	17%	240	16%					
			5	Not offered at my institution	90	3%	27	3%	48	5%					
			Total		3,324	100%	808	100%	1,109	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall		
												Mean	Effect size ^e	Mean	Effect size ^e	
d	Develop an international perspective through campus initiatives and interacting with international students	abroad	1	Have not decided	878	26%	214	29%	290	26%	12%	12%	-.01	12%	-.04	
				2	Do not plan to do	398	12%	117	17%	156						16%
				3	Plan to do	1,540	47%	291	34%	417						38%
				4	Done or in progress	388	12%	142	12%	181						12%
				5	Not offered at my institution	116	4%	45	8%	65						8%
				Total	3,320	100%	809	100%	1,109	100%						
e	Work with a lecturer or staff member on a research project	research	1	Have not decided	792	24%	203	27%	282	26%	14%	12%	* .06	12%	* .05	
				2	Do not plan to do	311	9%	111	15%	143						13%
				3	Plan to do	1,621	49%	345	41%	479						43%
				4	Done or in progress	459	14%	115	12%	149						12%
				5	Not offered at my institution	135	4%	33	5%	54						6%
				Total	3,318	100%	807	100%	1,107	100%						
f	Participate in a first-year experience, such as university orientation and transition/university 101 programs	Fyexperience	1	Have not decided	343	10%	111	13%	155	14%	48%	46%	.01	43%	*** .09	
				2	Do not plan to do	298	9%	104	16%	143						14%
				3	Plan to do	1,065	32%	183	22%	267						27%
				4	Done or in progress	1,580	48%	398	46%	529						43%
				5	Not offered at my institution	35	1%	13	2%	17						2%
				Total	3,321	100%	809	100%	1,111	100%						
g	Participate in academic literacy or language development activities	acadlit	1	Have not decided	544	16%	144	18%	205	18%	31%	31%	.01	25%	*** .14	
				2	Do not plan to do	304	9%	152	22%	190						17%
				3	Plan to do	1,400	42%	256	28%	393						37%
				4	Done or in progress	1,025	31%	240	31%	296						25%
				5	Not offered at my institution	46	1%	11	1%	21						2%
				Total	3,319	100%	803	100%	1,105	100%						

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description				UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall			
Variable name ^c Values ^d Response options				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
h	Work with other students on a group project or assignment	groupproject	1	Have not decided	121	4%	26	3%	41	4%	75%	80%	***	-.13	78%	**	-.06
			2	Do not plan to do	104	3%	33	3%	40	3%							
			3	Plan to do	567	17%	124	13%	171	14%							
			4	Done or in progress	2,500	75%	615	80%	844	78%							
			5	Not offered at my institution	24	1%	8	1%	11	1%							
			Total		3,316	100%	806	100%	1,107	100%							
i	Consult with an academic advisor (staff member) to help you with planning of your studies and education	acadadvise	1	Have not decided	273	8%	137	19%	191	18%	54%	31%	***	.50	29%	***	.53
			2	Do not plan to do	143	4%	87	14%	119	13%							
			3	Plan to do	1,088	33%	301	36%	422	38%							
			4	Done or in progress	1,799	54%	270	31%	356	29%							
			5	Not offered at my institution	17	1%	11	1%	20	2%							
			Total		3,320	100%	806	100%	1,108	100%							
j	Make use of peer learning support (e.g. tutors, mentors, facilitators)	usepeer	1	Have not decided	190	6%	66	12%	92	11%	66%	57%	***	.18	56%	***	.19
			2	Do not plan to do	136	4%	61	9%	85	9%							
			3	Plan to do	775	24%	177	21%	246	23%							
			4	Done or in progress	2,189	66%	497	57%	674	56%							
			5	Not offered at my institution	27	1%	6	1%	10	1%							
			Total		3,317	100%	807	100%	1,107	100%							
k	Explain module/subject material to other students as a tutor or learning facilitator	exptutor	1	Have not decided	489	15%	121	18%	172	17%	30%	32%	*	-.05	32%	*	-.05
			2	Do not plan to do	327	10%	114	19%	154	16%							
			3	Plan to do	1,498	45%	283	31%	398	34%							
			4	Done or in progress	978	30%	281	32%	375	32%							
			5	Not offered at my institution	25	1%	5	0%	7	0%							
			Total		3,317	100%	804	100%	1,106	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
l	Participate in mathematics or numeracy development activities	mathdevel	1	Have not decided	774	23%	183	20%	251	22%	18%	17%	.03	16%	**	.05	
			2	Do not plan to do	1,011	30%	303	41%	400	36%							
			3	Plan to do	863	26%	178	19%	265	24%							
			4	Done or in progress	578	18%	118	17%	159	16%							
			5	Not offered at my institution	89	3%	23	3%	32	3%							
			Total		3,315	100%	805	100%	1,107	100%							
m	Participate in an institutional program that develops entrepreneurial skills	entrepre	1	Have not decided	575	17%	188	26%	239	22%	19%	11%	***	.23	13%	***	.17
			2	Do not plan to do	343	10%	157	22%	190	16%							
			3	Plan to do	1,726	52%	341	37%	498	44%							
			4	Done or in progress	608	19%	99	11%	140	13%							
			5	Not offered at my institution	64	2%	21	4%	41	5%							
			Total		3,316	100%	806	100%	1,108	100%							
n	Participate in an institutional program that focuses on improving mental health	menthlth	1	Have not decided	483	15%	126	17%	181	18%	22%	17%	***	.13	19%	***	.09
			2	Do not plan to do	232	7%	93	16%	110	11%							
			3	Plan to do	1,823	55%	380	45%	547	49%							
			4	Done or in progress	743	22%	183	17%	240	19%							
			5	Not offered at my institution	38	1%	26	4%	32	3%							
			Total		3,319	100%	808	100%	1,110	100%							
11. About how many of your modules/subjects have included a community-based/community-engagement project (service-learning)?																	
		servcourse	1	None	859	26%	269	36%	366	32%	2.1	1.9	***	.20	2.0	***	.08
			2	Some	1,568	47%	385	42%	521	44%							
			3	Most	704	21%	116	17%	158	16%							
			4	All	182	5%	30	5%	58	8%							
			Total		3,313	100%	800	100%	1,103	100%							

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b										
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with										
Item wording or description				Variable name ^c		Values ^d		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
12. Indicate the quality of your interactions with the following people at your institution.																				
a	Other students			Qlstudent	1	Poor	105	3%	37	6%	54	6%	3.2	3.2	***	.10	3.2	**	.05	
				2	Fair	476	14%	125	13%	168	13%									
				3	Good	1,287	38%	328	41%	439	39%									
				4	Excellent	1,452	44%	324	40%	456	43%									
				-	Not applicable	13	0%	4	0%	4	0%									
				Total		3,333	100%	818	100%	1,121	100%									
b	Peer learning support (e.g. tutors, mentors, facilitators)			Qladvisor	1	Poor	221	7%	84	13%	122	12%	3.0	2.8	***	.22	2.8	***	.21	
				2	Fair	720	21%	168	20%	241	22%									
				3	Good	1,279	38%	309	38%	410	36%									
				4	Excellent	1,041	31%	220	23%	295	24%									
				-	Not applicable	73	2%	35	6%	51	6%									
				Total		3,334	100%	816	100%	1,119	100%									
c	Lecturers and academic staff			Qlfaculty	1	Poor	245	7%	91	11%	126	10%	3.0	2.8	***	.18	2.9	***	.10	
				2	Fair	743	22%	225	26%	288	23%									
				3	Good	1,273	38%	295	36%	399	36%									
				4	Excellent	1,052	32%	196	26%	295	30%									
				-	Not applicable	22	1%	6	1%	8	1%									
				Total		3,335	100%	813	100%	1,116	100%									
d	Student support services (e.g. counselling, health, housing, library, career, etc.)			Qlstaff	1	Poor	411	12%	149	18%	194	16%	2.8	2.6	***	.22	2.7	***	.11	
				2	Fair	777	23%	231	23%	309	24%									
				3	Good	1,081	32%	231	29%	311	28%									
				4	Excellent	927	28%	156	20%	238	25%									
				-	Not applicable	135	4%	50	10%	67	7%									
				Total		3,331	100%	817	100%	1,119	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
e Other administrative services (e.g. registration, financial aid, etc.)	Qladmin	1	Poor		452	14%	144	18%	222	20%	2.6	2.5	***	.12	2.5	***	.16
					997	30%	248	29%	333	29%							
					1,113	33%	240	31%	320	29%							
					688	21%	145	18%	196	18%							
					83	3%	40	6%	49	4%							
					3,333	100%	817	100%	1,120	100%							
13. How much does your institution emphasise the following?																	
a Spending significant amounts of time studying and on academic work	empstudy	1	Very little		45	1%	17	2%	36	4%	3.5	3.4	***	.14	3.4	***	.20
					258	8%	87	12%	127	13%							
					916	28%	234	29%	309	27%							
					2,090	63%	471	57%	632	56%							
					3,309	100%	809	100%	1,104	100%							
b Providing support to help students succeed academically	SEacademic	1	Very little		117	4%	74	8%	108	9%	3.3	3.0	***	.28	3.0	***	.26
					518	16%	185	20%	252	21%							
					943	28%	260	32%	325	27%							
					1,731	52%	290	40%	417	43%							
					3,309	100%	809	100%	1,102	100%							
c Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	SElearnsup	1	Very little		120	4%	40	7%	67	8%	3.4	3.2	***	.27	3.2	***	.27
					394	12%	142	18%	194	16%							
					756	23%	231	28%	307	28%							
					2,032	61%	394	47%	533	48%							
					3,302	100%	807	100%	1,101	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b										
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with										
Item wording or description				Variable name ^c		Values ^d		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
d	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	SEdiverse	1	Very little	335	10%	111	15%	171	17%	3.1	2.8	***	.21	2.8	***	.24	△	△	
			2	Some	599	18%	194	21%	255	20%										
			3	Quite a bit	886	27%	222	29%	297	28%										
			4	Very much	1,488	45%	279	35%	378	35%										
			Total		3,308	100%	806	100%	1,101	100%										
e	Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	SEsocial	1	Very little	409	12%	129	19%	195	21%	2.9	2.6	***	.25	2.6	***	.26	△	△	
			2	Some	739	22%	175	23%	239	22%										
			3	Quite a bit	907	27%	248	31%	329	30%										
			4	Very much	1,247	38%	253	26%	336	27%										
			Total		3,302	100%	805	100%	1,099	100%										
f	Providing support for your overall well-being (recreation, health care, counselling, etc.)	SEwellness	1	Very little	266	8%	154	18%	207	18%	3.2	2.7	***	.44	2.7	***	.38	▲	▲	
			2	Some	575	18%	212	26%	278	24%										
			3	Quite a bit	842	26%	220	26%	290	26%										
			4	Very much	1,615	49%	217	29%	323	32%										
			Total		3,298	100%	803	100%	1,098	100%										
g	Helping you manage your non-academic responsibilities (family, work, etc.)	SEnonacad	1	Very little	867	26%	369	48%	480	41%	2.5	1.9	***	.52	2.1	***	.36	▲	▲	
			2	Some	812	25%	202	24%	274	26%										
			3	Quite a bit	780	24%	131	16%	186	18%										
			4	Very much	840	25%	100	13%	157	16%										
			Total		3,299	100%	802	100%	1,097	100%										
h	Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.)	SEactivities	1	Very little	318	10%	107	17%	143	15%	3.1	2.8	***	.27	2.8	***	.22	△	△	
			2	Some	650	20%	194	23%	275	26%										
			3	Quite a bit	844	26%	233	27%	289	23%										
			4	Very much	1,493	45%	272	33%	394	37%										
			Total		3,305	100%	806	100%	1,101	100%										

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description				Variable name ^c Values ^d Response options		UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
						Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
i	Attending events that address important economic, political, or societal issues either face-to-face or online	SEvents	1	Very little	434	13%	164	27%	233	25%	2.8	2.4	***	.41	2.5	***	.34
			2	Some	826	25%	236	29%	316	29%							
			3	Quite a bit	909	28%	208	23%	268	22%							
			4	Very much	1,133	34%	195	21%	280	24%							
			Total	3,302	100%	803	100%	1,097	100%								
14. About how many hours do you spend in a typical 7-day week doing each of the following?																	
a	Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	tmprep	1	0 hrs	22	1%	5	0%	7	1%	4.3	4.4	-.03	4.4	-.03		
			2	1-5 hrs	734	22%	195	26%	270	24%							
			3	6-10 hrs	677	20%	157	20%	217	20%							
			4	11-15 hrs	498	15%	105	11%	148	13%							
			5	16-20 hrs	484	14%	109	12%	145	12%							
			6	21-25 hrs	365	11%	81	9%	106	9%							
			7	26-30 hrs	224	7%	73	7%	94	7%							
			8	More than 30 hrs	323	10%	88	14%	127	14%							
			Total	3,327	100%	813	100%	1,114	100%								
b	Attending timetabled academic activities (lectures, practicals, tutorials, etc.)	tmacaatt	1	0 hrs	29	1%	9	2%	11	1%	4.1	4.2	-.04	4.2	-.02		
			2	1-5 hrs	681	20%	141	19%	211	21%							
			3	6-10 hrs	781	24%	179	24%	258	24%							
			4	11-15 hrs	571	17%	125	15%	168	15%							
			5	16-20 hrs	475	14%	123	14%	154	12%							
			6	21-25 hrs	324	10%	86	10%	116	10%							
			7	26-30 hrs	224	7%	69	7%	85	7%							
			8	More than 30 hrs	231	7%	75	9%	102	9%							
			Total	3,316	100%	807	100%	1,105	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description				Variable name ^c Values ^d Response options		UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
						Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
c	Participating in online academic activities (online lectures, discussion forums, etc.)	tmonline	1	0 hrs	158	5%	118	12%	127	7%	3.4	3.1	***	.15	3.5	**	-.06
			2	1-5 hrs	1,279	38%	352	45%	449	38%							
			3	6-10 hrs	736	22%	119	15%	180	17%							
			4	11-15 hrs	385	11%	62	9%	109	12%							
			5	16-20 hrs	296	9%	46	6%	80	9%							
			6	21-25 hrs	185	6%	40	5%	59	6%							
			7	26-30 hrs	143	4%	39	5%	54	5%							
			8	More than 30 hrs	137	4%	32	4%	51	6%							
				Total	3,319	100%	808	100%	1,109	100%							
d	Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	tmcocurr	1	0 hrs	1,133	34%	311	46%	433	42%	2.4	2.4		.03	2.4		.01
			2	1-5 hrs	1,143	35%	263	25%	362	29%							
			3	6-10 hrs	415	13%	95	10%	125	10%							
			4	11-15 hrs	225	7%	45	6%	66	6%							
			5	16-20 hrs	170	5%	34	5%	40	4%							
			6	21-25 hrs	103	3%	24	3%	32	3%							
			7	26-30 hrs	68	2%	15	2%	24	4%							
			8	More than 30 hrs	63	2%	22	4%	27	3%							
				Total	3,320	100%	809	100%	1,109	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall		
												Mean	Effect size ^e	Mean	Effect size ^e	
e	Working for pay on campus (student assistant, tutor, etc.)	tmworkon	1	0 hrs	2,639	79%	586	75%	826	76%	1.6	1.6	-0.02	1.7	-0.04	
			2	1-5 hrs	245	7%	88	9%	111	8%						
			3	6-10 hrs	112	3%	57	6%	71	6%						
			4	11-15 hrs	87	3%	26	3%	34	3%						
			5	16-20 hrs	82	3%	22	2%	26	2%						
			6	21-25 hrs	75	2%	11	1%	15	2%						
			7	26-30 hrs	34	1%	12	2%	16	2%						
			8	More than 30 hrs	46	1%	12	1%	16	1%						
				Total	3,320	100%	814	100%	1,115	100%						
f	Working for pay off campus (being a waiter, casual work in shops, etc.)	tmworkoff	1	0 hrs	2,480	74%	644	77%	873	75%	1.7	1.8	-0.03	1.8	**	-0.06
			2	1-5 hrs	300	9%	49	7%	73	8%						
			3	6-10 hrs	179	6%	38	4%	55	5%						
			4	11-15 hrs	122	4%	27	3%	37	3%						
			5	16-20 hrs	72	2%	10	1%	13	1%						
			6	21-25 hrs	76	2%	10	1%	15	2%						
			7	26-30 hrs	37	1%	10	2%	13	1%						
			8	More than 30 hrs	52	2%	20	4%	29	4%						
				Total	3,318	100%	808	100%	1,108	100%						
Estimated nr of hours working for pay		tmworkhrs	(Continuous variable created by SASSE)								5.5	5.9	-0.03	6.2	**	-0.05

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
g	Doing community service or volunteer work	tmservice	1	0 hrs	1,856	56%	455	62%	634	58%	1.9	1.8	***	.09	1.9	-.01	
			2	1-5 hrs	827	25%	233	22%	296	22%							
			3	6-10 hrs	258	8%	46	6%	72	8%							
			4	11-15 hrs	110	3%	30	3%	39	3%							
			5	16-20 hrs	94	3%	19	3%	27	3%							
			6	21-25 hrs	71	2%	7	0%	11	1%							
			7	26-30 hrs	36	1%	7	1%	12	2%							
			8	More than 30 hrs	64	2%	13	3%	21	3%							
				Total	3,316	100%	810	100%	1,112	100%							
h	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	1	0 hrs	84	3%	31	3%	38	3%	3.3	3.5	***	-.09	3.6	***	-.15
			2	1-5 hrs	1,311	39%	269	35%	378	35%							
			3	6-10 hrs	857	26%	230	28%	303	26%							
			4	11-15 hrs	443	13%	100	13%	136	13%							
			5	16-20 hrs	243	7%	77	8%	102	9%							
			6	21-25 hrs	133	4%	26	3%	40	4%							
			7	26-30 hrs	92	3%	26	3%	34	3%							
			8	More than 30 hrs	157	5%	48	7%	77	9%							
				Total	3,320	100%	807	100%	1,108	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
Variable name ^c Values ^d Response options																	
i	Providing care for dependents (children, siblings, parents, etc.)	tmcare	1	0 hrs	1,187	36%	401	44%	503	37%	2.6	2.5	***	.08	2.8	***	-.07
			2	1-5 hrs	943	29%	194	24%	280	25%							
			3	6-10 hrs	395	12%	69	10%	113	13%							
			4	11-15 hrs	246	7%	49	7%	63	6%							
			5	16-20 hrs	164	5%	30	4%	43	5%							
			6	21-25 hrs	119	4%	18	3%	26	3%							
			7	26-30 hrs	74	2%	16	1%	28	3%							
			8	More than 30 hrs	184	5%	34	6%	56	8%							
				Total	3,312	100%	811	100%	1,112	100%							
j	Travelling to class/other places used to engage with academic work (driving, walking, etc.)	tmcommute	1	0 hrs	365	11%	96	12%	150	15%	2.7	2.8	**	-.07	2.7		.00
			2	1-5 hrs	1,845	56%	428	53%	590	52%							
			3	6-10 hrs	479	14%	116	12%	155	13%							
			4	11-15 hrs	208	6%	63	9%	76	7%							
			5	16-20 hrs	164	5%	30	4%	41	4%							
			6	21-25 hrs	106	3%	31	4%	38	3%							
			7	26-30 hrs	69	2%	23	3%	32	3%							
			8	More than 30 hrs	83	2%	26	4%	31	3%							
				Total	3,319	100%	813	100%	1,113	100%							
15. How do you prefer to engage with academic work?				engagework	1	Participating in face-to-face classes	1,743	53%	468	56%	624	53%	1.7	1.7	-.02	1.7	.01
	2	Participating in live online classes	847		25%	135	17%	235	26%								
	3	Working through content on my own time	710		22%	209	27%	254	21%								
	Total	3,300	100%		812	100%	1,113	100%									

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SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
16. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																	
a	Writing clearly and effectively	pgwrite	1	Very little	75	2%	40	5%	54	5%	3.5	3.2	***	.29	3.3	***	.24
			2	Some	297	9%	119	16%	172	16%							
			3	Quite a bit	939	28%	264	32%	340	28%							
			4	Very much	2,012	60%	393	47%	550	51%							
			Total		3,323	100%	816	100%	1,116	100%							
b	Speaking clearly and effectively	pgspeak	1	Very little	104	3%	60	8%	78	7%	3.4	3.0	***	.33	3.1	***	.26
			2	Some	359	11%	156	19%	206	17%							
			3	Quite a bit	1,072	32%	266	33%	363	32%							
			4	Very much	1,781	54%	333	40%	468	44%							
			Total		3,316	100%	815	100%	1,115	100%							
c	Thinking critically and analytically	pgthink	1	Very little	30	1%	18	3%	25	2%	3.6	3.4	***	.22	3.4	***	.20
			2	Some	206	6%	75	10%	113	11%							
			3	Quite a bit	908	27%	257	32%	337	29%							
			4	Very much	2,161	65%	462	55%	636	58%							
			Total		3,305	100%	812	100%	1,111	100%							
d	Analysing numerical and statistical information	pganalyze	1	Very little	293	9%	115	13%	146	11%	3.0	2.8	***	.18	2.9	***	.07
			2	Some	755	23%	200	25%	263	23%							
			3	Quite a bit	1,098	33%	264	32%	356	32%							
			4	Very much	1,171	36%	235	29%	348	34%							
			Total		3,317	100%	814	100%	1,113	100%							
e	Using computing and information technology	pgcmpts	1	Very little	155	5%	66	8%	86	7%	3.3	3.1	***	.27	3.2	***	.16
			2	Some	441	13%	155	19%	198	17%							
			3	Quite a bit	881	27%	234	31%	312	28%							
			4	Very much	1,837	55%	356	42%	514	49%							
			Total		3,314	100%	811	100%	1,110	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
f	Developing job- or work-related knowledge and skills	pgwork	1	Very little	185	6%	101	14%	135	12%	3.2	2.9	***	.31	3.0	***	.22
			2	Some	548	17%	186	21%	256	21%							
			3	Quite a bit	1,051	32%	237	29%	317	28%							
			4	Very much	1,527	46%	284	36%	398	39%							
			Total		3,311	100%	808	100%	1,106	100%							
g	Working effectively with others	pgothers	1	Very little	76	2%	42	6%	54	5%	3.4	3.2	***	.27	3.3	***	.16
			2	Some	371	11%	145	18%	188	15%							
			3	Quite a bit	947	29%	264	31%	350	29%							
			4	Very much	1,915	58%	364	46%	521	52%							
			Total		3,309	100%	815	100%	1,113	100%							
h	Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	116	3%	56	8%	76	7%	3.3	3.0	***	.26	3.1	***	.21
			2	Some	507	16%	168	21%	236	21%							
			3	Quite a bit	1,077	33%	269	31%	364	32%							
			4	Very much	1,607	48%	319	39%	436	41%							
			Total		3,307	100%	812	100%	1,112	100%							
i	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.)	pgdiverse	1	Very little	129	4%	67	10%	97	10%	3.4	3.1	***	.31	3.1	***	.25
			2	Some	390	12%	127	19%	175	17%							
			3	Quite a bit	881	27%	229	26%	303	25%							
			4	Very much	1,923	57%	391	45%	539	48%							
			Total		3,323	100%	814	100%	1,114	100%							
j	Solving complex real-world problems	pgprobsolve	1	Very little	151	5%	87	11%	123	11%	3.2	2.9	***	.30	3.0	***	.20
			2	Some	560	17%	175	21%	235	20%							
			3	Quite a bit	1,092	33%	271	34%	350	29%							
			4	Very much	1,494	45%	280	34%	405	40%							
			Total		3,297	100%	813	100%	1,113	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall			
<i>Item wording or description</i>				<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size ^e</i>	<i>Mean</i>	<i>Effect size ^e</i>		
<i>Variable name ^c</i>	<i>Values ^d</i>	<i>Response options</i>														
k	pgcitizen	1	Very little	171	5%	70	11%	100	10%	3.2	3.0	***	.23	3.0	***	.16
		2	Some	560	17%	141	18%	204	19%							
		3	Quite a bit	1,027	31%	279	35%	358	30%							
		4	Very much	1,560	47%	321	36%	448	41%							
			Total	3,318	100%	811	100%	1,110	100%							
l	pgentrepre	1	Very little	323	10%	182	24%	225	18%	3.0	2.5	***	.49	2.7	***	.26
		2	Some	705	21%	251	26%	320	24%							
		3	Quite a bit	977	30%	207	28%	285	27%							
		4	Very much	1,301	40%	174	21%	283	31%							
			Total	3,306	100%	814	100%	1,113	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
Variable name ^c Values ^d Response options																
17. During the current academic year, how many of your modules provided tutorials?																
tutprov																
1 None				291	9%	98	12%	153	15%	2.7	2.6	***	.16	2.5	***	.26
2 Some				1,062	33%	246	40%	370	40%							
3 Most				1,160	36%	181	28%	256	27%							
4 All				744	23%	275	21%	316	17%							
Total				3,257	100%	800	100%	1,095	100%							
18. If #17 is not None: During the current academic year, how often do you attend tutorial sessions?																
tutsession																
1 Never				126	4%	27	5%	44	6%	3.0	2.8	***	.14	2.8	***	.18
2 Sometimes				854	29%	182	38%	267	37%							
3 Often				953	33%	153	26%	223	29%							
4 Very often				1,003	34%	338	31%	402	28%							
Total				2,936	100%	700	100%	936	100%							
19. How would you evaluate your entire educational experience at this institution?																
evalexp																
1 Poor				47	1%	37	4%	52	4%	3.1	3.0	***	.18	3.0	***	.18
2 Fair				579	18%	198	21%	284	23%							
3 Good				1,614	49%	394	48%	510	42%							
4 Excellent				1,075	32%	185	27%	266	30%							
Total				3,315	100%	814	100%	1,112	100%							
20. If you could start over again, would you go to the same institution you are now attending?																
sameinst																
1 Definitely not				276	8%	103	9%	156	12%	3.1	3.1	-	.03	3.0	***	.10
2 Probably not				495	15%	136	13%	206	17%							
3 Probably yes				1,215	37%	296	35%	379	31%							
4 Definitely yes				1,340	40%	280	43%	376	40%							
Total				3,326	100%	815	100%	1,117	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b					
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with					
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
21. Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?															
a	Parent/guardian's money	FSSparfam (Means indicate the percentage who responded "Using.")	1 2 3 Total	Using Not using Not sure	761 2,428 67 3,256	23% 74% 2% 100%	297 442 21 760	39% 58% 3% 100%	351 669 35 1,055	28% 68% 5% 100%	23%	39%	*** -0.32	28%	*** -0.09
b	My own money	FSSself (Means indicate the percentage who responded "Using.")	1 2 3 Total	Using Not using Not sure	645 2,489 100 3,234	20% 77% 3% 100%	184 529 24 737	29% 68% 3% 100%	250 744 39 1,033	27% 68% 5% 100%	20%	29%	*** -0.19	27%	*** -0.15
c	Private sponsor/s (e.g. family contributors)	FSSprispon (Means indicate the percentage who responded "Using.")	1 2 3 Total	Using Not using Not sure	279 2,858 92 3,229	9% 88% 3% 100%	68 628 33 729	10% 86% 4% 100%	92 885 45 1,022	9% 86% 5% 100%	9%	10%	-0.04	9%	-0.01
d	Employer	FSSemployer (Means indicate the percentage who responded "Using.")	1 2 3 Total	Using Not using Not sure	95 3,042 81 3,218	3% 94% 3% 100%	21 682 21 724	5% 93% 2% 100%	33 946 34 1,013	6% 90% 4% 100%	3%	5%	*** -0.09	6%	*** -0.13
e	Non-governmental bursary (e.g. institutional, merit, private company)	FSSnongov (Means indicate the percentage who responded "Using.")	1 2 3 Total	Using Not using Not sure	206 2,945 86 3,237	6% 91% 3% 100%	78 634 24 736	9% 87% 4% 100%	96 897 35 1,028	8% 88% 4% 100%	6%	9%	*** -0.10	8%	* -0.05
f	Governmental bursary (excluding NSFAS)	FSSgovbur (Means indicate the percentage who responded "Using.")	1 2 3 Total	Using Not using Not sure	414 2,766 65 3,245	13% 85% 2% 100%	88 622 22 732	13% 85% 2% 100%	125 870 31 1,026	13% 84% 3% 100%	13%	13%	.00	13%	-0.01

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
g	NSFAS	FSSnsfas (Means indicate the percentage who responded "Using.")	1	Using	2,774	84%	518	64%	757	71%	84%	64%	***	.41	71%	***	.28
			2	Not using	511	15%	251	35%	307	27%							
			3	Not sure	18	1%	12	1%	16	2%							
			Total		3,303	100%	781	100%	1,080	100%							
h	Loan (including institutional, banks, or private companies)	FSSstudlo (Means indicate the percentage who responded "Using.")	1	Using	134	4%	52	9%	63	6%	4%	9%	***	-.18	6%	***	-.09
			2	Not using	3,035	94%	655	87%	926	89%							
			3	Not sure	67	2%	26	3%	37	4%							
			Total		3,236	100%	733	100%	1,026	100%							
22. In an average month, how much money do you spend on each of the following?																	
a	Food	FSSfood	1	Less than R500	212	6%	135	6%	154	7%	2.2	2.6	***	-.33	2.5	***	-.24
			2	R500 - R1500	2,430	73%	424	57%	638	62%							
			3	R1500 - R2500	555	16%	135	24%	185	20%							
			4	R2500 - R4000	77	2%	31	7%	42	5%							
			5	More than R4000	25	1%	20	2%	23	2%							
			6	Not applicable	35	1%	75	5%	82	4%							
			Total		3,334	100%	820	100%	1,124	100%							
b	Accommodation	FSSaccom	1	Less than R500	66	2%	18	2%	31	4%	4.0	4.4	***	-.31	4.3	***	-.23
			2	R500 - R1500	291	9%	34	6%	53	7%							
			3	R1500 - R2500	394	12%	59	10%	113	12%							
			4	R2500 - R4000	1,811	55%	283	41%	388	34%							
			5	More than R4000	279	8%	171	15%	203	14%							
			6	Not applicable	481	14%	248	26%	328	29%							
			Total		3,322	100%	813	100%	1,116	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description				UFS		Traditional Universities		SASSE Overall		UFS	Traditional Universities		SASSE Overall			
				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
Variable name ^c Values ^d Response options				Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
c Caring for dependents (children, siblings, parents, etc.)	FSSdepend	1	Less than R500	1,133	35%	202	27%	316	31%	3.1	3.9	***	-.36	3.4	***	-.14
		2	R500 - R1500	874	26%	123	14%	200	21%							
		3	R1500 - R2500	149	4%	27	4%	42	5%							
		4	R2500 - R4000	51	2%	19	4%	21	2%							
		5	More than R4000	33	1%	14	2%	19	3%							
		6	Not applicable	1,085	32%	429	49%	519	38%							
		Total		3,325	100%	814	100%	1,117	100%							
d Commuting to and from university/other places used to engage with academic work	FSScommute	1	Less than R500	1,440	43%	232	31%	369	37%	3.0	3.4	***	-.19	3.3	***	-.13
		2	R500 - R1500	612	18%	113	20%	150	18%							
		3	R1500 - R2500	103	3%	35	7%	44	5%							
		4	R2500 - R4000	31	1%	12	2%	14	2%							
		5	More than R4000	19	1%	8	1%	9	1%							
		6	Not applicable	1,125	34%	413	40%	531	38%							
		Total		3,330	100%	813	100%	1,117	100%							
e Academic necessities (e.g. making copies, printing, stationary, data)	FSSacadnec	1	Less than R500	2,632	79%	562	66%	802	72%	1.5	1.8	***	-.22	1.7	***	-.16
		2	R500 - R1500	420	12%	133	18%	166	14%							
		3	R1500 - R2500	74	2%	28	4%	33	3%							
		4	R2500 - R4000	27	1%	8	2%	13	2%							
		5	More than R4000	22	1%	11	2%	13	1%							
		6	Not applicable	158	5%	73	8%	91	8%							
		Total		3,333	100%	815	100%	1,118	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
f Entertainment (e.g. socialising with friends)	FSSentertain	1	Less than R500	2,261	68%	489	55%	682	58%	2.0	2.2	***	-.10	2.1	***	-.08
		2	R500 - R1500	469	14%	174	24%	229	22%							
		3	R1500 - R2500	41	1%	18	2%	22	2%							
		4	R2500 - R4000	17	0%	6	1%	7	1%							
		5	More than R4000	8	0%	5	0%	6	0%							
		6	Not applicable	539	16%	125	17%	175	17%							
		Total	3,335	100%	817	100%	1,121	100%								
23. In the past year, were there any times that you ran out of food and could not afford to buy more?																
	FSSafford	1	Never	409	12%	231	29%	275	23%	2.3	2.0	***	.34	2.1	***	.19
		2	Sometimes	1,702	52%	360	43%	502	44%							
		3	Most days	1,104	33%	200	27%	306	31%							
		4	Every day	93	3%	21	1%	30	2%							
		Total	3,308	100%	812	100%	1,113	100%								
24. How often do you worry about paying for university?																
	FSSpayuni	1	Never	911	27%	228	31%	337	33%	2.2	2.1	***	.08	2.1	***	.10
		2	Sometimes	1,279	38%	291	38%	399	37%							
		3	Most days	625	19%	156	16%	195	15%							
		4	Every day	513	16%	144	15%	190	15%							
		Total	3,328	100%	819	100%	1,121	100%								
25. How often do you worry about having enough money for day-to-day necessities?																
	FSSdaynec	1	Never	149	5%	74	12%	87	9%	2.9	2.7	***	.21	2.8	***	.11
		2	Sometimes	944	28%	237	31%	325	30%							
		3	Most days	1,246	38%	261	30%	367	32%							
		4	Every day	993	30%	246	27%	342	29%							
		Total	3,332	100%	818	100%	1,121	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b							
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with							
Item wording or description		Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
												Mean	Effect size ^e	Mean	Effect size ^e		
26. Please indicate whether the statements below have happened to you during your time in higher education.																	
a	I have chosen not to buy academic materials due to their cost	FSSacadmat	1	Yes	2,443	74%	559	67%	761	66%	1.3	1.3	***	-.13	1.3	***	-.16
			2	No	885	26%	250	33%	352	34%							
			Total		3,328	100%	809	100%	1,113	100%							
b	I have chosen not to participate in academic or social activities hosted by my institution due to a lack of money	FSSparticipate	1	Yes	2,184	66%	502	61%	660	56%	1.3	1.4	***	-.10	1.4	***	-.20
			2	No	1,143	34%	306	39%	451	44%							
			Total		3,327	100%	808	100%	1,111	100%							
c	Financial concerns have had a negative impact on my academic performance	FSSfincon	1	Yes	2,143	65%	434	49%	604	53%	1.4	1.5	***	-.32	1.5	***	-.23
			2	No	1,194	35%	378	51%	511	47%							
			Total		3,337	100%	812	100%	1,115	100%							
27. Have you ever considered dropping out of university?																	
		FSSdropnot	1	Yes	1,293	39%	370	39%	472	36%	1.6	1.6		.00	1.6	***	-.07
			2	No	2,028	61%	448	61%	649	64%							
			Total		3,321	100%	818	100%	1,121	100%							
28. If #27 is Yes: I have considered dropping out of university because of the following reasons. (Mark all that apply.)																	
The cost of university tuition fees	FSSdroptuition (Means indicate the percentage who chose this option.)	1	True	424	33%	135	36%	164	32%	33%	36%	*	-.07	32%		.03	
		0	False	867	67%	235	64%	307	68%								
		Total		1,291	100%	370	100%	471	100%								
The cost of academic materials (books, etc.)	FSSdropmat (Means indicate the percentage who chose this option.)	1	True	391	30%	109	31%	143	33%	30%	31%		-.01	33%		-.05	
		0	False	900	70%	261	69%	328	67%								
		Total		1,291	100%	370	100%	471	100%								
Living costs	FSSdropliving (Means indicate the percentage who chose this option.)	1	True	803	62%	190	49%	251	55%	62%	49%	***	.26	55%	***	.14	
		0	False	488	38%	180	51%	220	45%								
		Total		1,291	100%	370	100%	471	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
											Mean	Effect size ^e	Mean	Effect size ^e		
Travel/commuting costs	FSSdrotravel (Means indicate the percentage who chose this option.)	1	True	358	28%	85	20%	108	24%	28%	20%	***	.19	24%	**	.10
		0	False	933	72%	285	80%	363	76%							
		Total		1,291	100%	370	100%	471	100%							
Food insecurity (not having regular access to food)	FSSdropfood (Means indicate the percentage who chose this option.)	1	True	708	55%	119	34%	169	42%	55%	34%	***	.45	42%	***	.26
		0	False	583	45%	251	66%	302	58%							
		Total		1,291	100%	370	100%	471	100%							
Poor living conditions	FSSdropcon (Means indicate the percentage who chose this option.)	1	True	263	21%	74	14%	93	18%	21%	14%	***	.19	18%	*	.08
		0	False	1,028	79%	296	86%	378	82%							
		Total		1,291	100%	370	100%	471	100%							
Safety concerns (off campus)	FSSdropoff (Means indicate the percentage who chose this option.)	1	True	316	24%	58	15%	77	17%	24%	15%	***	.27	17%	***	.20
		0	False	975	76%	312	85%	394	83%							
		Total		1,291	100%	370	100%	471	100%							
Safety concerns (on campus)	FSSdropon (Means indicate the percentage who chose this option.)	1	True	32	2%	23	7%	28	6%	2%	7%	***	-.18	6%	***	-.15
		0	False	1,259	98%	347	93%	443	94%							
		Total		1,291	100%	370	100%	471	100%							
Poor academic performance	FSSdropperf (Means indicate the percentage who chose this option.)	1	True	495	38%	172	45%	213	44%	38%	45%	***	-.13	44%	***	-.12
		0	False	796	62%	198	55%	258	56%							
		Total		1,291	100%	370	100%	471	100%							
Feeling that I don't belong or fit in	FSSdropbelong (Means indicate the percentage who chose this option.)	1	True	576	44%	201	50%	248	49%	44%	50%	**	-.11	49%	**	-.10
		0	False	715	56%	169	50%	223	51%							
		Total		1,291	100%	370	100%	471	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons University of the Free State

Seniors				Frequency Distributions ^a						Statistical Comparisons ^b						
				UFS		Traditional Universities		SASSE Overall		Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Mean	Traditional Universities		SASSE Overall			
											Mean	Effect size ^e	Mean	Effect size ^e		
Personal or family problems	FSSdropfam (Means indicate the percentage who chose this option.)	1	True	837	65%	220	54%	287	62%	65%	54%	***	.23	62%	.05	
		0	False	454	35%	150	46%	184	38%							
		Total		1,291	100%	370	100%	471	100%							△
Other reasons	FSSdropother (Means indicate the percentage who chose this option.)	1	True	125	10%	78	21%	92	18%	10%	21%	***	-.27	18%	***	-.21
		0	False	1,166	90%	292	79%	379	82%							
		Total		1,291	100%	370	100%	471	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 32 for key to triangle symbols. See the endnotes on the last page of this report.



SASSE Frequencies and Statistical Comparisons

University of the Free State

Endnotes

- a. Column percentages are weighted by gender (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by gender (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very Often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SS = Student-Staff Interaction.
- d. These are the values used to calculate means. These values match the codes in the data file and codebook.
- e. Effect size for independent t -tests uses Cohen's d . See page 32 for more details.

Respondent Profile





SASSE Respondent Profile

About This Report

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



SASSE Respondent Profile

SASSEville University

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

1. **Class level**

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

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

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

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

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



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
29 Thinking about this current academic term, how are you registered?	fulltime	Full time contact	1,057	97%	266	98%	374	91%	3,158	95%	773	92%	1,027	84%
		Full time distance	21	2%	2	0%	12	4%	120	4%	27	6%	56	10%
		Part time contact	9	1%	4	1%	12	3%	40	1%	11	1%	23	3%
		Part time distance	9	1%	1	0%	5	2%	14	0%	9	2%	18	3%
		Total	1,096	100%	273	100%	403	100%	3,332	100%	820	100%	1,124	100%
30 How many years have you been registered as a student at this institution?	timereg	One	1,097	100%	273	100%	403	100%	0	0%	0	0%	0	0%
		Two	0	0%	0	0%	0	0%	882	26%	198	19%	286	23%
		Three or more	0	0%	0	0%	0	0%	2,460	74%	623	81%	839	77%
		Total	1,097	100%	273	100%	403	100%	3,342	100%	821	100%	1,125	100%
31 Which of the following are you currently enrolled for at this institution?	currentenroll	Degree (B.A., B.Sc., etc.)	774	71%	247	92%	276	61%	2,535	76%	739	87%	831	59%
		B.Tech	4	0%	2	0%	5	1%	8	0%	0	0%	0	0%
		Diploma	3	0%	10	3%	90	28%	7	0%	28	4%	207	30%
		Advanced Diploma	3	0%	1	0%	4	1%	3	0%	0	0%	15	3%
		Extended Degree	137	12%	8	4%	12	4%	704	21%	46	8%	49	4%
		Extended Diploma	2	0%	0	0%	5	2%	4	0%	0	0%	9	2%
		Certificate of Higher Education Studies	162	15%	2	1%	4	1%	60	2%	5	1%	7	1%
		Not enrolled for Degree/Diploma purposes	10	1%	1	0%	4	1%	11	0%	2	0%	4	0%
Total	1,095	100%	271	100%	400	100%	3,332	100%	820	100%	1,122	100%		
32 Did you start your higher education at your current institution or elsewhere?	enter	Started here	997	91%	232	83%	346	87%	3,013	91%	740	92%	1,014	92%
		Started elsewhere	92	9%	41	17%	56	13%	308	9%	79	8%	108	8%
		Total	1,089	100%	273	100%	402	100%	3,321	100%	819	100%	1,122	100%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
33 In which category do most of your marks up to now at this institution fall? (Mark only one.)	grades	0-39%	10	1%	4	2%	6	2%	20	1%	11	1%	16	2%
		40-49%	23	2%	5	2%	10	3%	84	3%	32	4%	43	4%
		50-59%	182	17%	52	18%	83	25%	513	15%	191	22%	242	20%
		60-69%	421	39%	116	40%	156	34%	1,478	45%	331	37%	455	38%
		70-79%	376	34%	76	29%	117	28%	1,050	31%	208	27%	299	28%
		80-89%	80	7%	18	8%	28	8%	192	6%	43	8%	63	7%
		90-100%	4	0%	2	1%	2	0%	3	0%	3	0%	5	1%
		Total	1,096	100%	273	100%	402	100%	3,340	100%	819	100%	1,123	100%
34 Since finishing high school, which of the following type(s) of institution(s) have you attended other than the one you are attending now? (Mark all that apply.)	otherinst1 otherinst2 otherinst3 otherinst4 otherinst5 otherinst6	Another public higher education institution	93	9%	32	12%	46	11%	307	10%	92	10%	124	11%
		Another private higher education institution	19	2%	8	3%	14	4%	81	2%	30	3%	38	3%
		TVET college (technical or vocational college)	73	7%	14	7%	25	7%	306	9%	42	7%	81	10%
		Private training college	25	2%	10	4%	12	3%	84	3%	26	4%	34	3%
		None	856	79%	206	75%	300	77%	2,528	76%	617	75%	832	72%
		Other	42	4%	7	3%	17	5%	104	3%	32	4%	44	4%
35 What is the highest level of education you ever expect to complete?	eduplan	Certificate	169	16%	28	9%	52	13%	465	14%	81	10%	112	9%
		Diploma	8	1%	7	2%	17	4%	29	1%	21	3%	55	8%
		Bachelor's degree (B.A., B.Sc., B.Tech., etc.)	164	15%	52	17%	67	15%	555	17%	160	20%	203	18%
		Honours degree	162	15%	31	12%	45	16%	550	17%	150	23%	190	17%
		Master's degree (M.A., M.Sc., M.Tech., etc.)	223	20%	59	24%	81	19%	725	22%	177	21%	228	19%
		Doctoral degree (Ph.D., M.D., D.Tech., etc.)	359	33%	94	36%	137	33%	1,004	30%	227	24%	329	29%
		Total	1,085	100%	271	100%	399	100%	3,328	100%	816	100%	1,117	100%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
On which campus do you attend your classes?	campus	Bloemfontein Campus	715	65%	-	-	-	-	2,492	75%	-	-	-	-
		Qwaqwa Campus	166	16%	-	-	-	-	732	22%	-	-	-	-
		South Campus	216	19%	-	-	-	-	118	4%	-	-	-	-
		Total	1,097	100%	-	-	-	-	3,342	100%	-	-	-	-
36 Please select the category that best represents your major field of study.	cesm	Business, Commerce, and Management Education	267	25%	61	25%	132	39%	726	22%	154	22%	283	34%
		Human and Social Sciences	235	22%	51	14%	66	13%	968	30%	187	24%	216	18%
		Science, Engineering, and Technology	380	35%	95	37%	108	22%	1,117	34%	283	33%	346	25%
		Total	193	18%	61	23%	90	27%	464	14%	185	21%	267	22%
		Total	1,075	100%	268	100%	396	100%	3,275	100%	809	100%	1,112	100%
37 Please select the faculty that you are registered in.	faculty	Economic and Management Sciences	210	19%	-	-	-	-	561	17%	-	-	-	-
		Education	224	21%	-	-	-	-	950	29%	-	-	-	-
		Health Sciences	35	3%	-	-	-	-	121	4%	-	-	-	-
		Law	88	8%	-	-	-	-	299	9%	-	-	-	-
		Natural and Agricultural Sciences	183	17%	-	-	-	-	459	14%	-	-	-	-
		The Humanities	318	29%	-	-	-	-	909	27%	-	-	-	-
		Theology and Religion	33	3%	-	-	-	-	40	1%	-	-	-	-
		Total	1,091	100%	-	-	-	-	3,339	100%	-	-	-	-
38 What is your gender identity?	gender	Male	318	36%	75	35%	114	40%	1,004	35%	232	35%	346	40%
		Female	761	63%	188	61%	276	57%	2,280	64%	564	64%	748	59%
		Another gender identity	6	1%	3	1%	4	1%	15	0%	8	0%	9	0%
		I prefer not to respond	8	1%	6	2%	8	3%	29	1%	12	2%	15	1%
		Total	1,093	100%	272	100%	402	100%	3,328	100%	816	100%	1,118	100%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
39 Indicate your year of birth.	age	18 years old	130	12%	31	9%	51	12%	80	3%	8	1%	17	2%
	(Recoded from yearofbirth.)	19 years old	328	31%	102	40%	141	38%	266	8%	73	8%	111	10%
		20 years old	203	20%	51	19%	81	22%	438	14%	138	16%	188	16%
		21 years old	142	14%	28	12%	37	9%	576	18%	180	22%	243	21%
		22 years old	74	8%	14	6%	22	6%	539	17%	139	18%	172	15%
		23 years old	50	5%	16	6%	21	5%	373	12%	72	10%	99	10%
		24 years old	23	2%	2	0%	7	2%	273	9%	45	5%	70	6%
		25 years and older	74	7%	21	8%	30	7%	564	18%	121	22%	166	20%
		Total	1,024	100%	265	100%	390	100%	3,109	100%	776	100%	1,066	100%
40 Are you an international student?	internat	Yes	44	4%	16	5%	32	8%	96	3%	54	4%	66	4%
		No	1,049	96%	256	95%	370	92%	3,233	97%	763	96%	1,051	96%
		Total	1,093	100%	272	100%	402	100%	3,329	100%	817	100%	1,117	100%
41 Indicate your race.	race	African	1,005	92%	212	73%	321	79%	3,070	92%	643	68%	922	79%
		Coloured	47	4%	19	8%	38	11%	117	3%	54	4%	71	7%
		Indian	2	0%	1	0%	1	0%	14	0%	8	1%	8	0%
		Asian	1	0%	0	0%	0	0%	1	0%	0	0%	0	0%
		White	33	3%	36	18%	37	9%	119	4%	110	27%	113	14%
		Other	3	0%	3	1%	4	2%	8	0%	2	0%	3	0%
		Total	1,091	100%	271	100%	401	100%	3,329	100%	817	100%	1,117	100%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
42 What is your home language or mother tongue? (Mark all that apply.)	motherton1	Afrikaans	77	7%	61	26%	77	18%	237	7%	152	30%	167	18%
	motherton2	English	144	13%	56	21%	78	18%	388	12%	189	19%	227	18%
	motherton3	IsiNdebele	16	1%	7	2%	11	2%	29	1%	16	2%	18	1%
	motherton4	IsiXhosa	197	18%	40	11%	70	17%	505	15%	179	10%	233	18%
	motherton5	IsiZulu	302	27%	48	16%	70	15%	912	27%	138	12%	183	13%
	motherton6	North Sotho	71	7%	26	11%	38	8%	205	6%	43	5%	82	7%
	motherton7	Sesotho	286	26%	31	13%	45	10%	989	29%	88	13%	128	11%
	motherton8	Setswana	138	13%	70	25%	80	14%	339	10%	172	26%	191	15%
	motherton9	SiSwati	39	4%	9	3%	14	3%	166	5%	23	3%	40	4%
	motherton10	Tshivenda	23	2%	1	0%	11	11%	76	2%	9	1%	58	9%
	motherton11	Xitsonga	54	5%	14	5%	24	6%	133	4%	30	4%	71	8%
	motherton12	Other	23	2%	13	5%	17	5%	60	2%	39	3%	52	4%
43 Where do you currently attend most of your classes/sessions/discussions?	attend	On-campus	887	81%	229	86%	258	60%	2,100	64%	670	81%	768	55%
		Some on campus and some off campus	182	16%	40	12%	100	25%	902	27%	108	11%	222	24%
		Off-campus	26	2%	4	1%	44	15%	323	10%	39	8%	130	21%
		Total	1,095	100%	273	100%	402	100%	3,325	100%	817	100%	1,120	100%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
44 Besides English, what other language(s) do you use when learning with peers or during tutorials, etc.? (Mark all that apply.)	stutlang1	Afrikaans	145	13%	75	31%	98	23%	443	13%	185	32%	214	22%
	stutlang2	IsiNdebele	25	2%	6	3%	9	3%	71	2%	14	1%	23	2%
	stutlang3	IsiXhosa	392	36%	84	27%	134	31%	1,098	33%	299	16%	375	23%
	stutlang4	IsiZulu	657	61%	117	44%	182	48%	1,918	58%	302	31%	441	36%
	stutlang5	North Sotho	108	10%	31	13%	46	10%	306	9%	51	7%	97	9%
	stutlang6	Sesotho	643	59%	72	28%	114	27%	2,137	64%	158	26%	271	27%
	stutlang7	Setswana	310	29%	109	44%	134	27%	820	25%	252	40%	318	28%
	stutlang8	SiSwati	122	11%	14	6%	30	8%	355	11%	36	3%	69	6%
	stutlang9	Tshivenda	43	4%	6	3%	25	15%	127	4%	18	2%	90	13%
	stutlang10	Xitsonga	59	6%	17	7%	35	15%	179	5%	25	4%	87	10%
	stutlang11	None	98	9%	33	11%	51	14%	338	10%	119	8%	147	10%
	stutlang12	Other	31	3%	14	6%	20	6%	99	3%	29	2%	44	4%
45 Have you been diagnosed with any disability or impairment?	disability	Yes	48	4%	15	5%	18	3%	150	4%	51	6%	65	6%
		No	992	92%	242	90%	359	91%	3,078	92%	715	87%	989	88%
		I prefer not to respond	42	4%	14	5%	24	6%	101	3%	49	7%	64	7%
		Total	1,082	100%	271	100%	401	100%	3,329	100%	815	100%	1,118	100%
46 [If #45 is answered "Yes"] Which of the following has been diagnosed? (Mark all that apply.)	dis_sense	A sensory impairment (vision or hearing)	29	63%	7	50%	9	54%	70	47%	25	36%	30	32%
	dis_mobility	A mobility impairment	2	4%	0	0%	0	0%	4	3%	3	11%	3	6%
	dis_learning	A learning disability (e.g. ADHD, dyslexia)	4	8%	5	28%	5	20%	25	17%	14	36%	16	25%
	dis_mental	A mental health disorder	6	12%	5	35%	5	25%	32	21%	19	36%	20	23%
	dis_other	A disability or impairment not listed above	11	23%	5	44%	7	49%	39	27%	12	28%	17	38%



SASSE Respondent Profile University of the Free State

Item wording or description	Variable name	Response options	First-Year Students						Seniors					
			UFS		Traditional Universities		SASSE Overall		UFS		Traditional Universities		SASSE Overall	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Disability or impairment	disability_all	A sensory impairment	27	3%	6	2%	7	1%	58	2%	15	1%	20	1%
	<i>(Items dis_sense to dis_other recoded where each student is represented only once.)</i>	A mobility impairment	2	0%	0	0%	0	0%	3	0%	1	0%	1	0%
		A learning disability	2	0%	1	0%	1	0%	15	0%	6	1%	8	1%
		A mental health disorder	3	0%	0	0%	0	0%	18	1%	4	1%	5	1%
		A disability or impairment not listed	8	1%	3	1%	4	1%	33	1%	4	1%	9	2%
		More than one disability or impairment	5	0%	5	2%	6	1%	20	1%	19	2%	19	1%
		No disability or impairment	992	92%	242	90%	359	91%	3,078	93%	715	88%	989	88%
	Prefer not to respond	42	4%	14	5%	24	6%	101	3%	49	7%	64	7%	
Total	1,081	100%	271	100%	401	100%	3,326	100%	813	100%	1,115	100%		
47 First Generational status <i>(Neither parent have graduated from a university before you.)</i>	FGbac	Not first generation	183	16%	87	31%	106	23%	575	17%	284	31%	342	25%
	<i>(Recoded from fammembergradN through fammembergradO.)</i>	First generation	908	84%	186	69%	297	77%	2,760	83%	535	69%	779	75%
		Total	1,091	100%	273	100%	403	100%	3,335	100%	819	100%	1,121	100%

Qualitative Data



SASSE



SASSE Qualitative Data

University of the Free State

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

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

Open-ended question wording:

What one change would most improve the educational experience at this institution?

Sample comments:

An effort into supporting the mental health of students especially during exam times.

They must provide more tutorials.

The registration process to be more effective towards NSFAS students and also allowing accommodation procedures to be conducted and every student to have friendly neighbourhood and not experience any exploitation.

Technology creates easy communication amongst students and lecturers especially during Covid 19 where online learning was used as a learning tool in most facilities.

Communication with different races and sharing opinions.

Moreover making registration more easier especially online because student are not being registered in time interms of DV forms. Some student end up not being registered at all.

Post lectures online.

Practical work experience.

Lecturers to remember that life happens to some students and try to hear them out.

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

3937

Topical Module

Academic Advising





SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

This topical module examines students' experiences with academic advising, including their primary source of advice and frequency of interaction with advisors. It also asks students about advising specifically related to their career interests.

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b				
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c			
				Count	%	Count	%	Mean	Mean	Effect size ^e		
1. Since you have been at this institution, have you had academic advice (i.e., help with the planning of your studies and education)?												
	acadad	1	Yes	738	68%	92	54%	1.3	1.5	***	-.28	
		2	No	350	32%	35	46%					
		Total		1,088	100%	127	100%					
<i>[If #1 is answered "Yes", continue with the rest of the questions:]</i>												
2. Since you have been at this institution, which of the following has been your source of advice regarding your academic plans? (Mark all that apply.)												
a	Academic advisor in your faculty	adfacadvr	1	True	557	75%	48	43%	75%	43%	***	.65
			0	False	180	25%	43	57%				
			Total		737	100%	91	100%				
b	Academic advisor at the Centre for Teaching and Learning/similar academic support unit	adctladvr	1	True	125	17%	17	27%	17%	27%	***	-.22
			0	False	612	83%	74	73%				
			Total		737	100%	91	100%				
c	Online advising (e.g. making contact through Facebook)	adonline	1	True	116	16%	12	8%	16%	8%	***	.29
			0	False	621	84%	79	92%				
			Total		737	100%	91	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b				
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c			
Item wording or description				Count	%	Count	%	Mean	Mean	Effect size ^e		
d	Website, faculty booklets, or other published information sources	adweb (Means indicate the percentage who chose this option.)	1	True	296	40%	30	32%	40%	32%	**	.17
			0	False	441	60%	61	68%				
			Total		737	100%	91	100%				
e	Friends or other students	adfrnd (Means indicate the percentage who chose this option.)	1	True	452	62%	60	63%	62%	63%		-.04
			0	False	285	38%	31	37%				
			Total		737	100%	91	100%				
f	Family members	adfam (Means indicate the percentage who chose this option.)	1	True	253	34%	51	57%	34%	57%	***	-.45
			0	False	484	66%	40	43%				
			Total		737	100%	91	100%				
g	Other	adoth (Means indicate the percentage who chose this option.)	1	True	27	4%	3	2%	4%	2%		.10
			0	False	710	96%	88	98%				
			Total		737	100%	91	100%				
3. Overall, how would you evaluate the quality of academic advice you have received at your institution?								3.1	3.0	***	.19	
		advise	1	Poor	18	2%	1					1%
			2	Fair	140	19%	24					27%
			3	Good	306	42%	40					44%
			4	Excellent	272	37%	24					28%
			Total		736	100%	89	100%	△			

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		Your first-year students compared with			
				Count	%	Count	%	UFS	SASSE Overall ^c		
						Mean	Mean	Effect size ^e			
4. Since you have been at this institution, how many times have you discussed your academic interests, module/subject selections, or academic performance with the following individuals?											
a	Academic advisor in your faculty	acadintfac	1 0	113	15%	30	37%	3.0	2.1 ▲	***	.92
			2 1	184	25%	19	34%				
			3 2	176	24%	30	20%				
			4 3	107	14%	6	4%				
			5 4 or more	157	22%	7	5%				
			Total	737	100%	92	100%				
b	Academic advisor at the Centre for Teaching and Learning/similar academic support unit	acadintctl	1 0	369	50%	56	61%	2.1	1.6 ▲	***	.46
			2 1	125	17%	14	26%				
			3 2	103	14%	9	6%				
			4 3	74	10%	6	4%				
			5 4 or more	59	8%	5	3%				
			Total	730	100%	90	100%				
c	Lecturer or tutor	acadintlect	1 0	143	19%	17	23%	3.2	2.6 ▲	***	.47
			2 1	107	15%	16	27%				
			3 2	156	21%	27	29%				
			4 3	129	17%	13	9%				
			5 4 or more	200	28%	17	12%				
			Total	735	100%	90	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Item wording or description				Count	%	Count	%	Mean	Mean	Effect size ^e	
d Student support staff (career services, academic support, financial aid office, etc.)	acadintsup	1	0	309	42%	45	52%	2.4	2.2	*	.13
		2	1	134	18%	10	7%				
		3	2	103	14%	17	23%				
		4	3	85	11%	9	6%				
		5	4 or more	101	14%	10	12%				
			Total	732	100%	91	100%				
e Success or academic coach	acadintcch	1	0	476	65%	65	77%	1.8	1.4	***	.43
		2	1	80	11%	8	11%				
		3	2	76	11%	10	7%				
		4	3	50	7%	4	3%				
		5	4 or more	48	7%	3	2%				
			Total	730	100%	90	100%				
f Peer advisor or mentor	acadintpeer	1	0	238	32%	25	32%	2.9	2.9		-.04
		2	1	111	15%	12	8%				
		3	2	100	14%	12	19%				
		4	3	85	12%	21	15%				
		5	4 or more	199	28%	22	26%				
			Total	733	100%	92	100%				
g Counsellors	acadintcoun	1	0	510	70%	70	85%	1.7	1.4	***	.37
		2	1	74	10%	6	4%				
		3	2	62	8%	3	2%				
		4	3	32	4%	9	6%				
		5	4 or more	54	8%	3	2%				
			Total	732	100%	91	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Item wording or description				Count	%	Count	%	Mean	Mean	Effect size ^e	
h Other	acadintoth	1	0	320	44%	47	45%	2.7	2.8	-.08	
		2	1	67	10%	4	8%				
		3	2	67	9%	7	5%				
		4	3	66	9%	6	4%				
		5	4 or more	192	27%	19	37%				
			Total	712	100%	83	100%				
5. Since you have been at this institution, to what extent have you participated in career advising by:											
a Attending a career fair/expo (face-to-face or online)	careerfair	1	Never	197	27%	30	34%	2.2	1.9	***	.35
		2	Sometimes	316	43%	39	51%				
		3	Often	111	16%	12	9%				
		4	Very often	101	13%	8	6%				
		5	Not applicable	11	1%	1	1%				
			Total	736	100%	90	100%				
b Attending career preparation workshops (face-to-face or online)	workshop	1	Never	270	36%	40	58%	2.0	1.6	***	.45
		2	Sometimes	290	40%	31	28%				
		3	Often	84	11%	9	7%				
		4	Very often	76	11%	7	5%				
		5	Not applicable	14	2%	2	1%				
			Total	734	100%	89	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising Frequencies and Statistical Comparisons University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		SASSE Overall ^c		Your first-year students compared with		
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c	
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e
c Making use of the institution's online platforms to get career guidance (website, social media, etc.)	online	1	Never	120	16%	23	17%	2.6	2.5 △	* .14
		2	Sometimes	236	32%	27	43%			
		3	Often	180	25%	20	15%			
		4	Very often	194	26%	17	24%			
		5	Not applicable	3	0%	3	2%			
		Total		733	100%	90	100%			
d Having the opportunity to network or interact with people from outside the institution (e.g. through guest lectures, learning experiences, webinars, or site visits)	network	1	Never	179	24%	28	32%	2.3	2.3	.04
		2	Sometimes	270	37%	32	29%			
		3	Often	158	22%	13	15%			
		4	Very often	123	17%	14	22%			
		5	Not applicable	4	1%	3	2%			
		Total		734	100%	90	100%			
6. How often do you talk about your career interests with the following people?										
a Family members	carintfam	1	Never	29	4%	4	3%	3.1	3.0	.09
		2	Sometimes	201	28%	30	37%			
		3	Often	187	25%	20	19%			
		4	Very often	318	43%	38	41%			
		Total		735	100%	92	100%			
b Other students	carintstud	1	Never	36	5%	4	3%	2.9	2.8	.09
		2	Sometimes	239	33%	32	37%			
		3	Often	234	32%	36	37%			
		4	Very often	225	31%	20	24%			
		Total		734	100%	92	100%			

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b				
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c			
<i>Item wording or description</i>				<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size ^e</i>		
c	Academic advisors	carintadvr	1	Never	160	22%	45	64%	2.2	1.4	***	1.12
			2	Sometimes	356	49%	36	29%				
			3	Often	129	18%	9	6%				
			4	Very often	85	12%	2	1%				
			Total		730	100%	92	100%				
d	Professionals/people in the field	carintprof	1	Never	222	30%	36	40%	2.1	1.8	***	.43
			2	Sometimes	290	40%	36	41%				
			3	Often	126	17%	17	17%				
			4	Very often	97	14%	3	2%				
			Total		735	100%	92	100%				
e	Career services staff	carintserv	1	Never	384	52%	55	68%	1.7	1.4	***	.57
			2	Sometimes	229	32%	30	27%				
			3	Often	72	10%	5	4%				
			4	Very often	44	6%	1	1%				
			Total		729	100%	91	100%				
f	Lecturers	carintlec	1	Never	219	29%	40	44%	2.1	1.8	***	.33
			2	Sometimes	302	41%	36	40%				
			3	Often	135	18%	10	7%				
			4	Very often	80	11%	5	9%				
			Total		736	100%	91	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		Your first-year students compared with			
				Count	%	Count	%	UFS	SASSE Overall ^c	Effect size ^e	
7. I know what my career options are.	option	1	Strongly disagree	24	3%	3	2%	3.3	3.4	**	-.19
		2	Disagree	36	5%	6	4%				
		3	Agree	362	49%	38	42%				
		4	Strongly agree	315	43%	44	52%				
		Total		737	100%	91	100%				
8. I know what I would like to do after I graduate.	aftgrad	1	Strongly disagree	30	4%	1	1%	3.3	3.2	*	.12
		2	Disagree	53	7%	11	18%				
		3	Agree	302	42%	34	40%				
		4	Strongly agree	348	47%	46	42%				
		Total		733	100%	92	100%				
9. My career goals have stayed the same since I started university.	goals	1	Strongly disagree	60	8%	11	13%	2.9	2.8	***	.19
		2	Disagree	187	25%	24	24%				
		3	Agree	229	32%	22	39%				
		4	Strongly agree	258	35%	33	24%				
		Total		734	100%	90	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

Seniors

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
				Count	%	Count	%	Mean	Mean	Effect size ^e	
1. Since you have been at this institution, have you had academic advice (i.e., help with the planning of your studies and education)?											
	acadad	1	Yes	2,458	74%	354	54%	1.3	1.5	***	-.40
		2	No	867	26%	219	46%				
			Total	3,325	100%	573	100%				
<i>[If #1 is answered "Yes", continue with the rest of the questions:]</i>											
2. Since you have been at this institution, which of the following has been your source of advice regarding your academic plans? (Mark all that apply.)											
a	Academic advisor in your faculty	adfacadvr						82%	42%	***	.80
		1	True	2,008	82%	158	42%				
		0	False	446	18%	194	58%				
			Total	2,454	100%	352	100%		▲		
b	Academic advisor at the Centre for Teaching and Learning/similar academic support unit	adctladvr						20%	17%	*	.08
		1	True	493	20%	60	17%				
		0	False	1,961	80%	292	83%				
			Total	2,454	100%	352	100%		△		
c	Online advising (e.g. making contact through Facebook)	adonline						14%	13%		.01
		1	True	335	14%	64	13%				
		0	False	2,119	86%	288	87%				
			Total	2,454	100%	352	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Your seniors compared with				Count	%	Count	%	Mean	Mean	Effect size ^e	
Item wording or description	Variable name	Values ^d	Response options								
d Website, faculty booklets, or other published information sources	adweb (Means indicate the percentage who chose this option.)	1 0	True False	854 1,600	35% 65%	144 208	37% 63%	35%	37%	-.05	
				Total		352 100%					
e Friends or other students	adfrnd (Means indicate the percentage who chose this option.)	1 0	True False	1,404 1,050	57% 43%	265 87	72% 28%	57%	72% ▼	*** -.34	
				Total		352 100%					
f Family members	adfam (Means indicate the percentage who chose this option.)	1 0	True False	762 1,692	31% 69%	176 176	60% 40%	31%	60% ▼	*** -.60	
				Total		352 100%					
g Other	adoth (Means indicate the percentage who chose this option.)	1 0	True False	60 2,394	2% 98%	29 323	9% 91%	2%	9% ▽	*** -.24	
				Total		352 100%					
3. Overall, how would you evaluate the quality of academic advice you have received at your institution?											
		advise	1	Poor	115	5%	12	1%	3.0	3.0	.01
			2	Fair	536	22%	106	28%			
			3	Good	1,044	43%	163	41%			
			4	Excellent	747	31%	69	29%			
			Total		2,442	100%	350	100%			

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c	
Your seniors compared with				Count	%	Count	%	Mean	Mean	Effect size ^e
Item wording or description	Variable name	Values ^d	Response options							
4. Since you have been at this institution, how many times have you discussed your academic interests, module/subject selections, or academic performance with the following individuals?										
a	Academic advisor in your faculty	acadintfac	1 0	269	11%	123	33%	3.2	2.6 ▲	*** .43
			2 1	538	22%	94	22%			
			3 2	633	26%	62	18%			
			4 3	454	19%	31	10%			
			5 4 or more	555	23%	40	18%			
			Total	2,449	100%	350	100%			
b	Academic advisor at the Centre for Teaching and Learning/similar academic support unit	acadintctl	1 0	1,087	44%	220	53%	2.2	2.1	.03
			2 1	517	21%	48	12%			
			3 2	406	17%	39	16%			
			4 3	210	9%	20	7%			
			5 4 or more	203	8%	18	12%			
			Total	2,423	100%	345	100%			
c	Lecturer or tutor	acadintlect	1 0	520	21%	63	13%	3.1	3.3 ▽	*** -.16
			2 1	433	18%	64	12%			
			3 2	464	19%	82	29%			
			4 3	294	12%	57	17%			
			5 4 or more	722	30%	85	28%			
			Total	2,433	100%	351	100%			

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Your seniors compared with				Count	%	Count	%	Mean	Mean	Effect size ^e	
Item wording or description	Variable name	Values ^d	Response options								
d Student support staff (career services, academic support, financial aid office, etc.)	acadintsup	1	0	929	38%	169	43%	2.5	2.4	.04	
		2	1	442	18%	61	19%				
		3	2	420	17%	45	11%				
		4	3	244	10%	31	10%				
		5	4 or more	395	16%	38	18%				
			Total	2,430	100%	344	100%				
e Success or academic coach	acadintcch	1	0	1,573	65%	254	64%	1.8	1.9	*	-.07
		2	1	264	11%	29	6%				
		3	2	230	10%	30	15%				
		4	3	161	7%	12	4%				
		5	4 or more	195	8%	20	12%				
			Total	2,423	100%	345	100%				
f Peer advisor or mentor	acadintpeer	1	0	903	37%	118	32%	2.7	2.8		-.06
		2	1	378	15%	57	16%				
		3	2	357	15%	50	17%				
		4	3	232	10%	47	14%				
		5	4 or more	567	24%	76	21%				
			Total	2,437	100%	348	100%				
g Counsellors	acadintcoun	1	0	1,634	67%	241	60%	1.8	1.8		-.05
		2	1	273	11%	35	16%				
		3	2	183	8%	29	11%				
		4	3	139	6%	22	6%				
		5	4 or more	199	8%	22	7%				
			Total	2,428	100%	349	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
								<i>Your seniors compared with</i>			
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e	
h Other	acadintoth	1	0	1,227	52%	148	46%	2.4	2.5	-.07	
		2	1	182	8%	28	9%				
		3	2	235	10%	26	15%				
		4	3	182	8%	20	7%				
		5	4 or more	531	23%	75	23%				
			Total			2,357	100%				297
5. Since you have been at this institution, to what extent have you participated in career advising by:											
a Attending a career fair/expo (face-to-face or online)	careerfair	1	Never	696	28%	103	26%	2.1	2.1	-.04	
		2	Sometimes	1,068	44%	154	45%				
		3	Often	397	16%	50	12%				
		4	Very often	275	11%	40	14%				
		5	Not applicable	13	0%	5	2%				
			Total			2,449	100%				352
b Attending career preparation workshops (face-to-face or online)	workshop	1	Never	884	36%	142	45%	2.0	1.8	***	.16
		2	Sometimes	991	41%	137	33%				
		3	Often	333	14%	38	9%				
		4	Very often	217	9%	26	9%				
		5	Not applicable	16	1%	9	5%				
			Total			2,441	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b				
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c			
Item wording or description				Count	%	Count	%	Mean	Mean	Effect size ^e		
c	Making use of the institution's online platforms to get career guidance (website, social media, etc.)	online	1	Never	400	16%	82	25%	2.5	2.3	***	.16
			2	Sometimes	931	38%	139	35%				
			3	Often	548	23%	72	17%				
			4	Very often	556	23%	50	21%				
			5	Not applicable	10	0%	9	3%				
			Total		2,445	100%	352	100%				
d	Having the opportunity to network or interact with people from outside the institution (e.g. through guest lectures, learning experiences, webinars, or site visits)	network	1	Never	625	25%	97	28%	2.2	2.2		.01
			2	Sometimes	977	40%	145	34%				
			3	Often	449	19%	55	20%				
			4	Very often	374	15%	49	15%				
			5	Not applicable	12	0%	6	2%				
			Total		2,437	100%	352	100%				
6. How often do you talk about your career interests with the following people?												
a	Family members	carintfam	1	Never	141	6%	22	3%	3.0	3.0		.03
			2	Sometimes	692	28%	118	33%				
			3	Often	677	28%	96	30%				
			4	Very often	939	38%	117	34%				
			Total		2,449	100%	353	100%				
b	Other students	carintstud	1	Never	121	5%	20	4%	2.9	2.7	***	.23
			2	Sometimes	748	31%	119	44%				
			3	Often	819	34%	130	28%				
			4	Very often	759	31%	84	24%				
			Total		2,447	100%	353	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Your seniors compared with				Count	%	Count	%	Mean	Mean	Effect size ^e	
Item wording or description	Variable name	Values ^d	Response options								
c Academic advisors	carintadvr	1	Never	553	22%	174	47%	2.1	1.7	***	.46
		2	Sometimes	1,233	50%	129	36%				
		3	Often	425	18%	37	12%				
		4	Very often	234	10%	12	5%				
		Total		2,445	100%	352	100%				
d Professionals/people in the field	carintprof	1	Never	647	26%	114	27%	2.2	2.2		.05
		2	Sometimes	927	38%	138	34%				
		3	Often	505	21%	76	30%				
		4	Very often	366	15%	24	9%				
		Total		2,445	100%	352	100%				
e Career services staff	carintserv	1	Never	1,269	52%	219	59%	1.7	1.6	**	.11
		2	Sometimes	784	32%	96	26%				
		3	Often	253	11%	27	10%				
		4	Very often	134	6%	10	5%				
		Total		2,440	100%	352	100%				
f Lecturers	carintlec	1	Never	804	32%	132	28%	2.1	2.2	*	-.09
		2	Sometimes	965	40%	143	41%				
		3	Often	399	17%	49	16%				
		4	Very often	277	11%	28	14%				
		Total		2,445	100%	352	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Academic Advising

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e	
7. I know what my career options are.											
	option	1	Strongly disagree	86	3%	8	3%	3.3	3.3	*	.09
		2	Disagree	95	4%	38	7%				
		3	Agree	1,225	50%	196	52%				
		4	Strongly agree	1,043	43%	107	38%				
		Total		2,449	100%	349	100%				
8. I know what I would like to do after I graduate.											
	aftgrad	1	Strongly disagree	113	4%	18	6%	3.3	3.3		.03
		2	Disagree	173	7%	36	6%				
		3	Agree	1,034	42%	157	41%				
		4	Strongly agree	1,129	46%	140	46%				
		Total		2,449	100%	351	100%				
9. My career goals have stayed the same since I started university.											
	goals	1	Strongly disagree	267	11%	58	15%	2.8	2.8		-.06
		2	Disagree	740	30%	109	23%				
		3	Agree	734	30%	88	25%				
		4	Strongly agree	705	29%	95	37%				
		Total		2,446	100%	350	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.

Topical Module

Learning with Technology





SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

These questions examine the role of technology in student learning, focusing on usage, contribution to learning, perceptions of institutional support, development of skills, and experience of teaching and learning.

First-Year Students

Item wording or description	Variable name	Values ^d	Response options	Frequency Distributions ^a				Statistical Comparisons ^b				
				UFS		SASSE Overall ^c		Your first-year students compared with				
				Count	%	Count	%	UFS	SASSE Overall ^c	Effect size ^e		
				Count	%	Count	%	Mean	Mean	Effect size ^e		
1. How often do your modules/subjects require you to use the following technology?												
a	Hardware (desktop computer, laptop, tablet, smartphone, etc.)	usehard	1	Never	5	1%	2	1%	4.7	4.5 △	***	.15
			2	Less than monthly	16	1%	11	9%				
			3	Monthly	47	4%	13	4%				
			4	Weekly	173	16%	17	6%				
			5	Daily	853	78%	294	80%				
				Total	1,094	100%	337	100%				
b	Software (programs used by computers e.g. Microsoft Word/Excel, etc.)	usesoft	1	Never	6	1%	1	0%	4.3	4.2 △	***	.09
			2	Less than monthly	45	4%	19	12%				
			3	Monthly	90	8%	26	8%				
			4	Weekly	415	38%	87	23%				
			5	Daily	538	49%	204	56%				
				Total	1,094	100%	337	100%				
c	Online tools (e.g. email, applications, etc.)	usetool	1	Never	1	0%	1	0%	4.7	4.6 △	***	.10
			2	Less than monthly	17	2%	13	5%				
			3	Monthly	47	4%	10	3%				
			4	Weekly	150	13%	36	13%				
			5	Daily	878	81%	276	78%				
				Total	1,093	100%	336	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		Your first-year students compared with			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e	
d University-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.)	usepltf	1	Never	5	1%	7	2%	4.8	4.4	***	.41
		2	Less than monthly	8	1%	15	4%				
		3	Monthly	36	3%	21	11%				
		4	Weekly	83	8%	63	17%				
		5	Daily	962	88%	224	66%				
		Total		1,094	100%	330	100%				
e External websites that support learning (e.g. YouTube videos, etc.)	useext	1	Never	19	2%	9	3%	3.9	3.9		.04
		2	Less than monthly	116	10%	31	9%				
		3	Monthly	153	14%	44	18%				
		4	Weekly	444	41%	121	34%				
		5	Daily	359	33%	130	35%				
		Total		1,091	100%	335	100%				
2. During the current academic year, how much has your use of technology contributed to the following?											
a Your understanding of module/subject materials and ideas	techundr	1	Very little	6	1%	1	0%	3.6	3.4	***	.32
		2	Some	54	5%	35	17%				
		3	Quite a bit	301	27%	105	29%				
		4	Very much	731	67%	194	54%				
		Total		1,092	100%	335	100%				
b Demonstrating your understanding of module/subject content	techdemo	1	Very little	8	1%	4	1%	3.5	3.2	***	.32
		2	Some	74	7%	51	22%				
		3	Quite a bit	398	37%	116	32%				
		4	Very much	610	56%	164	45%				
		Total		1,090	100%	335	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b				
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c			
<i>Item wording or description</i>				<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size ^e</i>		
c	Learning, studying, or completing module/subject work on your own	techown	1	Very little	6	1%	7	2%	3.7	3.4	***	.33
			2	Some	43	4%	29	16%				
			3	Quite a bit	251	23%	83	22%				
			4	Very much	789	72%	216	60%				
			Total		1,089	100%	335	100%				
d	Learning, studying, or completing module/subject work with other students	techstud	1	Very little	40	4%	24	7%	3.3	3.0	***	.31
			2	Some	137	12%	63	20%				
			3	Quite a bit	340	32%	104	36%				
			4	Very much	577	52%	144	37%				
			Total		1,094	100%	335	100%				
e	Distracting you from completing your module/subject work	techdstr	1	Very little	278	26%	89	25%	2.3	2.3		.02
			2	Some	389	36%	113	38%				
			3	Quite a bit	255	23%	78	21%				
			4	Very much	169	16%	56	15%				
			Total		1,091	100%	336	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e	
3. How much does your institution emphasise the following?											
a Teaching with technologies	tchtech	1	Very little	25	2%	9	4%	3.4	3.2	***	.20
		2	Some	114	11%	37	11%				
		3	Quite a bit	353	32%	134	43%				
		4	Very much	602	55%	153	42%				
		Total		1,094	100%	333	100%				
b Providing technology to help you learn, study, or complete module/subject work	lrntech	1	Very little	48	4%	11	3%	3.4	3.2	***	.28
		2	Some	110	10%	49	24%				
		3	Quite a bit	273	25%	103	28%				
		4	Very much	661	60%	171	46%				
		Total		1,092	100%	334	100%				
c Teaching you how to use available technologies to learn, study, or complete module/subject work	availtech	1	Very little	32	3%	13	3%	3.5	3.2	***	.32
		2	Some	103	9%	54	23%				
		3	Quite a bit	271	25%	91	25%				
		4	Very much	689	63%	174	48%				
		Total		1,095	100%	332	100%				
d Providing support services to assist you with your use of technology	suptech	1	Very little	40	4%	24	9%	3.4	3.0	***	.37
		2	Some	149	14%	51	23%				
		3	Quite a bit	262	24%	98	28%				
		4	Very much	642	59%	154	41%				
		Total		1,093	100%	327	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e	
4. During the current academic year, to what extent has your skill level in the following technologies been improved?											
a Use of hardware (desktop computer, laptop, tablet, smartphone, etc.)	skilhard	1	Very little	22	2%	11	4%	3.6	3.4	***	.25
		2	Some	50	5%	28	8%				
		3	Quite a bit	230	21%	81	29%				
		4	Very much	792	72%	213	59%				
		Total		1,094	100%	333	100%				
b Use of software (programs used by computers e.g. Microsoft Word/Excel, etc.)	skilsoft	1	Very little	22	2%	9	4%	3.6	3.3	***	.28
		2	Some	74	7%	33	15%				
		3	Quite a bit	241	22%	87	25%				
		4	Very much	754	69%	202	56%				
		Total		1,091	100%	331	100%				
c Use of online tools (e.g. email, applications, etc.)	skiltool	1	Very little	17	2%	11	4%	3.7	3.4	***	.34
		2	Some	48	5%	31	8%				
		3	Quite a bit	173	16%	72	28%				
		4	Very much	851	78%	219	60%				
		Total		1,089	100%	333	100%				
d Use of university-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.)	skilpltf	1	Very little	5	1%	14	3%	3.8	3.4	***	.46
		2	Some	32	3%	35	11%				
		3	Quite a bit	157	15%	79	28%				
		4	Very much	894	82%	204	58%				
		Total		1,088	100%	332	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		Your first-year students compared with			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Item wording or description	Variable name	Values ^d	Response options	Count	%	Count	%	Mean	Mean	Effect size ^e	
e Use of external websites that support learning (e.g. YouTube videos, etc.)	skilext	1	Very little	47	4%	21	7%	3.4	3.2	***	.23
		2	Some	119	11%	46	16%				
		3	Quite a bit	248	23%	80	27%				
		4	Very much	675	62%	184	50%				
		Total	1,089	100%	331	100%					
5. In general, to what extent have your digital teaching and learning experience:											
a Given you access to content that is relevant to the learning outcomes	digtllo	1	Very little	8	1%	5	1%	3.6	3.4	***	.20
		2	Some	73	7%	19	13%				
		3	Quite a bit	279	26%	93	28%				
		4	Very much	702	64%	211	57%				
		5	Not applicable	30	3%	6	1%				
Total	1,092	100%	334	100%							
b Provided activities which encourage you to engage with the content critically	digtlact	1	Very little	19	2%	10	8%	3.5	3.1	***	.34
		2	Some	94	9%	43	14%				
		3	Quite a bit	311	28%	102	29%				
		4	Very much	635	58%	167	45%				
		5	Not applicable	30	3%	9	3%				
Total	1,089	100%	331	100%							
c Paced activities so you have a reasonable amount of time to complete them	digtlpac	1	Very little	39	3%	12	4%	3.3	3.1	***	.21
		2	Some	138	13%	52	23%				
		3	Quite a bit	347	32%	106	30%				
		4	Very much	547	50%	151	42%				
		5	Not applicable	20	2%	7	2%				
Total	1,091	100%	328	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
<i>Item wording or description</i>	<i>Variable name</i>	<i>Values ^d</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size ^e</i>	
d Provided clear instructions and used a level of language that was easy for you to follow	digtlins	1	Very little	21	2%	7	2%	3.5	3.3 △	***	.25
		2	Some	88	8%	31	16%				
		3	Quite a bit	271	25%	90	28%				
		4	Very much	698	64%	193	51%				
		5	Not applicable	15	1%	10	3%				
		Total		1,093	100%	331	100%				
e Required you to complete and submit assignments	digtlclass	1	Very little	3	0%	4	2%	3.8	3.8 △	***	.14
		2	Some	31	3%	9	3%				
		3	Quite a bit	102	10%	37	12%				
		4	Very much	939	86%	276	81%				
		5	Not applicable	16	1%	6	1%				
		Total		1,091	100%	332	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b		
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c	
Your seniors compared with				Count	%	Count	%	Mean	Mean	Effect size ^e
Item wording or description	Variable name	Values ^d	Response options							
1. How often do your modules/subjects require you to use the following technology?										
a	Hardware (desktop computer, laptop, tablet, smartphone, etc.)	usehard	1 Never	9	0%	2	0%	4.8	4.7	.02
			2 Less than monthly	52	2%	20	3%			
			3 Monthly	136	4%	37	5%			
			4 Weekly	350	11%	48	7%			
			5 Daily	2,789	84%	627	85%			
			Total	3,336	100%	734	100%			
b	Software (programs used by computers e.g. Microsoft Word/Excel, etc.)	usesoft	1 Never	29	1%	13	2%	4.3	4.4	-.03
			2 Less than monthly	134	4%	44	6%			
			3 Monthly	326	10%	49	7%			
			4 Weekly	1,011	30%	166	24%			
			5 Daily	1,832	55%	461	62%			
			Total	3,332	100%	733	100%			
c	Online tools (e.g. email, applications, etc.)	usetool	1 Never	9	0%	3	0%	4.7	4.6	*** .13
			2 Less than monthly	50	1%	18	2%			
			3 Monthly	130	4%	61	8%			
			4 Weekly	466	14%	80	11%			
			5 Daily	2,677	80%	571	77%			
			Total	3,332	100%	733	100%			

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Your seniors compared with				Count	%	Count	%	Mean	Mean	Effect size ^e	
Item wording or description	Variable name	Values ^d	Response options								
d University-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.)	usepltf	1	Never	14	0%	14	2%	4.8	4.5	***	.31
		2	Less than monthly	45	1%	36	4%				
		3	Monthly	110	3%	53	8%				
		4	Weekly	285	9%	103	14%				
		5	Daily	2,875	86%	526	72%				
		Total		3,329	100%	732	100%				
e External websites that support learning (e.g. YouTube videos, etc.)	useext	1	Never	61	2%	27	4%	3.9	4.0	***	-.07
		2	Less than monthly	406	12%	82	11%				
		3	Monthly	447	13%	96	13%				
		4	Weekly	1,278	38%	206	29%				
		5	Daily	1,137	35%	322	45%				
		Total		3,329	100%	733	100%				
2. During the current academic year, how much has your use of technology contributed to the following?											
a Your understanding of module/subject materials and ideas	techundr	1	Very little	24	1%	7	1%	3.5	3.5	*	.04
		2	Some	224	7%	67	9%				
		3	Quite a bit	1,003	30%	196	26%				
		4	Very much	2,077	62%	465	63%				
		Total		3,328	100%	735	100%				
b Demonstrating your understanding of module/subject content	techdemo	1	Very little	28	1%	12	2%	3.5	3.4	***	.12
		2	Some	261	8%	82	12%				
		3	Quite a bit	1,116	34%	243	33%				
		4	Very much	1,919	58%	394	54%				
		Total		3,324	100%	731	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
								<i>Your seniors compared with</i>			
<i>Item wording or description</i>	<i>Variable name</i>	<i>Values ^d</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size ^e</i>	
c Learning, studying, or completing module/subject work on your own	techown	1	Very little	17	1%	6	1%	3.6	3.5	***	.13
		2	Some	189	6%	72	10%				
		3	Quite a bit	839	25%	175	24%				
		4	Very much	2,280	69%	475	65%				
		Total		3,325	100%	728	100%				
d Learning, studying, or completing module/subject work with other students	techstud	1	Very little	112	3%	27	5%	3.3	3.2	***	.11
		2	Some	465	14%	119	16%				
		3	Quite a bit	1,012	30%	242	33%				
		4	Very much	1,741	52%	342	46%				
		Total		3,330	100%	730	100%				
e Distracting you from completing your module/subject work	techdstr	1	Very little	772	23%	176	27%	2.4	2.3	***	.08
		2	Some	1,104	33%	235	33%				
		3	Quite a bit	828	25%	172	21%				
		4	Very much	618	19%	148	18%				
		Total		3,322	100%	731	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Your seniors compared with				Count	%	Count	%	Mean	Mean	Effect size ^e	
Item wording or description	Variable name	Values ^d	Response options								
3. How much does your institution emphasise the following?											
a Teaching with technologies	tchtech	1	Very little	83	2%	38	5%	3.3	3.2	***	.17
		2	Some	430	13%	111	15%				
		3	Quite a bit	1,074	32%	249	34%				
		4	Very much	1,745	52%	335	45%				
			Total	3,332	100%	733	100%				
b Providing technology to help you learn, study, or complete module/subject work	lrntech	1	Very little	140	4%	53	8%	3.3	3.1	***	.27
		2	Some	444	13%	139	20%				
		3	Quite a bit	967	29%	218	31%				
		4	Very much	1,776	53%	322	41%				
			Total	3,327	100%	732	100%				
c Teaching you how to use available technologies to learn, study, or complete module/subject work	availtech	1	Very little	119	4%	53	8%	3.3	3.1	***	.27
		2	Some	494	15%	132	20%				
		3	Quite a bit	946	28%	224	32%				
		4	Very much	1,768	53%	321	41%				
			Total	3,327	100%	730	100%				
d Providing support services to assist you with your use of technology	suptech	1	Very little	174	5%	65	10%	3.2	3.0	***	.27
		2	Some	550	16%	158	22%				
		3	Quite a bit	913	28%	210	29%				
		4	Very much	1,679	51%	296	39%				
			Total	3,316	100%	729	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Your seniors compared with				Count	%	Count	%	Mean	Mean	Effect size ^e	
Item wording or description	Variable name	Values ^d	Response options								
4. During the current academic year, to what extent has your skill level in the following technologies been improved?											
a Use of hardware (desktop computer, laptop, tablet, smartphone, etc.)	skilhard	1	Very little	59	2%	26	4%	3.6	3.5	***	.17
		2	Some	184	6%	55	8%				
		3	Quite a bit	689	21%	158	23%				
		4	Very much	2,389	72%	486	65%				
		Total		3,321	100%	725	100%				
b Use of software (programs used by computers e.g. Microsoft Word/Excel, etc.)	skilsoft	1	Very little	58	2%	23	4%	3.6	3.5	***	.12
		2	Some	219	7%	64	10%				
		3	Quite a bit	831	25%	164	23%				
		4	Very much	2,210	67%	476	64%				
		Total		3,318	100%	727	100%				
c Use of online tools (e.g. email, applications, etc.)	skiltool	1	Very little	62	2%	22	3%	3.7	3.5	***	.21
		2	Some	147	4%	55	8%				
		3	Quite a bit	549	17%	145	21%				
		4	Very much	2,554	77%	503	68%				
		Total		3,312	100%	725	100%				
d Use of university-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.)	skilptf	1	Very little	57	2%	38	6%	3.7	3.4	***	.34
		2	Some	156	5%	88	13%				
		3	Quite a bit	550	17%	150	20%				
		4	Very much	2,550	77%	445	62%				
		Total		3,313	100%	721	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology

Frequencies and Statistical Comparisons

University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b			
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c		
Your seniors compared with				Count	%	Count	%	Mean	Mean	Effect size ^e	
Item wording or description	Variable name	Values ^d	Response options								
e Use of external websites that support learning (e.g. YouTube videos, etc.)	skilext	1	Very little	119	4%	39	6%	3.4	3.3	***	.10
		2	Some	385	12%	90	14%				
		3	Quite a bit	797	24%	165	22%				
		4	Very much	2,012	61%	433	58%				
		Total		3,313	100%	727	100%				
5. In general, to what extent have your digital teaching and learning experience:											
a Given you access to content that is relevant to the learning outcomes	digtllo	1	Very little	42	1%	16	2%	3.6	3.5	***	.12
		2	Some	208	6%	62	9%				
		3	Quite a bit	798	24%	180	25%				
		4	Very much	2,178	65%	445	60%				
		5	Not applicable	96	3%	25	4%				
Total		3,322	100%	728	100%						
b Provided activities which encourage you to engage with the content critically	digtlact	1	Very little	52	2%	23	3%	3.5	3.3	***	.18
		2	Some	290	9%	103	14%				
		3	Quite a bit	970	29%	191	27%				
		4	Very much	1,927	58%	386	51%				
		5	Not applicable	75	2%	25	4%				
Total		3,314	100%	728	100%						
c Paced activities so you have a reasonable amount of time to complete them	digtlpac	1	Very little	114	3%	50	7%	3.3	3.1	***	.16
		2	Some	479	15%	122	17%				
		3	Quite a bit	1,026	31%	216	30%				
		4	Very much	1,648	50%	320	43%				
		5	Not applicable	50	1%	21	3%				
Total		3,317	100%	729	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.



SASSE Learning with Technology
Frequencies and Statistical Comparisons
University of the Free State

Seniors				Frequency Distributions ^a				Statistical Comparisons ^b				
				UFS		SASSE Overall ^c		UFS	SASSE Overall ^c			
<i>Item wording or description</i>				<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size ^e</i>		
d	Provided clear instructions and used a level of language that was easy for you to follow	digtlins	1	Very little	58	2%	24	3%	3.5	3.4	***	.15
			2	Some	333	10%	93	12%				
			3	Quite a bit	877	27%	207	28%				
			4	Very much	2,007	60%	389	54%				
			5	Not applicable	45	1%	16	3%				
			Total		3,320	100%	729	100%				
e	Required you to complete and submit assignments	digtlass	1	Very little	24	1%	12	2%	3.8	3.7	**	.05
			2	Some	138	4%	32	4%				
			3	Quite a bit	393	12%	99	14%				
			4	Very much	2,710	82%	563	78%				
			5	Not applicable	50	2%	21	3%				
			Total		3,315	100%	727	100%				

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.

Endnotes

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

Key to symbols:

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

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

Codebook

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SASSE 2022 Codebook

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

On which campus do you attend your classes?

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

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

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

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

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

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

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

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

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

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

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

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

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

SASSE 2022 Codebook

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

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

- Clearly explained module/subject outcomes and requirements [ETgoals]
- Presented module/subject sessions in an organised way [ETorganize]
- Used examples or illustrations to explain difficult points [ETexample]
- Provided feedback on a draft or work in progress [ETdraftfb]
- Provided detailed feedback shortly after you completed tests or assignments [ETfeedback]

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

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

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

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

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

- People of a race or ethnicity other than your own [DDrace]
- People from an economic background other than your own [DDeconomic]
- People with religious beliefs other than your own [DDreligion]
- People with political views other than your own [DDpolitical]

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

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

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

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

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

SASSE 2022 Codebook

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

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

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

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

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

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

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

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

13. How much does your institution emphasise the following?

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

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

SASSE 2022 Codebook

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

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

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

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

15. How do you prefer to engage with academic work? [engagwork]

Response options: Participating in face-to-face classes=1, Participating in live online classes=2, Working through content on my own time=3

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

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

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

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

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

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

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

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

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

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

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

SASSE 2022 Codebook

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

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

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

22. In an average month, how much money do you spend on each of the following?

Response options: Less than R500=1, R500 – R1500=2, R1500 – R2500=3, R2500 – R4000=4, More than R4000=5, Not applicable=6

- a. Food [FSSfood]
- b. Accommodation [FSSaccom]
- c. Caring for dependents (children, siblings, parents, etc.) [FSSdepend]
- d. Commuting to and from university/other places used to engage with academic work [FSScommute]
- e. Academic necessities (e.g. making copies, printing, stationary, data) [FSSacadnec]
- f. Entertainment (e.g. socialising with friends) [FSSentertain]

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

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

24. How often do you worry about paying for university? [FSSpayuni]

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

25. How often do you worry about having enough money for day-to-day necessities? [FSSdaynec]

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

26. Please indicate whether the statements below have happened to you during your time in higher education.

Response options: Yes=1, No=2

- a. I have chosen not to buy academic materials due to their cost [FSSacadmat]
- b. I have chosen not to participate in academic or social activities hosted by my institution due to a lack of money [FSSparticipate]
- c. Financial concerns have had a negative impact on my academic performance [FSSfincon]

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

Response options: Yes=1, No=2

SASSE 2022 Codebook

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

Response options: Selected=1, Not selected=0

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

- Other reasons, please specify [FSSdropother_txt]

Response options: Text box

Note: Item was only given if the respondent selected 'Other reasons' in item 28

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

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

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

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

[RECODED] This variable is calculated by recoding student responses to item 30. All students who responded 1 were recoded as "First-year". All students who responded 2 or 3 were recoded "Senior". All students who responded 4 were recoded as "Occasional Student". [acst]

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

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

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

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

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

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

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

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

Response options: Selected=1, Not selected=0

- Another public higher education institution [otherinst1]
- Another private higher education institution [otherinst2]
- TVET college (technical or vocational college) [otherinst3]
- Private training college [otherinst4]
- None [otherinst5]
- Other [otherinst6]

Note: The item otherinst5 was disabled if respondent selected 'Started elsewhere' on item 32

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

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

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

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

SASSE 2022 Codebook

37. 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

38. What is your gender identity? [gender]

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

- Another gender identity, please specify: [genderother]

Response option: Text box

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

39. Indicate your year of birth. [yearofbirth]

Response options: 2004=1, 2003=2, 2002=3, 2001=4, 2000=5, 1999=6, 1998=7, 1997=8, 1996=9, 1995=10, Before 1995=11

[RECODED] Age recoded from yearofbirth [age]

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

40. Are you an international student? [internat]

Response options: Yes=1, No=2

41. Indicate your race. (Mark only one.) [race]

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

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

Response options: Selected=1, Not selected=0

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

43. Where do you currently attend most of your classes/sessions/discussions? [attend]

Response options: On campus=1, Some on campus and some off campus=2, Off campus=3

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

Response options: Selected=1, Not selected=0

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

- Other, please specify [stutlang12_txt]

Response options: Text box

Note: Item was only given if the respondent selected 'Other' in item 44

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

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

46. 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 learning disability (e.g. ADHD, dyslexia) [dis_learning]
- A mental health disorder [dis_mental]
- A disability or impairment not listed above [dis_other]

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

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

Response options: Selected=1, Not selected=0

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

[RECODED] First-generation status (neither parent has graduated from a university before you) [FGbac]
Values: Not first-generation=1, First-generation=2

48. What one change would most improve the educational experience at this institution? [change]

Response options: Text box

Engagement Indicators

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

Higher-Order Learning [HO]

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

Reflective & Integrative Learning [RI]

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

Learning Strategies [LS]

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

Quantitative Reasoning [QR]

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

Collaborative Learning [CL]

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

Discussions with Diverse Others [DD]

How often students had discussions with people who differ from themselves in terms of race or ethnicity, economic background, religious belief, or political views. Items 7a-d: DDrace, DDeconomic, DDreligion, DDpolitical

Student-Staff Interaction [SS]

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

Effective Teaching Practices [ET]

Amount lecturers emphasised student comprehension and learning with clear explanations and organisation, use of illustrative examples, and providing formative and effective feedback. Items 5a-e: ETgoals, ETorganize, ETexample, ETdraftfb, ETfeedback

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Quality of Interactions [QI]

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

Supportive Environment [SE]

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



Academic Advising Topical Module – SASSE 2022

This topical module examines students' experiences with academic advising, including their primary source of advice and frequency of interaction with advisors. It also asks students about advising specifically related to their career interests.

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

1. Since you have been at this institution, have you had academic advice (i.e., help with the planning of your studies and education)? [acadad]

Response options: Yes=1, No, please specify=2

- No, please specify: [noadvice]

Response option: Text box

Note: Item was only given if the respondent selected 'No' in item 1

If Yes, continue with the rest of the questions:

2. Since you have been at this institution, which of the following has been your source of advice regarding your academic plans? (Mark all that apply.)

Response options: Selected=1, Not selected=0

- Academic advisor in your faculty [adfacadvr]
- Academic advisor at the Centre for Teaching and Learning/similar academic support unit [adctladvsr]
- Online advising (e.g. making contact through Facebook) [adonline]
- Website, faculty booklets, or other published information sources [adweb]
- Friends or other students [adfrnd]
- Family members [adfam]
- Other, please specify [adoth]

- Other, please specify [adoth_txt]

Response option: Text box

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

3. Overall, how would you evaluate the quality of academic advice you have received at your institution? [advise]

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

4. Since you have been at this institution, how many times have you discussed your academic interests, module/subject selections, or academic performance with the following individuals?

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

- a. Academic advisor in your faculty [acadintfac]
- b. Academic advisor at the Centre for Teaching and Learning/similar academic support unit [acadintct]
- c. Lecturer or tutor [acadintlect]
- d. Student support staff (career services, academic support, financial aid office, etc.) [acadintsup]
- e. Success or academic coach [acadintcch]
- f. Peer advisor or mentor [acadintpeer]
- g. Counsellors [acadintcoun]
- h. Other, please specify [acadintoth]

- Other, please specify [acadintoth_txt]

Response option: Text box

Note: Item was only given if the respondent did not select 0 for 'Other' in item 4

Academic Advising Topical Module – SASSE 2022

5. Since you have been at this institution, to what extent have you participated in career advising by:

Response options: Not available at my institution=5, Very often=4, Often=3, Sometimes=2, Never=1

- a. Attending a career fair/expo (face-to-face or online) [careerfair]
- b. Attending career preparation workshops (face-to-face or online) [workshop]
- c. Making use of the institution's online platforms to get career guidance (website, social media, etc.) [online]
- d. Having the opportunity to network or interact with people from outside the institution (e.g. through guest lectures, learning experiences, webinars, or site visits) [network]

6. How often do you talk about your career interests with the following people?

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

- a. Family members [carintfam]
- b. Other students [carintstud]
- c. Academic advisors [carintadvsr]
- d. Professionals/people in the field [carintprof]
- e. Career services staff [carintserv]
- f. Lecturers [carintlec]

7. I know what my career options are. [option]

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

8. I know what I would like to do after I graduate. [aftrgrad]

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

9. My career goals have stayed the same since I started university. [goals]

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



Learning with Technology Topical module – SASSE 2022

These questions examine the role of technology in student learning, focusing on usage, contribution to learning, perceptions of institutional support, development of skills, and experience of teaching and learning.

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

1. How often do your modules/subjects require you to use the following technology?

Response options: Never=1, Less than monthly=2, Monthly=3, Weekly=4, Daily=5

- Hardware (desktop computer, laptop, tablet, smartphone, etc.) [usehard]
- Software (programs used by computers e.g. Microsoft Word/Excel, etc.) [usesoft]
- Online tools (e.g. email, applications, etc.) [usetool]
- University-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.) [usepltf]
- External websites that support learning (e.g. YouTube videos, etc.) [useext]

2. During the current academic year, how much has your use of technology contributed to the following?

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

- Your understanding of module/subject materials and ideas [techundr]
- Demonstrating your understanding of module/subject content [techdemo]
- Learning, studying, or completing module/subject work **on your own** [techown]
- Learning, studying, or completing module/subject work **with other students** [techstud]
- Distracting you from completing your module/subject work [techdstr]

3. How much does your institution emphasise the following?

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

- Teaching with technologies [tchtech]
- Providing technology to help you learn, study, or complete module/subject work [lrntech]
- Teaching you how to use available technologies to learn, study, or complete module/subject work [availtech]
- Providing support services to assist you with your use of technology [suptech]

4. During the current academic year, to what extent has your skill level in the following technologies been improved?

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

- Use of hardware (desktop computer, laptop, tablet, smartphone, etc.) [skilhard]
- Use of software (programs used by computers e.g. Microsoft Word/Excel, etc.) [skilsoft]
- Use of online tools (e.g. email, applications, etc.) [skiltool]
- Use of university-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.) [skilpltf]
- Use of external websites that support learning (e.g. YouTube videos, etc.) [skilext]

5. In general, to what extent have your digital teaching and learning experience:

Response options: Not applicable=5, Very much=4, Quite a bit=3, Some=2, Very little=1

- Given you access to content that is relevant to the learning outcomes [digtllo]
- Provided activities which encourage you to engage with the content critically [digtlact]
- Paced activities so you have a reasonable amount of time to complete them [digtlpac]
- Provided clear instructions and used a level of language that was easy for you to follow [digtlins]
- Required you to complete and submit assignments [digtlass]

LECTURER SURVEY OF STUDENT ENGAGEMENT

INSTITUTIONAL REPORT 2022



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 UFSUV |  UFSweb |  UFSweb |  ufsuv

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Snapshot



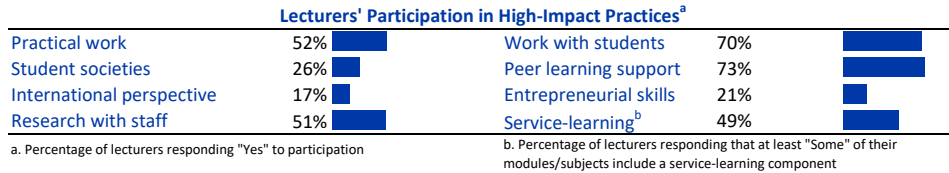
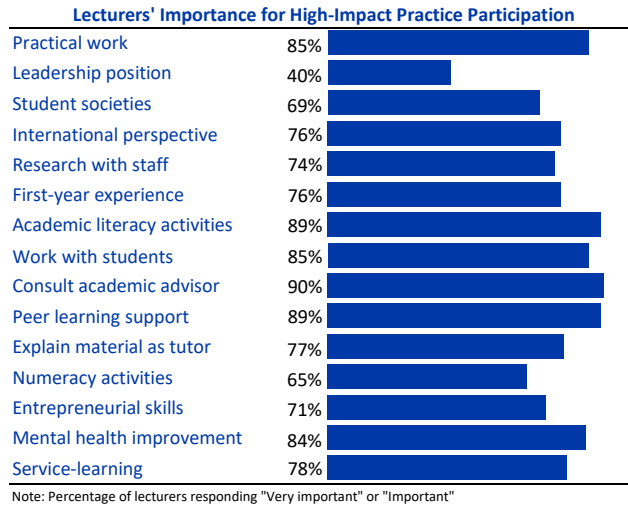


A Summary of Lecturers' Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, modules/subjects and other learning opportunities facilitate student participation in activities that matter to student learning. LSSE surveys lecturers who teach at least one undergraduate module/subject in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's LSSE 2022 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *LSSE-SASSE Combined* reports.

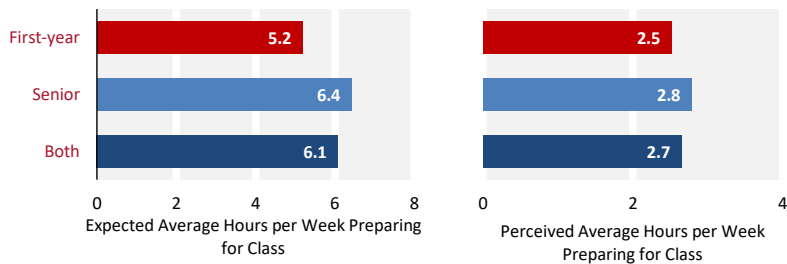
High-Impact Practices

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



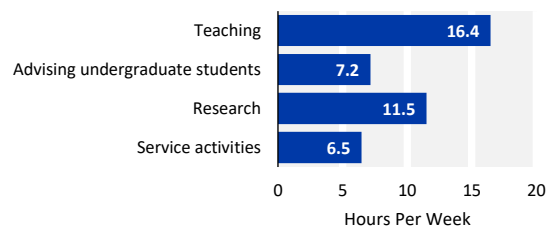
Time Spent Preparing for Class

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



Time Allocation

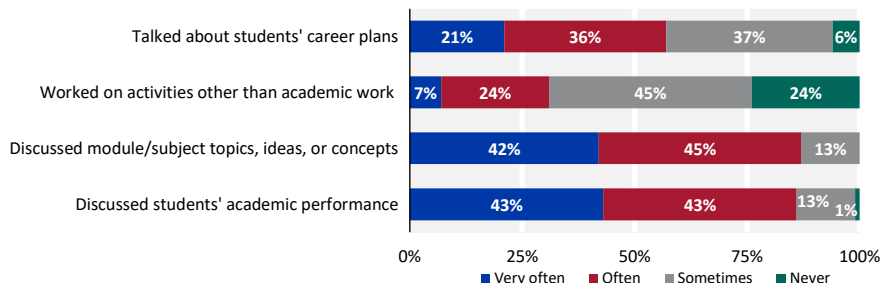
This figure summarises the number of hours that lecturers spent in a typical seven-day week on teaching activities (preparing, teaching class sessions, marking, meeting with students outside of class, etc.); advising; research and scholarly activities; and service activities (membership of institutional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





Student-Staff Interaction

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



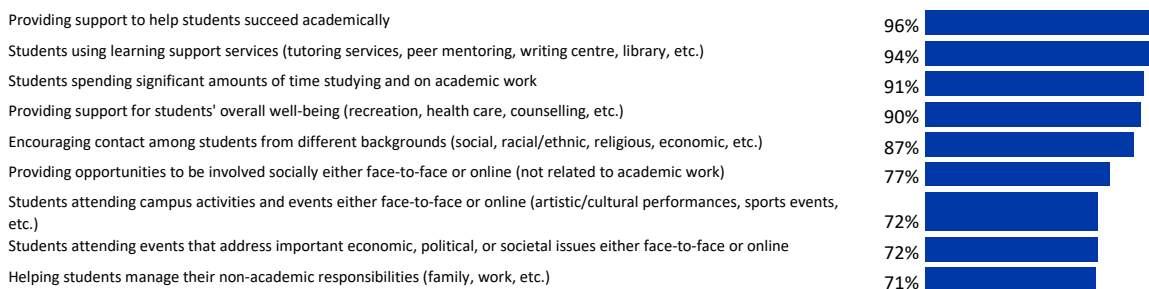
Supportive Environment

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

Lecturers' values

(Sorted highest to lowest)

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



Administration Details

	First-year	Senior	Both	Missing
<i>Count</i>	66	127	40	26
<i>Percentage</i>	25%	49%	15%	10%

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

Additional Questions

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

- Academic Advising
- Learning with Technology

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

What is LSSE?

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

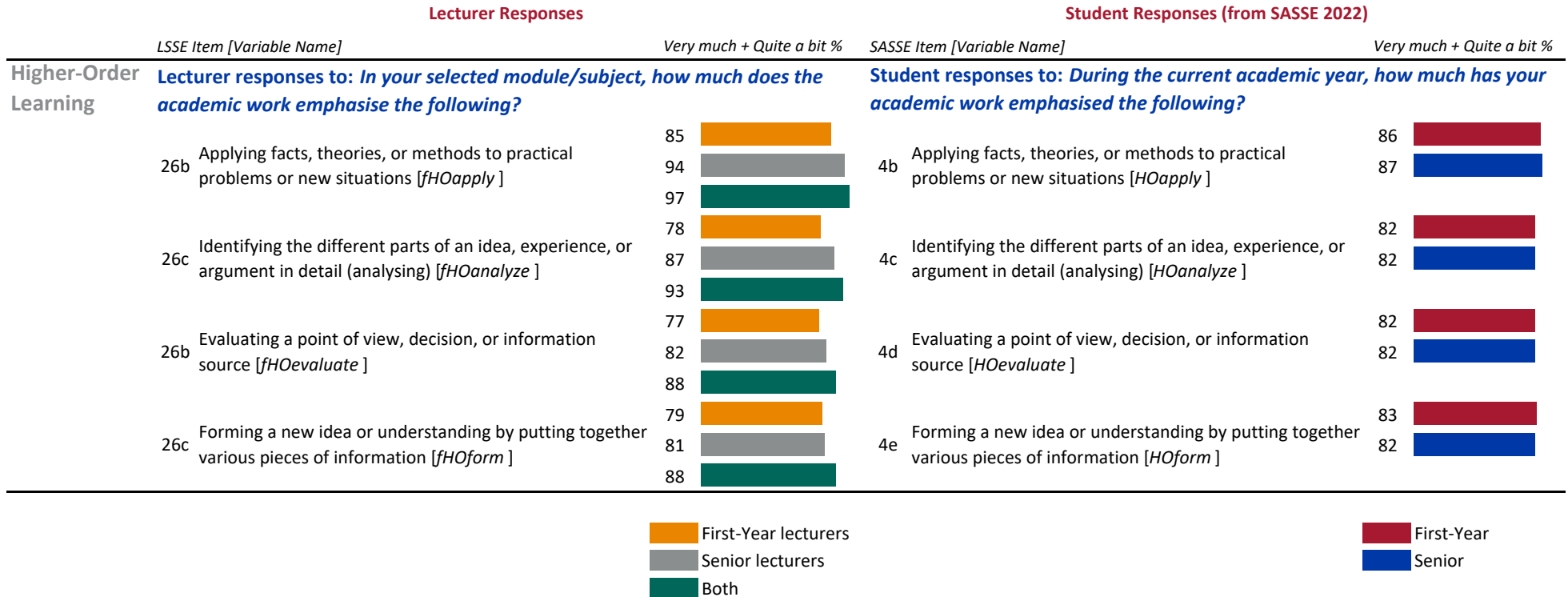
LSSE-SASSE Combined Report



LSSE

SASSE

Academic Challenge

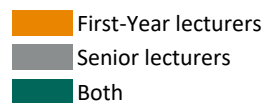


Academic Challenge (continued)

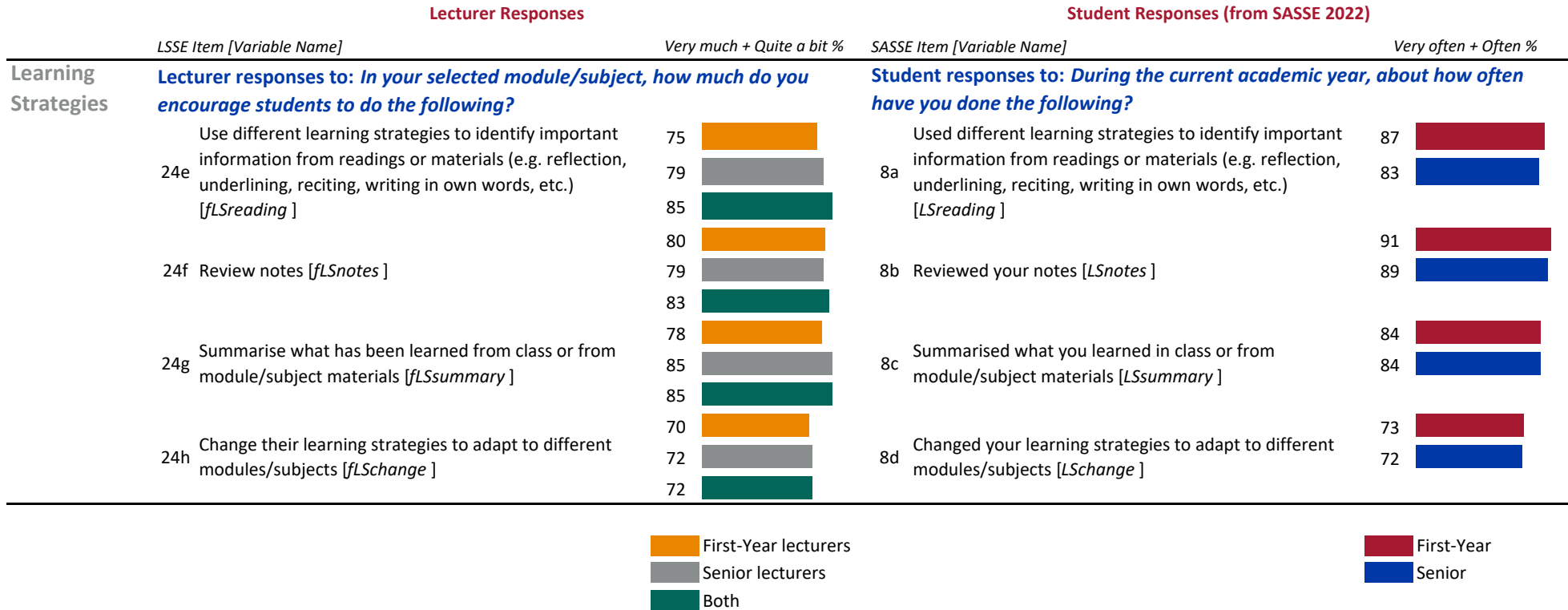
Lecturer Responses

Student Responses (from SASSE 2022)

Lecturer Responses	Very important + Important %		Student Responses (from SASSE 2022)	Very often + Often %		
	LSSE Item [Variable Name]	%		SASSE Item [Variable Name]	%	
Reflective & Integrative Learning	Lecturer responses to: In your selected module/subject, how important is it to you that the typical student does the following?		Student responses to: During the current academic year, about how often have you done the following?			
	22a	Combine ideas from different modules/subjects when completing assignments [fRIintegrate]	84 89 87	2a	Combined ideas from different modules/subjects when completing assignments [RIintegrate]	64 64
	22b	Connect their learning to societal problems or issues [fRIsocietal]	81 83 82	2b	Connected your learning to societal problems or issues [RIsocietal]	53 58
	22c	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments [fRIdiverse]	75 67 77	2c	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments [RIdiverse]	54 56
	22d	Examine the strengths and weaknesses of their own views on a topic or issue [fRIownview]	84 85 87	2d	Examined the strengths and weaknesses of your own views on a topic or issue [RIownview]	69 69
	22e	Try to better understand someone else's views by imagining how an issue looks from their point of view [fRIperspect]	81 82 87	2e	Tried to better understand someone else's views by imagining how an issue looks from their point of view [RIperspect]	76 77
	22f	Learn something that changes the way they understand an issue or concept [fRInewview]	90 93 92	2f	Learned something that changed the way you understand an issue or concept [RInewview]	80 80
	22g	Connect ideas from your modules/subjects to their prior experiences and knowledge [fRIconnect]	90 93 92	2g	Connected ideas from your modules/subjects to your prior experiences and knowledge [RIconnect]	79 80



Academic Challenge (continued)

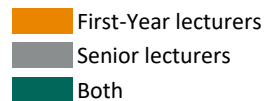


Academic Challenge (continued)

Lecturer Responses

Student Responses (from SASSE 2022)

Quantitative Reasoning	LSSE Item [Variable Name]	Very important + Important %		SASSE Item [Variable Name]	Very often + Often %	
	Lecturer responses to: In your selected module/subject, how important is it to you that the typical student does the following?			Student responses to: During the current academic year, about how often have you done the following?		
	21b Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	51		6a Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	44	
		58			43	
		45				
	21c Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [fQRevaluate]	46		6b Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [QRevaluate]	41	
		54			38	
		43				
	21d Use numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument they made [fQRevidence]	51		6c Used numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument I made [QRevidence]	49	
		54			44	
		48				
	21e Change complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics) [fQRcomplex]	48		6d Changed complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics) [QRcomplex]	42	
		57			39	
		45				
	21f Explain in writing the meaning of numerical or statistical data [fQRmeaning]	48		6e Explained in writing the meaning of numerical or statistical data [QRmeaning]	39	
		59			39	
		44				

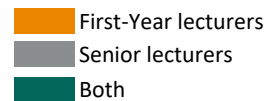


Academic Challenge (continued)

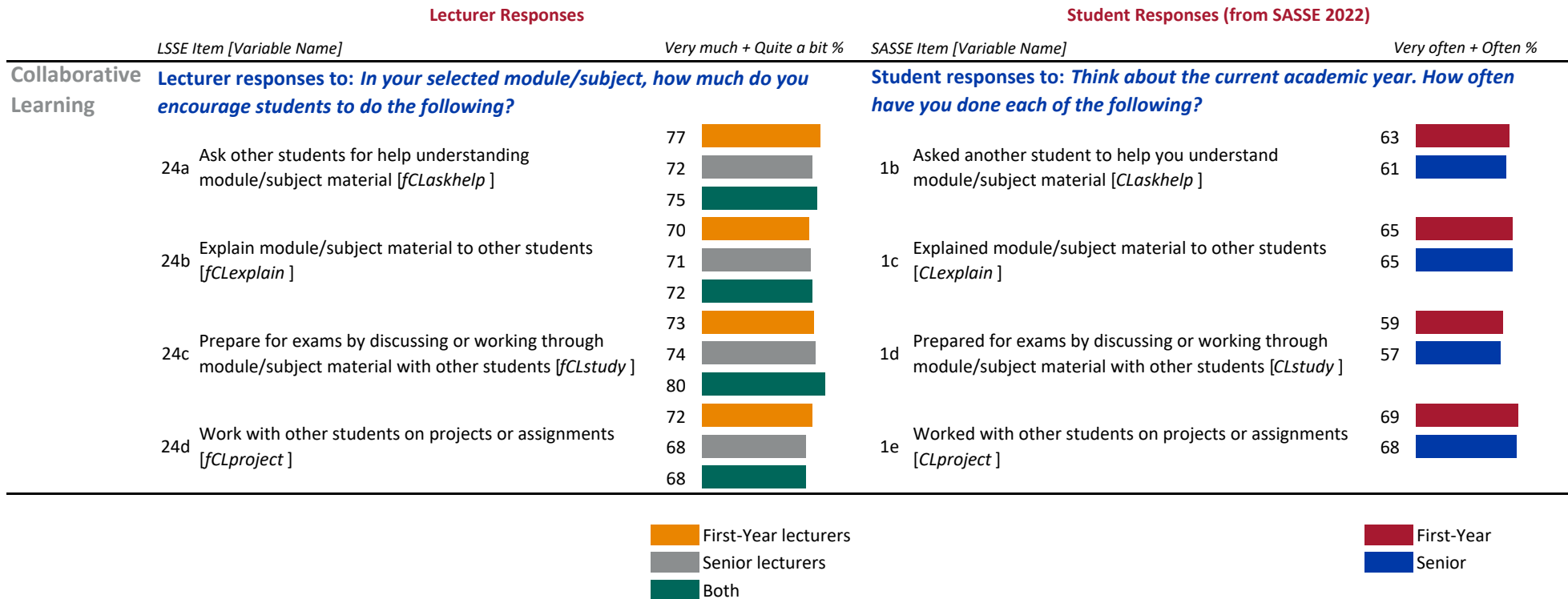
Lecturer Responses

Student Responses (from SASSE 2022)

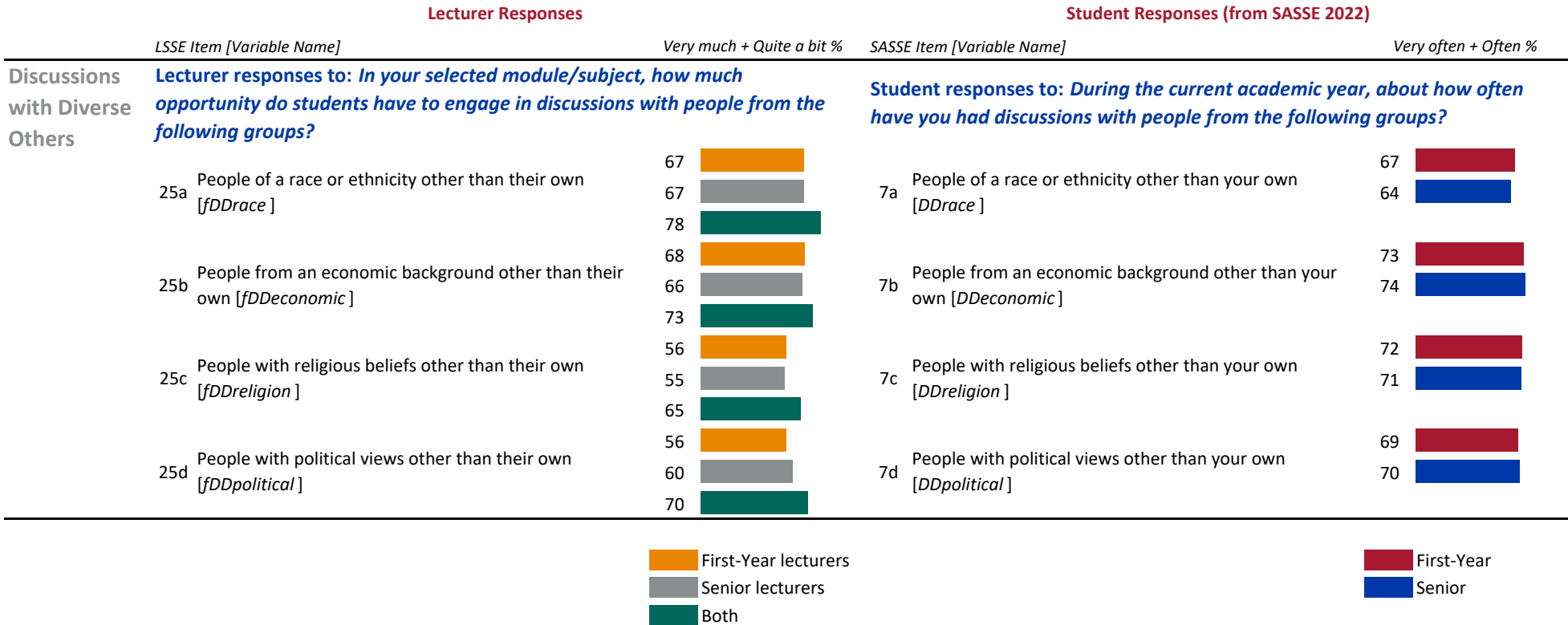
Lecturer Responses		Student Responses (from SASSE 2022)	
LSSE Item [Variable Name]	Very important + Important %	SASSE Item [Variable Name]	Very much + Quite a bit %
Additional Academic Challenge Items Lecturer responses to: How important is it to you that your institution increases its emphasis on each of the following?		Student responses to: How much does your institution emphasise the following?	
2a	Students spending significant amounts of time studying and on academic work [fempstudy] 92 90 88	13a	Spending significant amounts of time studying and on academic work [empstudy] 92 91
20	In your selected module/subject, to what extent do students put forth their best work? [fchallenge] 58 48 48	9	During the current academic year, to what extent have your modules/subjects challenged you to do your best work? [challenge] 87 86



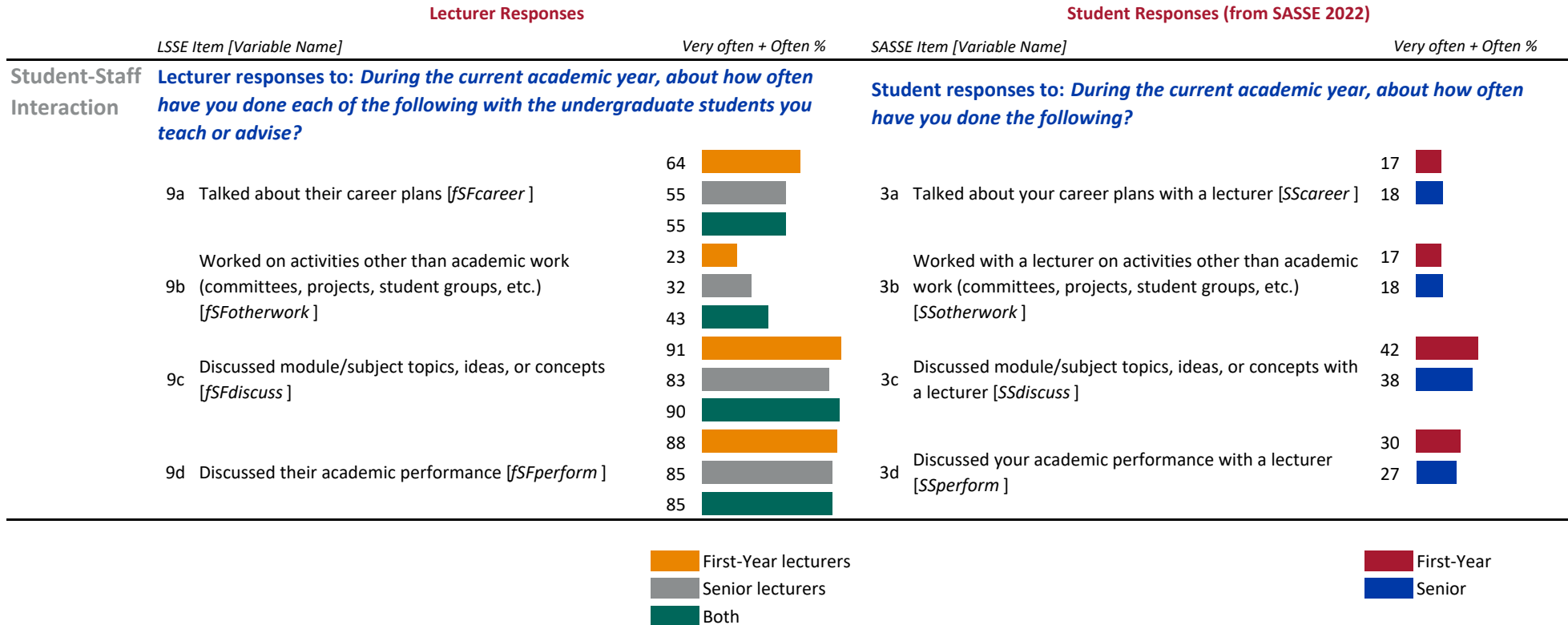
Learning with Peers



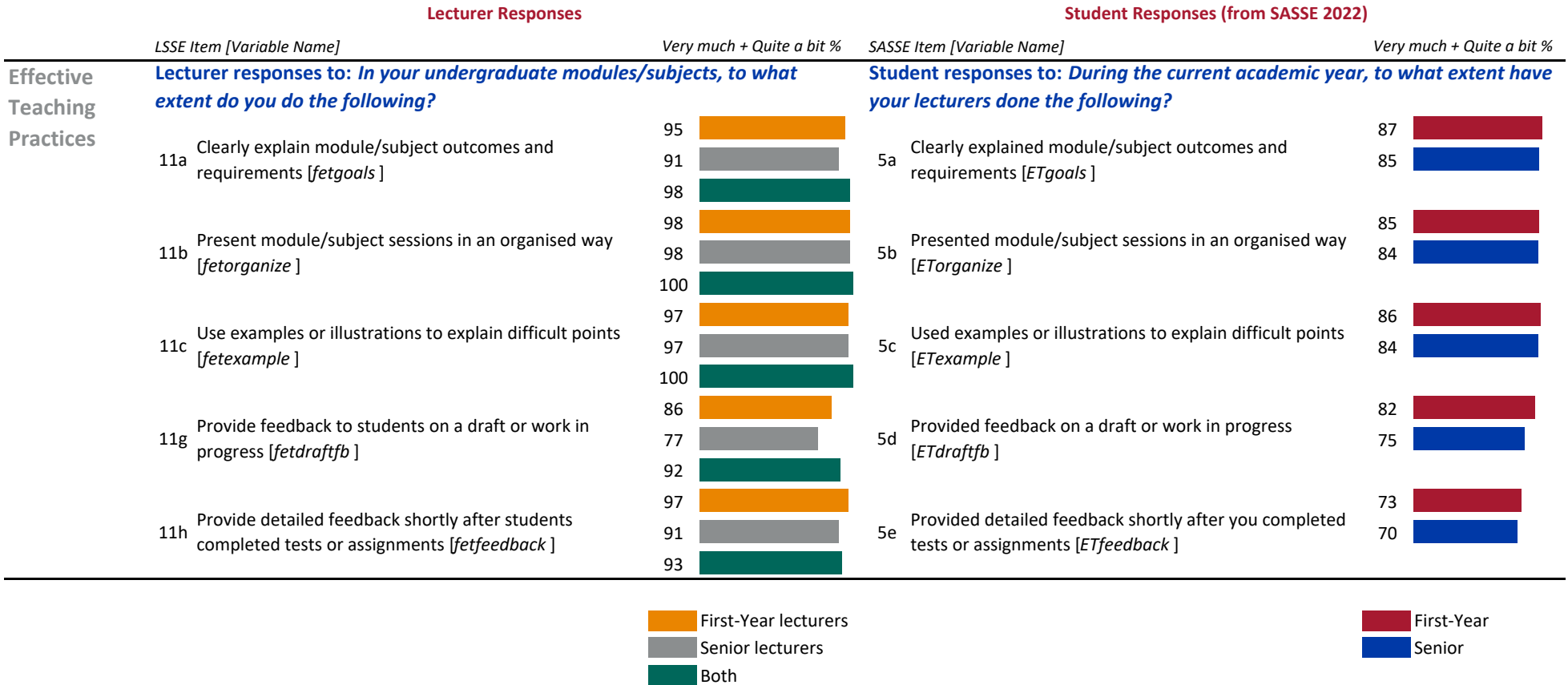
Learning with Peers (continued)



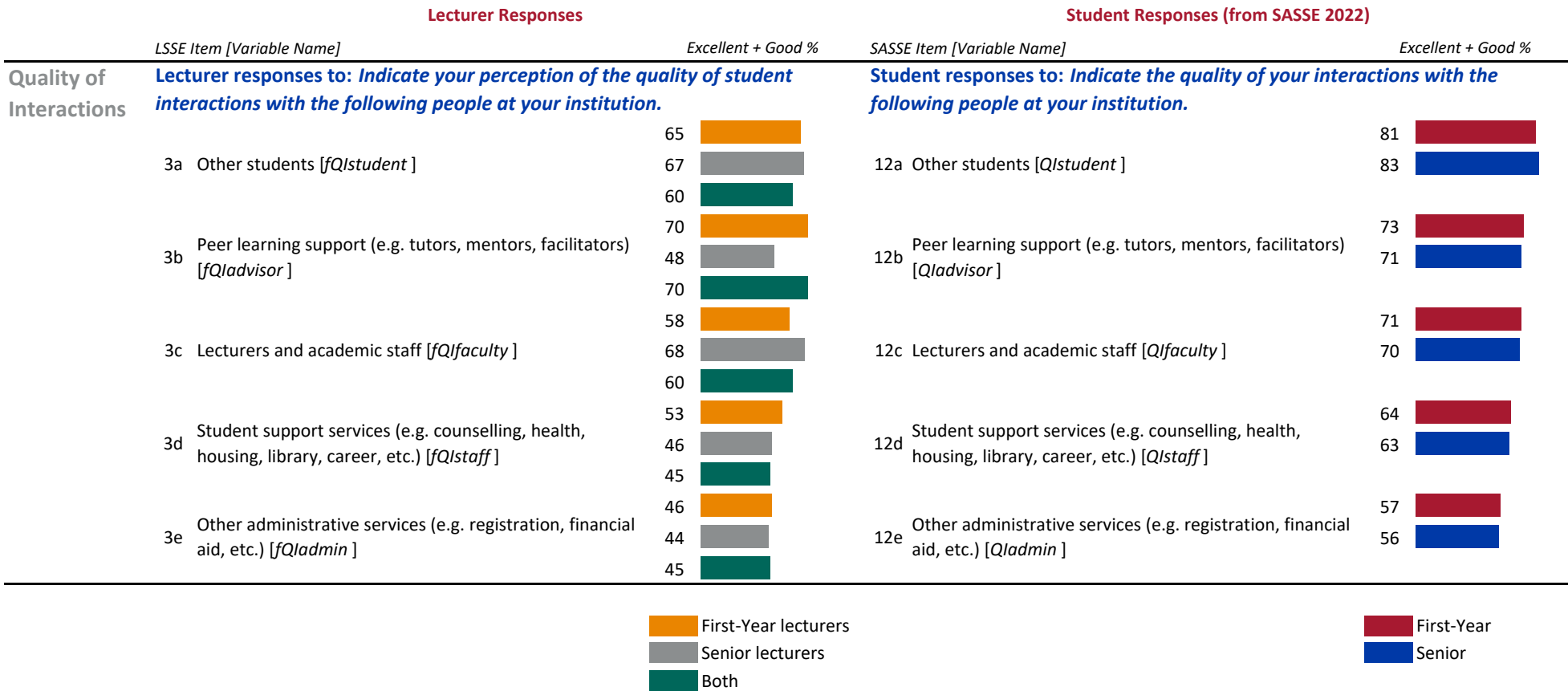
Experiences with Staff



Experiences with Staff (continued)

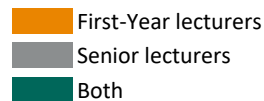


Campus Environment

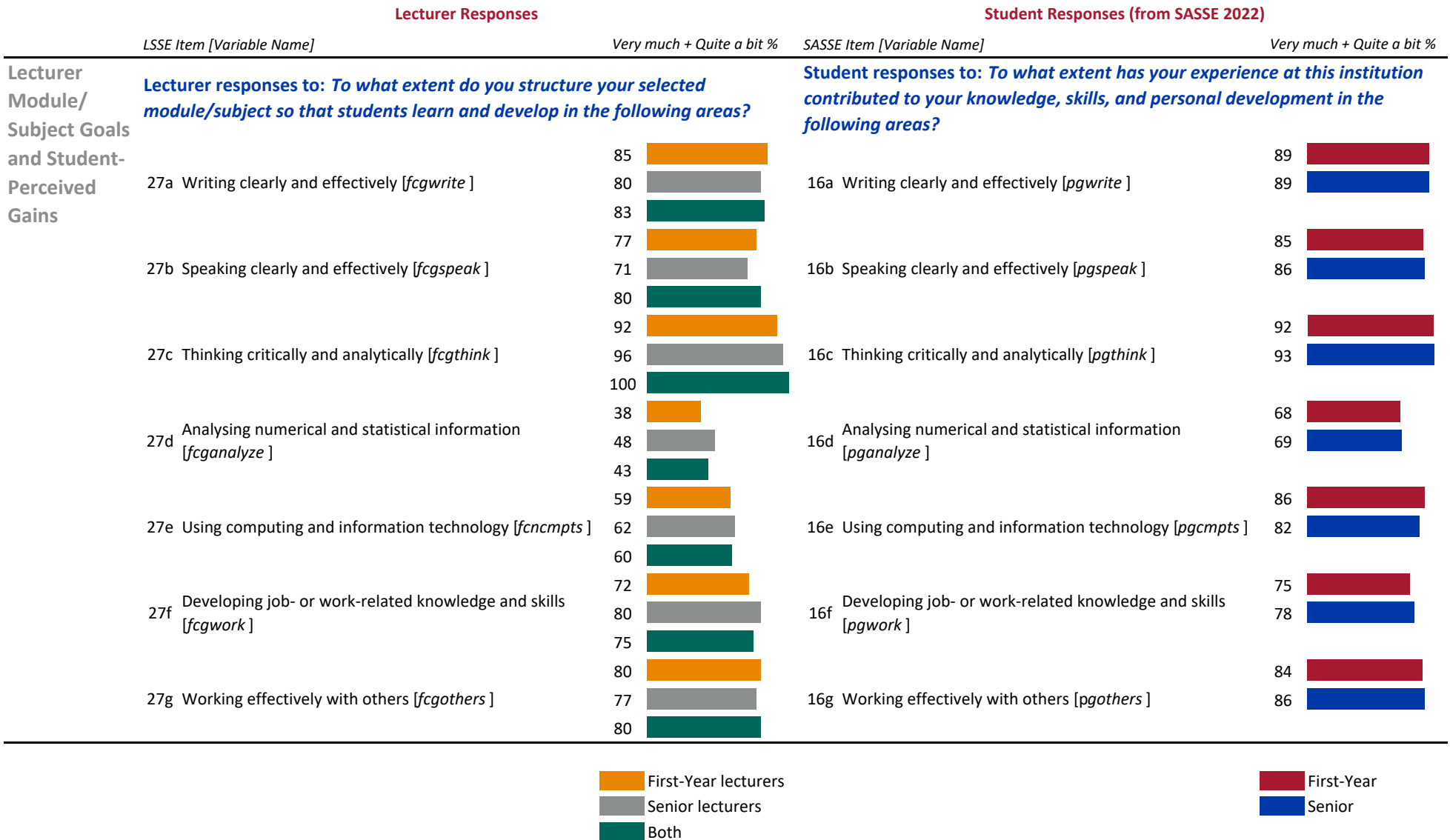


Campus Environment (continued)

	Lecturer Responses			Student Responses (from SASSE 2022)		
	LSSE Item [Variable Name]	Very important + Important %		SASSE Item [Variable Name]	Very much + Quite a bit %	
Supportive Environment	Lecturer responses to: How important is it to you that your institution increases its emphasis on each of the following?			Student responses to: How much does your institution emphasise the following?		
	2b	Providing support to help students succeed academically [fSEacademic]	97	13b	Providing support to help students succeed academically [SEacademic]	83
			94			81
			98			
	2c	Students using learning support services (tutoring services, peer mentoring, writing centre, library, etc.) [fSElearnsup]	92	13c	Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.) [SElearnsup]	86
			94			84
			93			
	2d	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.) [fSEdiverse]	80	13d	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.) [SEdiverse]	77
			87			72
			100			
	2e	Providing opportunities to be involved socially either face-to-face or online (not related to academic work) [fSEsocial]	71	13e	Providing opportunities to be involved socially either face-to-face or online (not related to academic work) [SEsocial]	67
			77			65
		85				
2f	Providing support for students' overall well-being (recreation, health care, counselling, etc.) [fSEwellness]	92	13f	Providing support for your overall well-being (recreation, health care, counselling, etc.) [SEwellness]	78	
		87			74	
		92				
2g	Helping students manage their non-academic responsibilities (family, work, etc.) [fSEnonacad]	60	13g	Helping you manage your non-academic responsibilities (family, work, etc.) [SEnonacad]	56	
		72			49	
		78				
2h	Students attending campus activities and events either face-to-face or online (artistic/cultural performances, sports events, etc.) [fSEactivities]	67	13h	Attending campus events and activities either face-to-face or online (artistic/cultural performances, sports events, etc.) [SEactivities]	75	
		72			70	
		78				
2i	Students attending events that address important economic, political, or societal issues either face-to-face or online [fSEevents]	65	13i	Attending events that address important economic, political, or societal issues either face-to-face or online [SEevents]	65	
		67			62	
		83				



Additional Engagement Items



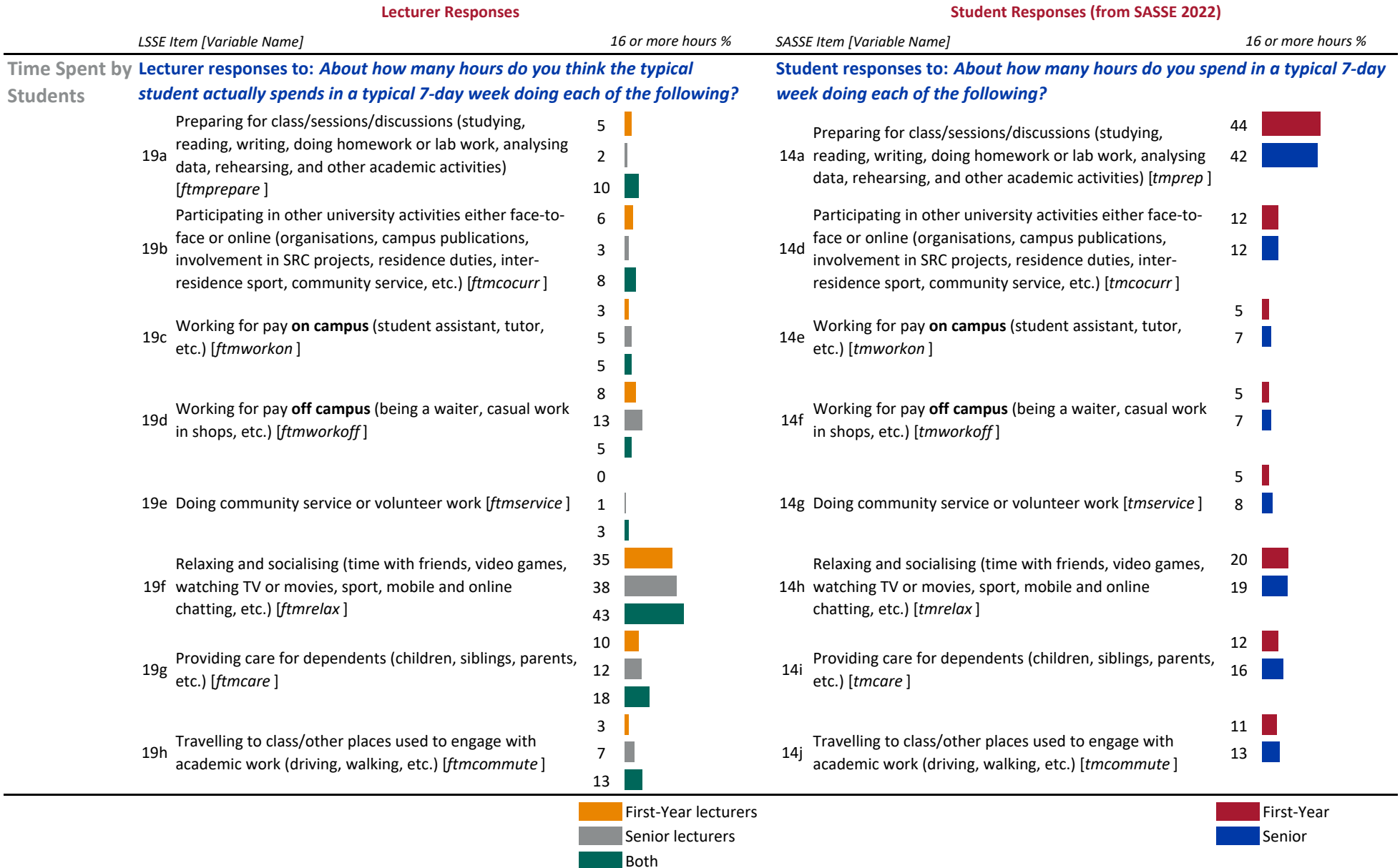
Additional Engagement Items (continued)

		Lecturer Responses		Student Responses (from SASSE 2022)	
Lecturer Responses		Student Responses			
Lecturer Responses	Student Responses	Very much + Quite a bit %	Very much + Quite a bit %		
Lecturer Responses	Student Responses	Very important + Important %	Very often + Often %		
Lecturer Module/ Subject Goals and Student-Reported Gains (continued)	Student responses to: Think about the current academic year. How often have you done each of the following?	Lecturer responses to: In your selected module/subject, how important is it to you that the typical student does the following?		Student responses to: Think about the current academic year. How often have you done each of the following?	
27h Developing or clarifying a personal code of values and ethics [fcgvalues]	16h Developing or clarifying a personal code of values and ethics [pgvalues]	61 80 80	77 81	27i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]	16i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.) [pgdiverse]
27j Solving complex real-world problems [fcgprobsolve]	16j Solving complex real-world problems [pgprobsolve]	75 69 85	84 84	27k Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.) [fcgcitizen]	16k Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.) [pgcitizen]
27l Developing entrepreneurial skills and mindset [fcgentrepre]	16l Developing entrepreneurial skills and mindset [pgentrepre]	62 71 74 43 48 54	74 78 75 78 71 69		

Additional Engagement Items (continued)

		Lecturer Responses		Student Responses (from SASSE 2022)		
<i>LSSE Item [Variable Name]</i>		<i>Very important + Important %</i>		<i>SASSE Item [Variable Name]</i>		
				<i>Done or in progress %</i>		
Student Leadership	Lecturer responses to: How important is it to you that undergraduates at your institution do the following before they graduate?				Student responses to: Which of the following have you done or do you plan to do before you graduate from your institution?	
		Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.) [<i>fleader</i>]	48			Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.) [<i>leader</i>]
	1b		37		14	
			35		20	
<i>LSSE Item [Variable Name]</i>		<i>Very much + Quite a bit %</i>		<i>SASSE Item [Variable Name]</i>		
				<i>Very much + Quite a bit %</i>		
Memorisation	Lecturer responses to: In your selected module/subject, how much does the academic work emphasise the following?				Student responses to: During the current academic year, how much has your academic work emphasised the following?	
		Memorising module/subject material (facts, ideas, etc.) [<i>fmemorize</i>]	54			Memorising module/subject material (facts, ideas, etc.) [<i>memorize</i>]
	26a		45		82	
			45		81	
		First-Year lecturers				First-Year
		Senior lecturers				Senior
		Both				

Additional Engagement Items (continued)



High Impact Practices

FY/SR Participation

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

Lecturer Participation

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

Lecturer Importance

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

Practical Work



SASSE variable: 10a *intern* ; LSSE variables: 7a *fdintern* , 1a *fintern*

Student Societies



SASSE variable: 10c *learncom* ; LSSE variable: 7b *fdlearncom* , 1c *flearncom*

International Perspective



SASSE variable: 10d *abroad* ; LSSE variable: 7c *fdabroad* , 1d *fabroad*

Research with Staff



SASSE variable: 10e *research* ; LSSE variables: 7d *fdresearch* , 1e *fresearch*



LSSE-SASSE Combined Report

University of the Free State



High Impact Practices (continued)

Service-Learning

FY Participation	68	<div style="width: 68%;"></div>
SR Participation	74	<div style="width: 74%;"></div>
Lecturer Participation	49	<div style="width: 49%;"></div>
Lecturer Importance	80	<div style="width: 80%;"></div>

SASSE variable: 11 *servcourse* ; LSSE variables: 10 *fservcourse* , 1o *fservice*

Work with Students

FY Participation	74	<div style="width: 74%;"></div>
SR Participation	76	<div style="width: 76%;"></div>
Lecturer Participation	70	<div style="width: 70%;"></div>
Lecturer Importance	88	<div style="width: 88%;"></div>

SASSE variable: 10h *groupproject* ; LSSE variable: 7e *fdgroup* , 1h *fgroupproject*

Peer Learning Support

FY Participation	62	<div style="width: 62%;"></div>
SR Participation	66	<div style="width: 66%;"></div>
Lecturer Participation	73	<div style="width: 73%;"></div>
Lecturer Importance	92	<div style="width: 92%;"></div>

SASSE variable: 10j *usepeer* ; LSSE variable: 7f *fdpeer* , 1j *fusepeer*

Entrepreneurial Skills

FY Participation	17	<div style="width: 17%;"></div>
SR Participation	19	<div style="width: 19%;"></div>
Lecturer Participation	21	<div style="width: 21%;"></div>
Lecturer Importance	72	<div style="width: 72%;"></div>

SASSE variable: 10m *entrepri* ; LSSE variable: 7g *fdentrepri* , 1m *fentrepri*

First-year Experience

FY Participation	53	<div style="width: 53%;"></div>
SR Participation	48	<div style="width: 48%;"></div>
Lecturer Importance	78	<div style="width: 78%;"></div>

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

Academic Literacy Activities

FY Participation	35	<div style="width: 35%;"></div>
SR Participation	32	<div style="width: 32%;"></div>
Lecturer Importance	93	<div style="width: 93%;"></div>

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

Consult Academic Advisor

FY Participation	50	<div style="width: 50%;"></div>
SR Participation	55	<div style="width: 55%;"></div>
Lecturer Importance	94	<div style="width: 94%;"></div>

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

Explain Material as Tutor

FY Participation	30	<div style="width: 30%;"></div>
SR Participation	30	<div style="width: 30%;"></div>
Lecturer Importance	78	<div style="width: 78%;"></div>

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



LSSE-SASSE Combined Report

University of the Free State



High Impact Practices (continued)

Numeracy Activities		Mental Health Improvement	
FY Participation	16	FY Participation	21
SR Participation	18	SR Participation	23
Lecturer Importance	67	Lecturer Importance	86
SASSE variable: 10l <i>mathdevel</i> ; LSSE variable: 1l <i>fmathdevel</i>		SASSE variable: 10n <i>mentahlth</i> ; LSSE variable: 1n <i>fmentahlth</i>	

Frequency Distributions




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

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

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

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

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


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LSSE Frequencies
SASSEville University

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

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

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



LSSE Frequencies University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
1. How important is it to you that undergraduates at your institution do the following before they graduate?										
a. Practical work related to their studies (internship, work integrated learning, clinical placement, field experience, etc.)	fintern	Not important	3	5%	3	2%	3	8%	10	4%
		Somewhat important	5	8%	7	6%	3	8%	16	6%
		Important	8	12%	21	17%	2	5%	38	15%
		Very important	47	71%	91	72%	29	73%	182	71%
		Not offered at my institution	3	5%	4	3%	3	8%	12	5%
		Total	66	100%	126	100%	40	100%	258	100%
b. Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	fleader	Not important	19	29%	34	27%	15	38%	74	29%
		Somewhat important	15	23%	45	36%	11	28%	79	31%
		Important	14	21%	38	30%	7	18%	65	25%
		Very important	18	27%	9	7%	7	18%	39	15%
		Not offered at my institution	0	0%	0	0%	0	0%	1	0%
		Total	66	100%	126	100%	40	100%	258	100%
c. Participate in student societies (law, psychology, etc.) where students engage in topics related to their subjects	flearncom	Not important	8	12%	6	5%	7	18%	23	9%
		Somewhat important	12	18%	37	29%	3	8%	54	21%
		Important	23	35%	51	40%	16	40%	99	38%
		Very important	23	35%	32	25%	13	33%	80	31%
		Not offered at my institution	0	0%	0	0%	1	3%	2	1%
		Total	66	100%	126	100%	40	100%	258	100%
d. Develop an international perspective through campus initiatives and interacting with international students	fabroad	Not important	5	8%	5	4%	1	3%	13	5%
		Somewhat important	13	20%	23	18%	9	23%	46	18%
		Important	22	33%	60	48%	14	35%	107	41%
		Very important	26	39%	36	29%	15	38%	88	34%
		Not offered at my institution	0	0%	2	2%	1	3%	4	2%
		Total	66	100%	126	100%	40	100%	258	100%



LSSE Frequencies University of the Free State

	<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
e. Work with a lecturer or staff member on a research project	fresearch	Not important	5	8%	8	6%	4	10%	18	7%
		Somewhat important	13	20%	18	14%	5	13%	42	16%
		Important	16	24%	34	27%	14	35%	73	28%
		Very important	32	48%	62	49%	16	40%	119	46%
		Not offered at my institution	0	0%	4	3%	1	3%	6	2%
		Total	66	100%	126	100%	40	100%	258	100%
f. Participate in a first-year experience, such as university orientation and transition/university 101 programs	fFyexperience	Not important	3	5%	8	6%	2	5%	14	5%
		Somewhat important	9	14%	22	18%	4	10%	40	16%
		Important	19	29%	27	22%	10	25%	64	25%
		Very important	35	53%	62	50%	23	58%	129	51%
		Not offered at my institution	0	0%	6	5%	1	3%	8	3%
		Total	66	100%	125	100%	40	100%	255	100%
g. Participate in academic literacy or language development activities	facadlit	Not important	0	0%	0	0%	0	0%	0	0%
		Somewhat important	8	12%	8	6%	2	5%	18	7%
		Important	16	24%	26	21%	5	13%	56	22%
		Very important	41	62%	86	68%	31	78%	174	67%
		Not offered at my institution	1	2%	6	5%	2	5%	10	4%
		Total	66	100%	126	100%	40	100%	258	100%
h. Work with other students on a group project or assignment	fgroupproject	Not important	3	5%	2	2%	0	0%	5	2%
		Somewhat important	9	14%	9	7%	4	10%	25	10%
		Important	16	24%	25	20%	7	18%	57	22%
		Very important	37	56%	86	68%	27	68%	163	63%
		Not offered at my institution	1	2%	4	3%	2	5%	8	3%
		Total	66	100%	126	100%	40	100%	258	100%



LSSE Frequencies University of the Free State

	<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
i. Consult with an academic advisor (staff member) who helps students to plan their studies and education	facadadvise	Not important	0	0%	1	1%	1	3%	2	1%
		Somewhat important	2	3%	7	6%	2	5%	13	5%
		Important	25	38%	34	27%	10	25%	80	31%
		Very important	38	58%	79	63%	24	60%	152	59%
		Not offered at my institution	1	2%	5	4%	3	8%	10	4%
		Total	66	100%	126	100%	40	100%	257	100%
j. Make use of peer learning support (e.g. tutors, mentors, facilitators)	fusepeer	Not important	4	6%	0	0%	1	3%	5	2%
		Somewhat important	2	3%	11	9%	1	3%	14	5%
		Important	17	26%	36	29%	8	20%	69	27%
		Very important	42	64%	75	60%	26	65%	159	62%
		Not offered at my institution	1	2%	3	2%	4	10%	9	4%
		Total	66	100%	125	100%	40	100%	256	100%
k. Explain module/subject material to other students as a tutor or learning facilitator	fexptutor	Not important	4	6%	4	3%	5	13%	13	5%
		Somewhat important	11	17%	19	15%	8	20%	43	17%
		Important	19	29%	52	41%	6	15%	89	34%
		Very important	32	48%	51	40%	18	45%	109	42%
		Not offered at my institution	0	0%	0	0%	3	8%	4	2%
		Total	66	100%	126	100%	40	100%	258	100%
l. Participate in mathematics or numeracy development activities	fmathdevel	Not important	11	17%	14	11%	6	15%	32	13%
		Somewhat important	15	23%	24	19%	8	20%	51	20%
		Important	24	36%	44	35%	14	35%	92	36%
		Very important	16	24%	39	31%	10	25%	74	29%
		Not offered at my institution	0	0%	3	2%	2	5%	6	2%
		Total	66	100%	124	100%	40	100%	255	100%



LSSE Frequencies University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
m. Participate in an institutional program that develops entrepreneurial skills	fentrepre	Not important	2	3%	8	6%	2	5%	13	5%
		Somewhat important	18	27%	29	23%	6	15%	56	22%
		Important	17	26%	41	33%	13	33%	81	32%
		Very important	29	44%	42	34%	19	48%	100	39%
		Not offered at my institution	0	0%	4	3%	0	0%	5	2%
		Total	66	100%	124	100%	40	100%	255	100%
n. Participate in an institutional program that focuses on improving mental health	fmentalhlth	Not important	4	6%	3	2%	2	5%	9	4%
		Somewhat important	7	11%	16	13%	1	3%	26	10%
		Important	17	26%	36	29%	10	26%	72	28%
		Very important	37	56%	67	54%	24	62%	142	55%
		Not offered at my institution	1	2%	3	2%	2	5%	7	3%
		Total	66	100%	125	100%	39	100%	256	100%
o. Participate in a community-based/community-engagement project (service-learning) as part of a regular course	fservice	Not important	4	6%	6	5%	5	13%	16	6%
		Somewhat important	10	15%	21	17%	2	5%	35	14%
		Important	26	39%	29	23%	13	33%	78	30%
		Very important	26	39%	66	52%	19	48%	123	48%
		Not offered at my institution	0	0%	4	3%	1	3%	6	2%
		Total	66	100%	126	100%	40	100%	258	100%
2. How important is it to you that your institution <i>increases</i> its emphasis on each of the following?										
a. Students spending significant amounts of time studying and on academic work	fempstudy	Not important	1	2%	2	2%	1	3%	4	2%
		Somewhat important	4	6%	11	9%	4	10%	20	8%
		Important	33	50%	43	34%	14	35%	106	41%
		Very important	28	42%	70	56%	21	53%	127	49%
		Total	66	100%	126	100%	40	100%	257	100%
b. Providing support to help students succeed academically	fSEacademic	Not important	0	0%	2	2%	0	0%	2	1%
		Somewhat important	2	3%	5	4%	1	3%	9	4%
		Important	28	42%	41	33%	12	30%	87	34%
		Very important	36	55%	78	62%	27	68%	159	62%
		Total	66	100%	126	100%	40	100%	257	100%



LSSE Frequencies University of the Free State

	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
c. Students using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	fSElearnsup	Not important	2	3%	0	0%	0	0%	2	1%
		Somewhat important	3	5%	7	6%	3	8%	14	5%
		Important	28	42%	39	31%	10	25%	84	33%
		Very important	33	50%	80	63%	27	68%	157	61%
		Total	66	100%	126	100%	40	100%	257	100%
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	fSEdiverse	Not important	2	3%	1	1%	0	0%	4	2%
		Somewhat important	11	17%	16	13%	0	0%	30	12%
		Important	21	32%	45	36%	14	35%	86	33%
		Very important	32	48%	64	51%	26	65%	137	53%
		Total	66	100%	126	100%	40	100%	257	100%
e. Providing opportunities to be involved socially either face-to-face or online (not related to academic work)	fSEsocial	Not important	3	5%	4	3%	3	8%	11	4%
		Somewhat important	16	24%	25	20%	3	8%	48	19%
		Important	22	33%	55	44%	16	40%	102	40%
		Very important	25	38%	42	33%	18	45%	96	37%
		Total	66	100%	126	100%	40	100%	257	100%
f. Providing support for students' overall well-being (recreation, health care, counselling, etc.)	fSEwellness	Not important	1	2%	3	2%	0	0%	4	2%
		Somewhat important	4	6%	14	11%	3	8%	21	8%
		Important	26	39%	36	29%	12	31%	85	33%
		Very important	35	53%	73	58%	24	62%	146	57%
		Total	66	100%	126	100%	39	100%	256	100%
g. Helping students manage their non-academic responsibilities (family, work, etc.)	fSEnonacad	Not important	5	8%	7	6%	2	5%	14	5%
		Somewhat important	21	32%	28	22%	7	18%	61	24%
		Important	20	31%	51	40%	12	30%	94	37%
		Very important	19	29%	40	32%	19	48%	87	34%
		Total	65	100%	126	100%	40	100%	256	100%



LSSE Frequencies University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	
h. Students attending campus activities and events either face-to-face or online (artistic/cultural performances, sports events, etc.)	fSEactivities	Not important	5	8%	7	6%	1	3%	14	5%
		Somewhat important	17	26%	28	22%	8	20%	58	23%
		Important	24	36%	60	48%	14	35%	110	43%
		Very important	20	30%	31	25%	17	43%	75	29%
		Total	66	100%	126	100%	40	100%	257	100%
i. Students attending events that address important economic, political or societal issues either face-to-face or online	fSEevents	Not important	3	5%	12	10%	2	5%	19	7%
		Somewhat important	20	30%	29	23%	5	13%	54	21%
		Important	22	33%	51	40%	16	40%	102	40%
		Very important	21	32%	34	27%	17	43%	82	32%
		Total	66	100%	126	100%	40	100%	257	100%



LSSE Frequencies University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
3. Indicate your perception of the quality of student interactions with the following people at your institution.										
a. Other students	fQIstudent	Poor	4	6%	8	6%	5	13%	19	7%
		Fair	19	29%	34	27%	11	28%	73	28%
		Good	31	47%	72	57%	21	53%	139	54%
		Excellent	12	18%	13	10%	3	8%	28	11%
		Total	66	100%	127	100%	40	100%	259	100%
b. Peer learning support (e.g. tutors, mentors, facilitators)	fQIadvisor	Poor	5	8%	11	9%	4	10%	23	9%
		Fair	15	23%	55	43%	8	20%	88	34%
		Good	34	52%	50	39%	21	53%	117	45%
		Excellent	12	18%	11	9%	7	18%	31	12%
		Total	66	100%	127	100%	40	100%	259	100%
c. Lecturers and academic staff	fQIfaculty	Poor	8	12%	6	5%	7	18%	23	9%
		Fair	20	30%	35	28%	9	23%	73	28%
		Good	25	38%	66	52%	18	45%	122	47%
		Excellent	13	20%	20	16%	6	15%	41	16%
		Total	66	100%	127	100%	40	100%	259	100%
d. Student support services (e.g. counselling, health, housing, library, career, etc.)	fQIstaff	Poor	6	9%	14	11%	8	20%	30	12%
		Fair	25	38%	54	43%	14	35%	105	41%
		Good	26	39%	51	40%	14	35%	102	39%
		Excellent	9	14%	8	6%	4	10%	22	8%
		Total	66	100%	127	100%	40	100%	259	100%
e. Other administrative services (e.g. registration, financial aid, etc.)	fQIadmin	Poor	10	15%	20	16%	5	13%	38	15%
		Fair	25	38%	51	40%	17	43%	104	40%
		Good	21	32%	47	37%	14	35%	94	36%
		Excellent	9	14%	9	7%	4	10%	22	9%
		Total	65	100%	127	100%	40	100%	258	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
4. To what extent do you agree or disagree with the following statements?										
a. I have the time I need to prepare ^f time for class.	Strongly disagree	1	2%	5	4%	1	3%	8	3%	
	Disagree	4	6%	15	12%	2	5%	24	9%	
	Agree	34	52%	83	65%	25	63%	159	61%	
	Strongly agree	27	41%	24	19%	12	30%	68	26%	
	Total	66	100%	127	100%	40	100%	259	100%	
b. I have the resources I need to do ^f resource my best teaching (office space, technology, materials, etc.).	Strongly disagree	0	0%	1	1%	0	0%	2	1%	
	Disagree	7	11%	15	12%	6	15%	29	11%	
	Agree	34	52%	76	60%	19	48%	146	56%	
	Strongly agree	25	38%	35	28%	15	38%	82	32%	
	Total	66	100%	127	100%	40	100%	259	100%	
c. The environments (classroom, ^f conductive online, etc.) I teach in are conducive to quality teaching.	Strongly disagree	2	3%	4	3%	2	5%	8	3%	
	Disagree	7	11%	20	16%	7	18%	37	14%	
	Agree	37	56%	74	58%	24	60%	152	59%	
	Strongly agree	20	30%	29	23%	7	18%	62	24%	
	Total	66	100%	127	100%	40	100%	259	100%	
d. I know where to go for help with ^f help teaching at my institution.	Strongly disagree	0	0%	1	1%	1	3%	2	1%	
	Disagree	7	11%	8	6%	2	5%	22	9%	
	Agree	30	45%	77	61%	24	60%	147	57%	
	Strongly agree	29	44%	41	32%	13	33%	87	34%	
	Total	66	100%	127	100%	40	100%	258	100%	



LSSE Frequencies University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total			
		Count	%	Count	%	Count	%	Count	%		
5. In a typical 7-day week, about how many hours do you spend on each of the following?											
a. Teaching activities (preparing, teaching class sessions, marking, meeting with students outside of class, etc.)	ftmteach	0		0	0%	0	0%	0	0%	0	0%
		1-4	3	5%	4	3%	3	8%	18	7%	
		5-8	15	23%	11	9%	2	5%	31	12%	
		9-12	10	15%	27	21%	4	10%	46	18%	
		13-16	13	20%	21	17%	10	25%	48	19%	
		17-20	9	14%	26	21%	8	20%	45	18%	
		21-30	9	14%	23	18%	7	18%	41	16%	
		More than 30 hours	7	11%	14	11%	6	15%	28	11%	
		Total	66	100%	126	100%	40	100%	257	100%	
b. Advising undergraduate students	ftmadvise	0		4	6%	0	0%	1	3%	13	5%
		1-4	37	56%	53	42%	14	35%	112	44%	
		5-8	10	15%	31	25%	8	20%	51	20%	
		9-12	5	8%	21	17%	6	15%	37	14%	
		13-16	1	2%	10	8%	5	13%	18	7%	
		17-20	4	6%	8	6%	4	10%	16	6%	
		21-30	3	5%	2	2%	1	3%	6	2%	
		More than 30 hours	2	3%	1	1%	1	3%	4	2%	
		Total	66	100%	126	100%	40	100%	257	100%	
c. Research and scholarly activities	ftmresearch	0		3	5%	2	2%	2	5%	9	3%
		1-4	19	29%	26	20%	9	23%	58	22%	
		5-8	14	21%	30	24%	8	20%	55	21%	
		9-12	11	17%	23	18%	7	18%	43	17%	
		13-16	8	12%	15	12%	4	10%	31	12%	
		17-20	2	3%	15	12%	5	13%	23	9%	
		21-30	3	5%	9	7%	2	5%	20	8%	
		More than 30 hours	6	9%	7	6%	3	8%	19	7%	
		Total	66	100%	127	100%	40	100%	258	100%	



LSSE Frequencies University of the Free State

	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
d. Conducting institutional service activities (membership of institutional committees, reviewer for external journals, etc.)	ftmserviceacts	0	23	35%	14	11%	5	13%	45	17%
		1-4	20	31%	36	28%	14	35%	78	30%
		5-8	15	23%	47	37%	9	23%	76	29%
		9-12	2	3%	9	7%	7	18%	19	7%
		13-16	3	5%	12	9%	4	10%	22	9%
		17-20	0	0%	4	3%	0	0%	5	2%
		21-30	1	2%	4	3%	0	0%	8	3%
		More than 30 hours	1	2%	1	1%	1	3%	5	2%
		Total	65	100%	127	100%	40	100%	258	100%
6. If #5a greater than 0: Of the time you spend on teaching activities, about how many hours do you spend on each of the following teaching-related activities?										
a. Preparing class sessions	ftmprepclass	0	0	0%	0	0%	0	0%	2	1%
		1-4	24	36%	37	30%	11	28%	80	31%
		5-8	24	36%	47	38%	14	35%	89	35%
		9-12	10	15%	17	14%	6	15%	40	16%
		13-16	4	6%	9	7%	3	8%	17	7%
		17-20	1	2%	10	8%	4	10%	16	6%
		More than 20 hours	3	5%	5	4%	2	5%	11	4%
		Total	66	100%	125	100%	40	100%	255	100%
b. Teaching undergraduate students in class	ftmteachclass	0	0	0%	0	0%	0	0%	14	6%
		1-4	26	40%	34	27%	11	28%	76	30%
		5-8	23	35%	52	42%	12	30%	89	35%
		9-12	9	14%	17	14%	8	20%	35	14%
		13-16	1	2%	9	7%	4	10%	14	6%
		17-20	4	6%	6	5%	2	5%	13	5%
		More than 20 hours	2	3%	7	6%	3	8%	12	5%
		Total	65	100%	125	100%	40	100%	253	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
c. Teaching postgraduate students	ftmpgteach	0	42	65%	22	18%	11	28%	78	31%
	1-4	13	20%	54	43%	14	35%	84	33%	
	5-8	5	8%	24	19%	7	18%	44	17%	
	9-12	2	3%	11	9%	4	10%	19	7%	
	13-16	1	2%	6	5%	1	3%	12	5%	
	17-20	2	3%	2	2%	1	3%	5	2%	
	More than 20 hours	0	0%	6	5%	2	5%	12	5%	
	Total	65	100%	125	100%	40	100%	254	100%	
d. Marking papers and exams	ftmgrade	0	5	8%	0	0%	1	3%	6	2%
	1-4	14	21%	33	26%	6	15%	57	22%	
	5-8	16	24%	44	35%	5	13%	74	29%	
	9-12	13	20%	19	15%	10	25%	45	18%	
	13-16	7	11%	10	8%	4	10%	25	10%	
	17-20	4	6%	6	5%	4	10%	15	6%	
	More than 20 hours	7	11%	14	11%	10	25%	34	13%	
	Total	66	100%	126	100%	40	100%	256	100%	
e. Meeting with students outside of class	ftmmeet	0	10	15%	6	5%	5	13%	25	10%
	1-4	40	61%	72	57%	22	55%	141	55%	
	5-8	11	17%	28	22%	5	13%	51	20%	
	9-12	2	3%	11	9%	2	5%	18	7%	
	13-16	0	0%	6	5%	1	3%	9	4%	
	17-20	2	3%	3	2%	2	5%	8	3%	
	More than 20 hours	1	2%	0	0%	3	8%	4	2%	
	Total	66	100%	126	100%	40	100%	256	100%	



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
f. Module/subject administration (emailing students, maintaining module/subject website, etc.)	ftmadmin	0	3	5%	2	2%	0	0%	6	2%
		1-4	35	53%	49	39%	12	30%	109	43%
		5-8	13	20%	39	31%	12	30%	68	27%
		9-12	7	11%	21	17%	6	15%	38	15%
		13-16	1	2%	5	4%	6	15%	12	5%
		17-20	3	5%	7	6%	1	3%	12	5%
		More than 20 hours	4	6%	2	2%	3	8%	10	4%
		Total	66	100%	125	100%	40	100%	255	100%
g. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own modules/subjects, etc.)	ftmimprove	0	2	3%	6	5%	1	3%	10	4%
		1-4	31	47%	59	47%	13	33%	111	44%
		5-8	17	26%	28	22%	14	35%	66	26%
		9-12	10	15%	19	15%	5	13%	40	16%
		13-16	2	3%	5	4%	2	5%	10	4%
		17-20	1	2%	7	6%	2	5%	10	4%
		More than 20 hours	3	5%	1	1%	3	8%	8	3%
		Total	66	100%	125	100%	40	100%	255	100%
7. In a typical 7-day week, do you participate in the following activities?										
a. Supervising practical work related to undergraduates' studies (internship, work integrated learning, clinical placement, field experience, etc.)	fdintern	Yes	19	29%	83	66%	22	55%	133	52%
		No	47	71%	43	34%	18	45%	124	48%
		Total	66	100%	126	100%	40	100%	257	100%
b. Supervising or mentoring undergraduates in student societies (law, psychology, etc.) where students engage in topics related to their subjects	fdlearncom	Yes	11	17%	38	30%	15	38%	67	26%
		No	54	83%	89	70%	25	63%	190	74%
		Total	65	100%	127	100%	40	100%	257	100%



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
c. Supervising campus initiatives that develop international perspectives	fdabroad	Yes	4	6%	25	20%	6	15%	43	17%
		No	62	94%	102	80%	34	85%	215	83%
		Total	66	100%	127	100%	40	100%	258	100%
d. Working with undergraduates on research	fdresearch	Yes	24	36%	75	59%	26	65%	131	51%
		No	42	64%	52	41%	14	35%	127	49%
		Total	66	100%	127	100%	40	100%	258	100%
e. Fostering group work among undergraduates	fdgroup	Yes	47	71%	97	76%	29	73%	180	70%
		No	19	29%	30	24%	11	28%	78	30%
		Total	66	100%	127	100%	40	100%	258	100%
f. Incorporating peer learning support (e.g. tutors, mentors, facilitators)	fdpeer	Yes	51	77%	94	74%	32	80%	189	73%
		No	15	23%	33	26%	8	20%	69	27%
		Total	66	100%	127	100%	40	100%	258	100%
g. Participating in an institutional program that develops undergraduates' entrepreneurial skills	fdentrepre	Yes	17	26%	27	21%	8	20%	55	21%
		No	49	74%	99	79%	32	80%	202	79%
		Total	66	100%	126	100%	40	100%	257	100%
h. Supervising postgraduate students	fdsuperpg	Yes	23	35%	102	80%	26	65%	173	67%
		No	42	65%	25	20%	14	35%	84	33%
		Total	65	100%	127	100%	40	100%	257	100%
8. During the current academic year, have you taught an undergraduate module/subject? If No, respondent answers #13 then skips to #30.										
	teaunder	Yes	66	100%	127	100%	40	100%	234	92%
		No	0	0%	0	0%	0	0%	20	8%
		Total	66	100%	127	100%	40	100%	254	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
9. During the current academic year, about how often have you done each of the following with the undergraduate students you teach or advise?										
a. Talked about their career plans	fSFcareer	Never	4	6%	8	6%	2	5%	14	6%
		Sometimes	20	30%	49	39%	16	40%	86	37%
		Often	26	39%	45	35%	13	33%	84	36%
		Very often	16	24%	25	20%	9	23%	50	21%
		Total	66	100%	127	100%	40	100%	234	100%
b. Worked on activities other than academic work (committees, projects, student groups, etc.)	fSFotherwork	Never	19	29%	28	22%	10	25%	57	24%
		Sometimes	32	48%	58	46%	13	33%	104	45%
		Often	10	15%	33	26%	13	33%	56	24%
		Very often	5	8%	7	6%	4	10%	16	7%
		Total	66	100%	126	100%	40	100%	233	100%
c. Discussed module/subject topics, ideas, or concepts	fSFdiscuss	Never	0	0%	1	1%	0	0%	1	0%
		Sometimes	6	9%	20	16%	4	10%	30	13%
		Often	29	44%	58	46%	17	43%	105	45%
		Very often	31	47%	48	38%	19	48%	98	42%
		Total	66	100%	127	100%	40	100%	234	100%
d. Discussed their academic performance	fSFperform	Never	1	2%	1	1%	1	3%	3	1%
		Sometimes	7	11%	18	14%	5	13%	30	13%
		Often	28	42%	58	46%	15	38%	101	43%
		Very often	30	45%	50	39%	19	48%	100	43%
		Total	66	100%	127	100%	40	100%	234	100%
10. About how many of your undergraduate modules/subjects at this institution have included a community-based project (service-learning)?										
fservcourse	None	43	66%	56	45%	17	45%	116	51%	
	Some	18	28%	43	34%	15	39%	77	34%	
	Most	3	5%	18	14%	2	5%	23	10%	
	All	1	2%	8	6%	4	11%	13	6%	
	Total	65	100%	125	100%	38	100%	229	100%	



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
11. In your undergraduate modules/subjects, to what extent do you do the following?										
a. Clearly explain module/subject outcomes and requirements	fetgoals	Very little	0	0%	1	1%	0	0%	1	0%
		Some	3	5%	10	8%	1	3%	14	6%
		Quite a bit	12	18%	25	20%	10	25%	48	21%
		Very much	51	77%	91	72%	29	73%	171	73%
		Total	66	100%	127	100%	40	100%	234	100%
b. Present module/subject sessions in an organised way	fetorganize	Very little	1	2%	1	1%	0	0%	2	1%
		Some	0	0%	2	2%	0	0%	2	1%
		Quite a bit	12	18%	19	15%	6	15%	38	16%
		Very much	53	80%	105	83%	34	85%	192	82%
		Total	66	100%	127	100%	40	100%	234	100%
c. Use examples or illustrations to explain difficult points	fetexample	Very little	0	0%	0	0%	0	0%	0	0%
		Some	2	3%	4	3%	0	0%	6	3%
		Quite a bit	11	17%	19	15%	6	15%	37	16%
		Very much	53	80%	104	82%	34	85%	191	82%
		Total	66	100%	127	100%	40	100%	234	100%
d. Use a variety of teaching techniques to accommodate diversity in student learning styles	fetvariety	Very little	0	0%	2	2%	0	0%	2	1%
		Some	7	11%	20	16%	3	8%	30	13%
		Quite a bit	20	30%	30	24%	7	18%	57	24%
		Very much	39	59%	75	59%	30	75%	145	62%
		Total	66	100%	127	100%	40	100%	234	100%
e. Review and summarise material for students	fetreview	Very little	2	3%	3	2%	0	0%	5	2%
		Some	6	9%	17	13%	3	8%	26	11%
		Quite a bit	18	27%	39	31%	16	40%	74	32%
		Very much	40	61%	68	54%	21	53%	129	55%
		Total	66	100%	127	100%	40	100%	234	100%



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	fetstandards	Very little	0	0%	5	4%	1	3%	6	3%
		Some	4	6%	12	9%	3	8%	19	8%
		Quite a bit	16	24%	30	24%	10	25%	57	24%
		Very much	46	70%	80	63%	26	65%	152	65%
		Total	66	100%	127	100%	40	100%	234	100%
g. Provide feedback to students on a draft or work in progress	fetdraftfb	Very little	3	5%	9	7%	2	5%	14	6%
		Some	6	9%	20	16%	1	3%	27	12%
		Quite a bit	17	26%	36	28%	15	38%	68	29%
		Very much	40	61%	62	49%	21	54%	124	53%
		Total	66	100%	127	100%	39	100%	233	100%
h. Provide detailed feedback shortly after students completed tests or assignments	fetfeedback	Very little	0	0%	1	1%	0	0%	1	0%
		Some	2	3%	11	9%	3	8%	16	7%
		Quite a bit	15	23%	35	28%	9	23%	60	26%
		Very much	49	74%	80	63%	28	70%	157	67%
		Total	66	100%	127	100%	40	100%	234	100%

16. Estimate the total number of students in your selected module/subject.

	crssize	Count	%	Count	%	Count	%	Count	%
	20 or fewer	4	6%	12	10%	2	5%	18	8%
	21-30	3	5%	5	4%	2	5%	10	4%
	31-40	5	8%	8	6%	6	15%	19	8%
	41-50	5	8%	12	10%	2	5%	20	9%
	51-100	14	21%	20	16%	6	15%	40	17%
	More than 100	35	53%	69	55%	21	54%	125	54%
	Total	66	100%	126	100%	39	100%	232	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
		Count	%	Count	%	Count	%	Count	%
17. In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)?									
ftmprepexpect	0	0	0%	0	0%	0	0%	0	0%
	1	4	6%	2	2%	0	0%	6	3%
	2	12	18%	7	6%	4	10%	23	10%
	3	4	6%	13	10%	4	10%	21	9%
	4	14	21%	24	19%	8	20%	46	20%
	5	9	14%	19	15%	5	13%	33	14%
	6	4	6%	8	6%	5	13%	17	7%
	7	1	2%	6	5%	4	10%	11	5%
	8	8	12%	10	8%	0	0%	18	8%
	9	1	2%	3	2%	0	0%	4	2%
	10	2	3%	13	10%	2	5%	17	7%
	More than 10 hours	7	11%	22	17%	8	20%	38	16%
	Total	66	100%	127	100%	40	100%	234	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
18. In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)?										
ftmprepactual	0	8	12%	12	9%	6	15%	26	11%	
	1	22	33%	34	27%	13	33%	69	29%	
	2	10	15%	28	22%	9	23%	47	20%	
	3	6	9%	20	16%	3	8%	29	12%	
	4	12	18%	10	8%	0	0%	22	9%	
	5	3	5%	8	6%	3	8%	14	6%	
	6	1	2%	5	4%	2	5%	8	3%	
	7	0	0%	2	2%	0	0%	2	1%	
	8	2	3%	2	2%	1	3%	5	2%	
	9	0	0%	0	0%	0	0%	0	0%	
	10	1	2%	2	2%	2	5%	5	2%	
	More than 10 hours	1	2%	4	3%	1	3%	7	3%	
Total		66	100%	127	100%	40	100%	234	100%	
19. About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?										
a. Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	ftmpprepare	0	7	11%	18	14%	3	8%	28	12%
	1-5	43	67%	83	65%	28	70%	154	66%	
	6-10	10	16%	17	13%	4	10%	31	13%	
	11-15	1	2%	7	6%	1	3%	9	4%	
	16-20	1	2%	2	2%	1	3%	5	2%	
	21-25	0	0%	0	0%	1	3%	1	0%	
	26-30	2	3%	0	0%	1	3%	3	1%	
	More than 30 hours	0	0%	0	0%	1	3%	1	0%	
	Total		64	100%	127	100%	40	100%	232	100%



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	<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
b. Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	ftmcocurr	0	5	8%	11	9%	4	10%	20	9%
		1-5	37	59%	72	57%	23	58%	132	57%
		6-10	14	22%	30	24%	9	23%	53	23%
		11-15	3	5%	10	8%	1	3%	14	6%
		16-20	2	3%	3	2%	0	0%	6	3%
		21-25	2	3%	1	1%	2	5%	5	2%
		26-30	0	0%	0	0%	0	0%	0	0%
		More than 30 hours	0	0%	0	0%	1	3%	1	0%
		Total	63	100%	127	100%	40	100%	231	100%
c. Working for pay on campus (student assistant, tutor, etc.)	ftmworkon	0	24	38%	31	25%	7	18%	63	27%
		1-5	17	27%	57	45%	21	53%	95	41%
		6-10	17	27%	26	21%	7	18%	50	22%
		11-15	3	5%	6	5%	3	8%	12	5%
		16-20	1	2%	5	4%	1	3%	7	3%
		21-25	1	2%	0	0%	0	0%	1	0%
		26-30	0	0%	1	1%	1	3%	2	1%
		More than 30 hours	0	0%	0	0%	0	0%	0	0%
		Total	63	100%	126	100%	40	100%	230	100%
d. Working for pay off campus (being a waiter, casual work in shops, etc.)	ftmworkoff	0	17	27%	28	22%	7	18%	53	23%
		1-5	22	35%	41	33%	14	37%	77	34%
		6-10	14	22%	31	25%	10	26%	55	24%
		11-15	5	8%	10	8%	5	13%	20	9%
		16-20	2	3%	7	6%	1	3%	10	4%
		21-25	3	5%	7	6%	1	3%	11	5%
		26-30	0	0%	0	0%	0	0%	0	0%
		More than 30 hours	0	0%	2	2%	0	0%	2	1%
		Total	63	100%	126	100%	38	100%	228	100%



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
e. Doing community service or volunteer work	ftmservice	0	34	54%	52	41%	13	33%	99	43%
		1-5	25	40%	67	53%	23	58%	115	50%
		6-10	4	6%	3	2%	3	8%	10	4%
		11-15	0	0%	3	2%	0	0%	4	2%
		16-20	0	0%	1	1%	0	0%	1	0%
		21-25	0	0%	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	1	3%	1	0%
		More than 30 hours	0	0%	0	0%	0	0%	0	0%
		Total	63	100%	126	100%	40	100%	230	100%
f. Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	ftmrelax	0	2	3%	1	1%	1	3%	4	2%
		1-5	11	18%	18	14%	7	18%	36	16%
		6-10	13	21%	31	25%	8	20%	53	23%
		11-15	14	23%	28	22%	7	18%	49	21%
		16-20	12	19%	17	13%	8	20%	37	16%
		21-25	4	6%	11	9%	3	8%	18	8%
		26-30	3	5%	8	6%	4	10%	15	7%
		More than 30 hours	3	5%	12	10%	2	5%	17	7%
		Total	62	100%	126	100%	40	100%	229	100%
g. Providing care for dependents (children, siblings, parents, etc.)	ftmcare	0	7	11%	13	10%	6	15%	26	11%
		1-5	34	54%	49	39%	17	43%	100	43%
		6-10	8	13%	26	21%	6	15%	41	18%
		11-15	8	13%	23	18%	4	10%	35	15%
		16-20	2	3%	5	4%	4	10%	11	5%
		21-25	3	5%	2	2%	2	5%	7	3%
		26-30	0	0%	2	2%	1	3%	3	1%
		More than 30 hours	1	2%	6	5%	0	0%	7	3%
		Total	63	100%	126	100%	40	100%	230	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	
h. Travelling to class/other places used to engage with academic work (driving, walking, etc.)	ftmcommute	0	1	2%	4	3%	3	8%	9	4%
		1-5	34	54%	61	48%	14	35%	109	47%
		6-10	18	29%	37	29%	14	35%	69	30%
		11-15	8	13%	15	12%	4	10%	27	12%
		16-20	2	3%	3	2%	4	10%	9	4%
		21-25	0	0%	3	2%	0	0%	3	1%
		26-30	0	0%	1	1%	0	0%	1	0%
		More than 30 hours	0	0%	2	2%	1	3%	3	1%
		Total	63	100%	126	100%	40	100%	230	100%
20. In your selected module/subject, to what extent do students put forth their best work?										
	fchallenge	Very little	2	3%	6	5%	3	8%	11	5%
		Some	25	39%	59	47%	18	45%	102	44%
		Quite a bit	25	39%	44	35%	15	38%	85	37%
		Very much	12	19%	16	13%	4	10%	32	14%
		Total	64	100%	125	100%	40	100%	230	100%
21. In your selected module/subject, how important is it to you that the typical student does the following?										
a. Ask questions or contribute to module/subject discussions in other ways	faskquest	Not important	0	0%	0	0%	0	0%	0	0%
		Somewhat important	4	6%	10	8%	1	3%	15	6%
		Important	14	22%	29	23%	10	25%	54	23%
		Very important	47	72%	88	69%	29	73%	164	70%
		Total	65	100%	127	100%	40	100%	233	100%
b. Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	Not important	11	17%	18	14%	10	25%	39	17%
		Somewhat important	21	32%	35	28%	12	30%	68	29%
		Important	17	26%	30	24%	9	23%	57	24%
		Very important	16	25%	44	35%	9	23%	69	30%
		Total	65	100%	127	100%	40	100%	233	100%



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	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
d. Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	fQRevaluate	Not important	14	22%	19	15%	10	25%	43	18%
		Somewhat important	21	32%	40	31%	13	33%	74	32%
		Important	15	23%	32	25%	9	23%	57	24%
		Very important	15	23%	36	28%	8	20%	59	25%
		Total	65	100%	127	100%	40	100%	233	100%
e. Use numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument they made	fQRevidence	Not important	15	23%	20	16%	9	23%	44	19%
		Somewhat important	17	26%	38	30%	12	30%	67	29%
		Important	15	23%	32	25%	11	28%	58	25%
		Very important	18	28%	36	29%	8	20%	63	27%
		Total	65	100%	126	100%	40	100%	232	100%
f. Change complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics)	fQRcomplex	Not important	17	27%	25	20%	14	35%	56	24%
		Somewhat important	16	25%	29	23%	8	20%	53	23%
		Important	16	25%	36	29%	11	28%	64	28%
		Very important	15	23%	36	29%	7	18%	58	25%
		Total	64	100%	126	100%	40	100%	231	100%
g. Explain in writing the meaning of numerical or statistical data	fQRmeaning	Not important	16	25%	24	19%	11	28%	51	22%
		Somewhat important	18	28%	28	22%	11	28%	58	25%
		Important	11	17%	41	33%	11	28%	63	27%
		Very important	20	31%	33	26%	6	15%	59	26%
		Total	65	100%	126	100%	39	100%	231	100%
22. In your selected module/subject, how important is it to you that the typical student does the following?										
a. Combine ideas from different modules/subjects when completing assignments	fRIintegrate	Not important	3	5%	2	2%	0	0%	5	2%
		Somewhat important	7	11%	12	10%	5	13%	24	10%
		Important	27	42%	39	31%	14	36%	81	35%
		Very important	27	42%	73	58%	20	51%	120	52%
		Total	64	100%	126	100%	39	100%	230	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
		Count	%	Count	%	Count	%	Count	%
b. Connect their learning to societal problems or issues	Not important	4	6%	2	2%	0	0%	6	3%
	Somewhat important	8	13%	20	16%	7	18%	35	15%
	Important	18	28%	33	26%	10	26%	61	27%
	Very important	34	53%	71	56%	22	56%	128	56%
	Total	64	100%	126	100%	39	100%	230	100%
c. Include diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments	Not important	8	13%	18	14%	4	10%	30	13%
	Somewhat important	8	13%	24	19%	5	13%	38	17%
	Important	18	29%	26	21%	7	18%	51	22%
	Very important	29	46%	58	46%	23	59%	110	48%
	Total	63	100%	126	100%	39	100%	229	100%
d. Examine the strengths and weaknesses of their own views on a topic or issue	Not important	4	6%	6	5%	0	0%	10	4%
	Somewhat important	6	9%	13	10%	5	13%	24	10%
	Important	19	30%	39	31%	11	28%	69	30%
	Very important	35	55%	68	54%	23	59%	127	55%
	Total	64	100%	126	100%	39	100%	230	100%
e. Try to better understand someone else's views by imagining how an issue looks from their point of view	Not important	5	8%	6	5%	1	3%	12	5%
	Somewhat important	7	11%	17	14%	4	10%	28	12%
	Important	21	33%	38	30%	12	31%	72	31%
	Very important	31	48%	64	51%	22	56%	117	51%
	Total	64	100%	125	100%	39	100%	229	100%
f. Learn something that changes the way they understand an issue or concept	Not important	0	0%	2	2%	0	0%	2	1%
	Somewhat important	6	10%	7	6%	3	8%	16	7%
	Important	24	38%	47	37%	13	33%	85	37%
	Very important	33	52%	70	56%	23	59%	126	55%
	Total	63	100%	126	100%	39	100%	229	100%



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	<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
g. Connect ideas from your modules/subjects to their prior experiences and knowledge	fRlconnect	Not important	1	2%	1	1%	0	0%	2	1%
		Somewhat important	5	8%	8	6%	3	8%	16	7%
		Important	15	24%	36	29%	11	29%	63	28%
		Very important	42	67%	81	64%	24	63%	147	64%
		Total	63	100%	126	100%	38	100%	228	100%

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

a. Lecture	flecture	0%	0	0%	0	0%	0	0%	0	0%
		1-9%	6	9%	3	2%	2	5%	11	5%
		10-19%	4	6%	11	9%	2	5%	18	8%
		20-29%	6	9%	10	8%	7	18%	23	10%
		30-39%	6	9%	15	12%	7	18%	28	12%
		40-49%	6	9%	22	17%	6	15%	34	15%
		50-74%	26	40%	51	40%	14	35%	91	39%
		75% or more	11	17%	15	12%	2	5%	28	12%
		Total	65	100%	127	100%	40	100%	233	100%
b. Discussion	fdiscuss	0%	1	2%	0	0%	0	0%	1	0%
		1-9%	10	16%	16	13%	5	13%	31	13%
		10-19%	9	14%	31	25%	8	20%	49	21%
		20-29%	9	14%	39	31%	6	15%	54	23%
		30-39%	12	19%	10	8%	4	10%	26	11%
		40-49%	8	13%	12	10%	9	23%	29	13%
		50-74%	12	19%	15	12%	8	20%	35	15%
		75% or more	3	5%	3	2%	0	0%	6	3%
		Total	64	100%	126	100%	40	100%	231	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
c. Small-group activities	fsmgroup	0%	4	6%	17	13%	3	8%	24	10%
		1-9%	17	26%	37	29%	7	18%	62	27%
		10-19%	10	15%	28	22%	7	18%	45	20%
		20-29%	6	9%	19	15%	10	26%	35	15%
		30-39%	10	15%	7	6%	4	11%	21	9%
		40-49%	10	15%	9	7%	4	11%	23	10%
		50-74%	5	8%	7	6%	3	8%	15	7%
		75% or more	3	5%	2	2%	0	0%	5	2%
		Total	65	100%	126	100%	38	100%	230	100%
d. Student presentations or performances	fpresent	0%	12	19%	25	20%	7	18%	44	19%
		1-9%	21	33%	35	28%	9	23%	66	29%
		10-19%	12	19%	32	25%	7	18%	51	22%
		20-29%	5	8%	15	12%	4	10%	24	10%
		30-39%	2	3%	10	8%	4	10%	16	7%
		40-49%	7	11%	5	4%	4	10%	16	7%
		50-74%	1	2%	3	2%	5	13%	9	4%
		75% or more	3	5%	2	2%	0	0%	5	2%
		Total	63	100%	127	100%	40	100%	231	100%
e. Independent student work (writing, painting, designing, etc.)	findwork	0%	7	11%	23	18%	6	15%	36	15%
		1-9%	10	15%	34	27%	6	15%	51	22%
		10-19%	10	15%	22	17%	7	18%	39	17%
		20-29%	6	9%	14	11%	6	15%	26	11%
		30-39%	5	8%	9	7%	5	13%	19	8%
		40-49%	11	17%	8	6%	3	8%	22	9%
		50-74%	6	9%	8	6%	3	8%	17	7%
		75% or more	10	15%	9	7%	4	10%	23	10%
		Total	65	100%	127	100%	40	100%	233	100%



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	<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
f. Movies, videos, music, or other performances not involving or produced by students	fperform	0%	29	45%	39	31%	13	33%	81	35%
		1-9%	17	27%	45	36%	10	25%	73	32%
		10-19%	9	14%	18	14%	6	15%	33	14%
		20-29%	1	2%	6	5%	4	10%	11	5%
		30-39%	5	8%	7	6%	2	5%	14	6%
		40-49%	2	3%	5	4%	2	5%	9	4%
		50-74%	0	0%	4	3%	1	3%	5	2%
		75% or more	1	2%	2	2%	2	5%	5	2%
		Total	64	100%	126	100%	40	100%	231	100%
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	fassess	0%	4	6%	9	7%	5	13%	18	8%
		1-9%	13	20%	36	28%	5	13%	55	24%
		10-19%	7	11%	24	19%	7	18%	38	16%
		20-29%	7	11%	17	13%	8	20%	32	14%
		30-39%	2	3%	11	9%	7	18%	20	9%
		40-49%	11	17%	14	11%	1	3%	26	11%
		50-74%	12	19%	12	9%	5	13%	29	13%
		75% or more	8	13%	4	3%	2	5%	14	6%
		Total	64	100%	127	100%	40	100%	232	100%
h. Experiential activities (labs, fieldwork, clinical or field placements, etc.)	factivity	0%	34	53%	45	35%	16	40%	95	41%
		1-9%	4	6%	11	9%	4	10%	19	8%
		10-19%	8	13%	14	11%	2	5%	25	11%
		20-29%	3	5%	21	17%	4	10%	28	12%
		30-39%	6	9%	12	9%	4	10%	22	9%
		40-49%	5	8%	10	8%	5	13%	20	9%
		50-74%	3	5%	11	9%	2	5%	16	7%
		75% or more	1	2%	3	2%	3	8%	7	3%
		Total	64	100%	127	100%	40	100%	232	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
24. In your selected module/subject, how much do you encourage students to do the following?										
a. Ask other students for help understanding module/subject material	fCLaskhelp	Very little	5	8%	7	6%	1	3%	14	6%
		Some	10	15%	29	23%	9	23%	48	21%
		Quite a bit	19	29%	51	40%	16	40%	86	37%
		Very much	31	48%	40	31%	14	35%	85	36%
		Total	65	100%	127	100%	40	100%	233	100%
b. Explain module/subject material to other students	fCLexplain	Very little	4	6%	8	6%	2	5%	14	6%
		Some	15	23%	28	22%	9	23%	53	23%
		Quite a bit	19	30%	43	34%	16	41%	78	34%
		Very much	26	41%	47	37%	12	31%	85	37%
		Total	64	100%	126	100%	39	100%	230	100%
c. Prepare for exams by discussing or working through module/subject material with other students	fCLstudy	Very little	4	6%	5	4%	3	8%	12	5%
		Some	13	20%	28	22%	5	13%	46	20%
		Quite a bit	23	36%	47	37%	17	43%	87	38%
		Very much	24	38%	47	37%	15	38%	86	37%
		Total	64	100%	127	100%	40	100%	231	100%
d. Work with other students on projects or assignments	fCLproject	Very little	4	6%	10	8%	7	18%	21	9%
		Some	14	22%	31	24%	6	15%	51	22%
		Quite a bit	23	36%	40	31%	12	30%	76	33%
		Very much	23	36%	46	36%	15	38%	84	36%
		Total	64	100%	127	100%	40	100%	232	100%
e. Use different learning strategies to identify important information from readings or materials (e.g. reflection, underlining, reciting, writing in own words, etc.)	fLSreading	Very little	4	6%	5	4%	2	5%	11	5%
		Some	12	19%	22	17%	4	10%	38	16%
		Quite a bit	15	24%	40	31%	16	40%	72	31%
		Very much	32	51%	60	47%	18	45%	110	48%
		Total	63	100%	127	100%	40	100%	231	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
f. Review notes	fLSnotes	Very little	3	5%	3	2%	2	5%	8	3%
		Some	10	15%	24	19%	5	13%	39	17%
		Quite a bit	25	38%	49	39%	17	43%	92	40%
		Very much	27	42%	50	40%	16	40%	93	40%
		Total	65	100%	126	100%	40	100%	232	100%
g. Summarise what has been learned from class or from module/subject materials	fLSsummary	Very little	2	3%	5	4%	1	3%	8	3%
		Some	12	18%	14	11%	5	13%	31	13%
		Quite a bit	20	31%	51	40%	15	38%	87	37%
		Very much	31	48%	57	45%	19	48%	107	46%
		Total	65	100%	127	100%	40	100%	233	100%
h. Change their learning strategies to adapt to different modules/subjects	fLSchange	Very little	3	5%	9	7%	3	8%	15	6%
		Some	16	25%	27	21%	8	21%	51	22%
		Quite a bit	20	31%	46	36%	15	38%	82	35%
		Very much	25	39%	45	35%	13	33%	83	36%
		Total	64	100%	127	100%	39	100%	231	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
25. In your selected module/subject, how much opportunity do students have to engage in discussions with people from the following groups?										
a. People of a race or ethnicity other than their own	fDDrace	Very little	14	22%	14	11%	6	15%	34	15%
		Some	7	11%	28	22%	3	8%	38	16%
		Quite a bit	16	25%	46	37%	13	33%	76	33%
		Very much	27	42%	38	30%	18	45%	83	36%
		Total	64	100%	126	100%	40	100%	231	100%
b. People from an economic background other than their own	fDDeconomic	Very little	7	11%	16	13%	5	13%	28	12%
		Some	13	21%	27	21%	6	15%	46	20%
		Quite a bit	19	30%	44	35%	15	38%	79	34%
		Very much	24	38%	39	31%	14	35%	77	33%
		Total	63	100%	126	100%	40	100%	230	100%
c. People with religious beliefs other than their own	fDDreligion	Very little	9	14%	16	13%	4	10%	29	13%
		Some	19	30%	41	33%	10	25%	70	30%
		Quite a bit	15	24%	39	31%	13	33%	68	30%
		Very much	20	32%	30	24%	13	33%	63	27%
		Total	63	100%	126	100%	40	100%	230	100%
d. People with political views other than their own	fDDpolitical	Very little	11	18%	17	14%	7	18%	35	15%
		Some	16	26%	33	26%	5	13%	55	24%
		Quite a bit	16	26%	46	37%	16	40%	78	34%
		Very much	19	31%	29	23%	12	30%	60	26%
		Total	62	100%	125	100%	40	100%	228	100%



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Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
26. In your selected module/subject, how much does the academic work emphasise the following?										
a. Memorising module/subject material (facts, ideas, etc.)	fmemorize	Very little	13	20%	27	21%	7	18%	47	20%
		Some	17	26%	43	34%	15	38%	76	33%
		Quite a bit	20	31%	40	31%	11	28%	71	30%
		Very much	15	23%	17	13%	7	18%	39	17%
		Total	65	100%	127	100%	40	100%	233	100%
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	0	0%	0	0%	0	0%	0	0%
		Some	10	15%	7	6%	1	3%	18	8%
		Quite a bit	24	37%	32	25%	12	31%	69	30%
		Very much	31	48%	88	69%	26	67%	145	63%
		Total	65	100%	127	100%	39	100%	232	100%
c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	fHOanalyze	Very little	3	5%	2	2%	1	3%	6	3%
		Some	11	17%	14	11%	2	5%	27	12%
		Quite a bit	20	31%	53	42%	15	38%	89	39%
		Very much	30	47%	57	45%	22	55%	109	47%
		Total	64	100%	126	100%	40	100%	231	100%
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	5	8%	4	3%	3	8%	12	5%
		Some	10	15%	19	15%	2	5%	31	13%
		Quite a bit	26	40%	43	34%	13	33%	83	36%
		Very much	24	37%	61	48%	22	55%	107	46%
		Total	65	100%	127	100%	40	100%	233	100%
e. Forming a new idea or understanding by putting together various pieces of information	fHOform	Very little	5	8%	6	5%	3	8%	14	6%
		Some	8	13%	18	14%	2	5%	29	13%
		Quite a bit	19	30%	41	33%	12	30%	72	31%
		Very much	31	49%	60	48%	23	58%	114	50%
		Total	63	100%	125	100%	40	100%	229	100%



LSSE Frequencies University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
27. To what extent do you structure your selected module/subject so that students learn and develop in the following areas?										
a. Writing clearly and effectively	fcgwrite	Very little	1	2%	6	5%	1	3%	8	3%
		Some	9	14%	20	16%	6	15%	35	15%
		Quite a bit	18	28%	37	29%	15	38%	71	30%
		Very much	37	57%	64	50%	18	45%	119	51%
		Total	65	100%	127	100%	40	100%	233	100%
b. Speaking clearly and effectively	fcgspeak	Very little	6	9%	10	8%	3	8%	19	8%
		Some	9	14%	27	21%	5	13%	41	18%
		Quite a bit	21	33%	40	31%	17	43%	79	34%
		Very much	28	44%	50	39%	15	38%	93	40%
		Total	64	100%	127	100%	40	100%	232	100%
c. Thinking critically and analytically	fcgthink	Very little	1	2%	1	1%	0	0%	2	1%
		Some	4	6%	4	3%	0	0%	8	3%
		Quite a bit	19	29%	33	26%	15	38%	68	29%
		Very much	41	63%	88	70%	25	63%	154	66%
		Total	65	100%	126	100%	40	100%	232	100%
d. Analysing numerical and statistical information	fcganalyze	Very little	22	34%	32	25%	14	35%	68	29%
		Some	18	28%	34	27%	9	23%	61	26%
		Quite a bit	10	15%	28	22%	5	13%	44	19%
		Very much	15	23%	33	26%	12	30%	60	26%
		Total	65	100%	127	100%	40	100%	233	100%
e. Using computing and information technology	fcncmpts	Very little	11	17%	15	12%	6	15%	32	14%
		Some	15	23%	33	26%	10	25%	58	25%
		Quite a bit	18	28%	42	33%	13	33%	73	31%
		Very much	20	31%	37	29%	11	28%	69	30%
		Total	64	100%	127	100%	40	100%	232	100%



LSSE Frequencies University of the Free State

	<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
f. Developing job- or work-related knowledge and skills	fcgwork	Very little	7	11%	4	3%	2	5%	13	6%
		Some	11	17%	21	17%	8	20%	40	17%
		Quite a bit	22	34%	32	25%	13	33%	68	29%
		Very much	25	38%	70	55%	17	43%	112	48%
		Total	65	100%	127	100%	40	100%	233	100%
g. Working effectively with others	fcgothers	Very little	4	6%	4	3%	3	8%	11	5%
		Some	9	14%	25	20%	5	13%	39	17%
		Quite a bit	20	31%	37	29%	15	38%	73	31%
		Very much	32	49%	61	48%	17	43%	110	47%
		Total	65	100%	127	100%	40	100%	233	100%
h. Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	11	17%	4	3%	2	5%	17	7%
		Some	14	22%	21	17%	6	15%	42	18%
		Quite a bit	10	16%	40	32%	16	40%	66	29%
		Very much	29	45%	61	48%	16	40%	106	46%
		Total	64	100%	126	100%	40	100%	231	100%
i. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, cultural, etc.)	fcgdiverse	Very little	6	10%	9	7%	2	5%	17	7%
		Some	10	16%	30	24%	4	10%	44	19%
		Quite a bit	20	32%	38	30%	16	40%	75	33%
		Very much	27	43%	49	39%	18	45%	94	41%
		Total	63	100%	126	100%	40	100%	230	100%
j. Solving complex real-world problems	fcgprobsolve	Very little	6	9%	7	6%	0	0%	13	6%
		Some	14	22%	14	11%	5	13%	33	14%
		Quite a bit	17	27%	42	33%	16	40%	76	33%
		Very much	27	42%	64	50%	19	48%	110	47%
		Total	64	100%	127	100%	40	100%	232	100%



LSSE Frequencies University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
k. Developing a sense of citizenship (e.g. being socially aware, socially responsive, etc.)	Very little	7	11%	14	11%	4	10%	25	11%	
	Some	17	27%	22	17%	6	15%	46	20%	
	Quite a bit	19	30%	35	28%	15	38%	69	30%	
	Very much	20	32%	55	44%	14	36%	89	39%	
	Total	63	100%	126	100%	39	100%	229	100%	
l. Developing entrepreneurial skills and mindset	Very little	16	25%	31	24%	13	33%	60	26%	
	Some	21	32%	35	28%	5	13%	62	27%	
	Quite a bit	14	22%	29	23%	13	33%	56	24%	
	Very much	14	22%	32	25%	8	21%	54	23%	
	Total	65	100%	127	100%	39	100%	232	100%	
28. Prior to the current academic year, about how many times have you taught your selected module/subject?										
crstimes	0	13	20%	15	12%	6	15%	34	15%	
	1-2	20	31%	19	15%	4	10%	43	19%	
	3-4	7	11%	26	21%	8	20%	41	18%	
	5-9	12	18%	26	21%	10	25%	48	21%	
	10 or more times	13	20%	40	32%	12	30%	66	28%	
	Total	65	100%	126	100%	40	100%	232	100%	

Respondent Profile





LSSE Respondent Profile

About This Report

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

1 →

LSSE Respondent Profile SASSEville University

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

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

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

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

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

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

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



LSSE Respondent Profile University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Response Options</i>			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
At which campus do you present most of your campus modules?	Bloemfontein Campus		46	70%	110	87%	29	73%	208	80%
	Qwaqwa Campus		14	21%	16	13%	11	28%	43	17%
	South Campus		6	9%	1	1%	0	0%	8	3%
	Total		66	100%	127	100%	40	100%	259	100%
12. How do you prefer to teach academic work? preftch	Face-to-face on campus		35	53%	57	45%	16	40%	109	47%
	Primarily face-to-face with elements of asynchronous learning		19	29%	53	42%	19	48%	91	39%
	Online where students attend class at specific times (synchronous)		7	11%	7	6%	4	10%	18	8%
	Online where students attend class at specific times and classes have elements of asynchronous learning		5	8%	10	8%	1	3%	16	7%
	Total		66	100%	127	100%	40	100%	234	100%
13. What is the broad academic discipline of your appointment? apdiscol	Business, Commerce, and Management		6	9%	15	12%	3	8%	25	10%
	Education		19	29%	27	21%	9	23%	59	23%
	Human and Social Sciences		27	41%	49	39%	20	51%	104	40%
	Science, Engineering, and Technology		14	21%	36	28%	7	18%	70	27%
	Total		66	100%	127	100%	39	100%	258	100%
14. What is the general discipline of your selected module/subject? fcesm	Economic and Management Sciences		7	11%	15	12%	2	5%	24	10%
	Education		11	17%	22	17%	7	18%	40	17%
	Health Sciences		7	11%	30	24%	5	13%	42	18%
	Law		1	2%	6	5%	3	8%	10	4%
	Natural and Agricultural Sciences		16	25%	32	25%	7	18%	56	24%
	The Humanities		23	35%	18	14%	15	38%	56	24%
	Theology and Religion		0	0%	4	3%	0	0%	4	2%
	Total		65	100%	127	100%	39	100%	232	100%



LSSE Respondent Profile University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
29. Estimate the total number of <i>undergraduate</i> students you have taught during the current academic year.	totugstud	Response Options								
		0	0	0%	0	0%	0	0%	0	0%
		1-25	3	5%	12	9%	2	5%	17	7%
		26-50	12	18%	8	6%	4	10%	24	10%
		51-75	4	6%	10	8%	2	5%	16	7%
		76-100	11	17%	12	9%	5	13%	29	13%
		101-125	3	5%	6	5%	1	3%	10	4%
		126-150	7	11%	13	10%	1	3%	21	9%
		151-200	4	6%	4	3%	4	10%	12	5%
		201-300	4	6%	11	9%	2	5%	17	7%
	More than 300 students	17	26%	51	40%	18	46%	86	37%	
	Total	65	100%	127	100%	39	100%	232	100%	
30. Indicate the total number of <i>undergraduate</i> modules/subjects you have taught or are scheduled to teach during the current academic year.	totugcour	Response Options								
		0	0	0%	0	0%	0	0%	18	7%
		1	24	37%	22	17%	5	13%	53	21%
		2	22	34%	36	28%	10	25%	70	27%
		3	12	18%	23	18%	8	20%	44	17%
		4	5	8%	22	17%	6	15%	33	13%
		5	0	0%	8	6%	2	5%	11	4%
		6	2	3%	6	5%	4	10%	12	5%
		7	0	0%	2	2%	1	3%	3	1%
		8	0	0%	2	2%	2	5%	5	2%
	9 or more modules/subjects	0	0%	6	5%	2	5%	8	3%	
	Total	65	100%	127	100%	40	100%	257	100%	



LSSE Respondent Profile University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
31. Indicate the total number of <i>postgraduate</i> modules/subjects you have taught or are scheduled to teach during the current academic year.	totpgcour	Response Options								
		0	45	69%	29	23%	12	30%	91	36%
		1	13	20%	35	28%	21	53%	74	29%
		2	3	5%	23	18%	4	10%	35	14%
		3	2	3%	17	14%	2	5%	23	9%
		4 or more modules/subjects	2	3%	21	17%	1	3%	33	13%
Total			65	100%	125	100%	40	100%	256	100%
32. During the current academic year, does your institution consider you to be employed:	empstat	Part-time contract appointment	19	30%	6	5%	8	20%	38	15%
		Full-time contract appointment	13	20%	11	9%	3	8%	28	11%
		Part-time permanent appointment	0	0%	2	2%	0	0%	2	1%
		Full-time permanent appointment	32	50%	108	85%	29	73%	188	73%
		Total	64	100%	127	100%	40	100%	256	100%
33. Which of the following best describes your academic rank, title, or current position?	rank	Professor	0	0%	7	6%	0	0%	9	4%
		Associate professor	0	0%	10	8%	3	8%	20	8%
		Senior lecturer	6	9%	32	25%	8	21%	56	22%
		Lecturer	31	48%	68	54%	18	46%	121	47%
		Junior lecturer	8	12%	8	6%	6	15%	22	9%
		Other	20	31%	2	2%	4	10%	29	11%
		Total	65	100%	127	100%	39	100%	257	100%



LSSE Respondent Profile University of the Free State

				First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Response Options</i>				<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
34. Number of years teaching at <i>any</i> university	beginitch_recode	4 or less		31	48%	25	20%	13	33%	74	29%
		5-9		19	29%	34	27%	13	33%	78	30%
		10-19		8	12%	41	33%	12	30%	65	25%
		20-29		7	11%	19	15%	2	5%	32	12%
		30 or more		0	0%	7	6%	0	0%	8	3%
		Total		65	100%	126	100%	40	100%	257	100%
35. What is the highest degree you have earned?	degree	Doctoral		17	26%	75	59%	18	45%	128	50%
		Masters		23	35%	43	34%	14	35%	84	33%
		Honours		16	25%	4	3%	6	15%	28	11%
		Postgraduate Bachelor		0	0%	0	0%	0	0%	0	0%
		Postgraduate diploma or certificate		1	2%	3	2%	0	0%	4	2%
		Professional first Bachelor		4	6%	2	2%	2	5%	9	3%
		General academic Bachelor		2	3%	0	0%	0	0%	2	1%
		Undergraduate diploma		1	2%	0	0%	0	0%	1	0%
		Other		1	2%	0	0%	0	0%	2	1%
Total		65	100%	127	100%	40	100%	258	100%		
36. Age	fbirthyr_recode	34 or younger		32	55%	19	16%	9	23%	64	26%
		35-44		10	17%	41	34%	15	38%	74	30%
		45-54		9	16%	36	30%	9	23%	62	26%
		55-64		7	12%	24	20%	6	15%	41	17%
		65 or older		0	0%	1	1%	0	0%	2	1%
		Total		58	100%	121	100%	39	100%	243	100%



LSSE Respondent Profile University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Response Options</i>			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
37. What is your gender identity?	fgender	Male	19	29%	59	47%	16	40%	107	42%
		Female	45	69%	65	52%	22	55%	144	56%
		Another gender identity	0	0%	0	0%	0	0%	0	0%
		I prefer not to respond	1	2%	1	1%	2	5%	5	2%
		Total	65	100%	125	100%	40	100%	256	100%
38. What is your citizenship status?	finterna	South African	57	88%	113	89%	34	87%	222	86%
		SADC (excluding South Africa)	5	8%	5	4%	3	8%	15	6%
		African (excluding SADC)	3	5%	7	6%	2	5%	17	7%
		International (outside of Africa)	0	0%	2	2%	0	0%	3	1%
		Total	65	100%	127	100%	39	100%	257	100%
39. What is your racial or ethnic identification? (Mark only one.)	frace	African	41	63%	48	38%	19	48%	122	47%
		Coloured	2	3%	7	6%	2	5%	12	5%
		Indian	0	0%	4	3%	1	3%	5	2%
		Asian	0	0%	0	0%	0	0%	0	0%
		White	21	32%	62	49%	15	38%	105	41%
		Other	1	2%	6	5%	3	8%	14	5%
		Total	65	100%	127	100%	40	100%	258	100%



LSSE Respondent Profile University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Response Options</i>			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
40. What is your home language or mother tongue? (Mark all that apply.)	tmothton1	Afrikaans	19	30%	60	47%	18	45%	104	41%
	tmothton2	English	19	30%	43	34%	8	20%	76	30%
	tmothton3	IsiNdebele	1	2%	0	0%	1	3%	2	1%
	tmothton4	IsiXhosa	6	9%	7	6%	4	10%	19	7%
	tmothton5	IsiZulu	9	14%	5	4%	4	10%	18	7%
	tmothton6	North Sotho	4	6%	2	2%	0	0%	6	2%
	tmothton7	Sesotho	14	22%	17	13%	4	10%	38	15%
	tmothton8	Setswana	3	5%	7	6%	1	3%	14	5%
	tmothton9	SiSwati	2	3%	0	0%	0	0%	2	1%
	tmothton10	Tshivenda	1	2%	1	1%	0	0%	2	1%
	tmothton11	Xitsonga	0	0%	0	0%	0	0%	1	0%
	tmothton12	Other	7	11%	15	12%	5	13%	32	13%



LSSE Respondent Profile University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
41. Have you been diagnosed with any disabilities?	fdisability	Response Options								
		Yes	0	0%	6	5%	3	8%	9	4%
		No	62	95%	113	90%	33	83%	233	91%
		I prefer not to respond	3	5%	6	5%	4	10%	13	5%
Total			65	100%	125	100%	40	100%	255	100%
42. If #41 is answered "Yes": Which of the following has been diagnosed? (Mark all that apply.)	fdis_sense	A sensory impairment (vision or hearing)	0	0%	0	0%	1	33%	1	11%
	fdis_mobility	A mobility impairment	0	0%	1	17%	2	67%	3	33%
	fdis_learning	A learning disability (e.g. ADHD, dyslexia)	0	0%	2	33%	0	0%	2	22%
	fdis_mental	A mental health disorder	0	0%	1	17%	0	0%	1	11%
	fdis_other	A disability or impairment not listed above	0	0%	2	33%	0	0%	2	22%

Topical Module

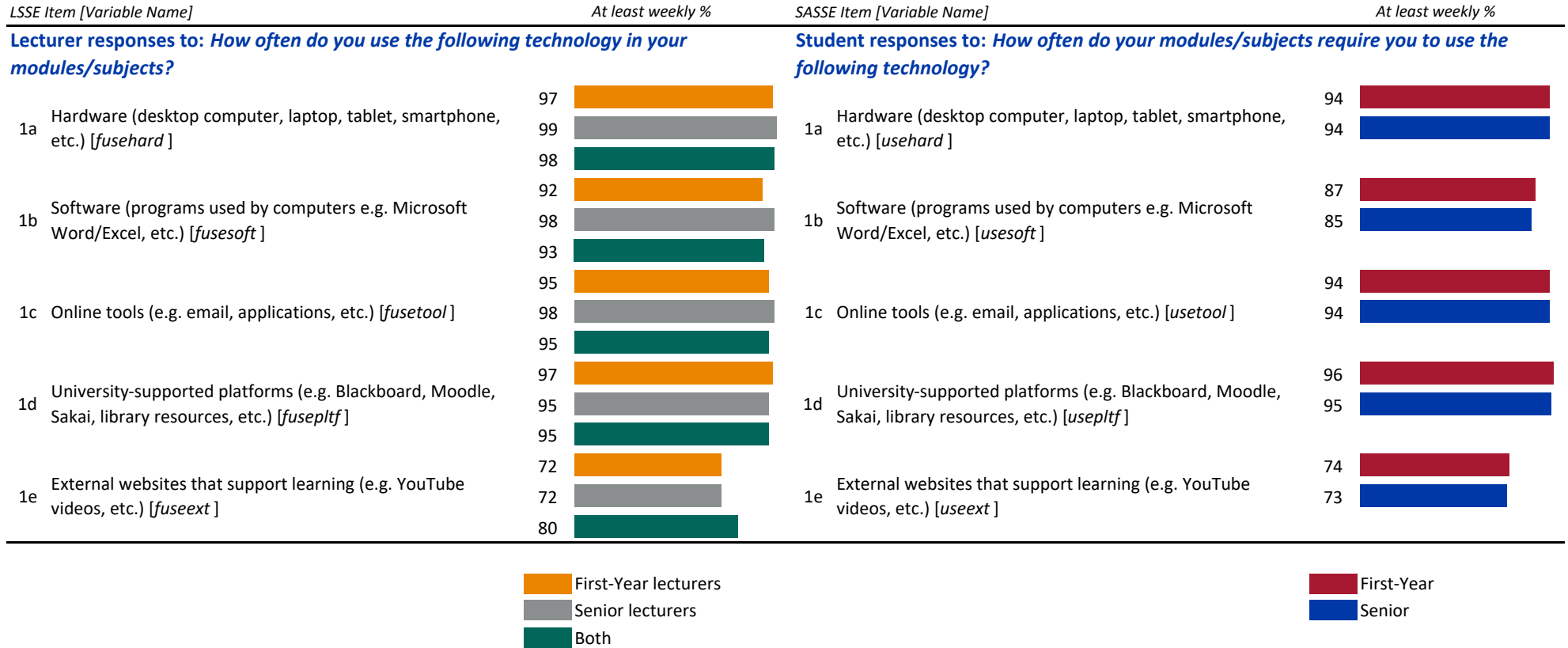
Learning with Technology



LSSE-SASSE Combined Responses University of the Free State

Lecturer Responses

Student Responses (from SASSE 2022)



LSSE-SASSE Combined Responses University of the Free State

Lecturer Responses

Student Responses (from SASSE 2022)

LSSE Item [Variable Name]

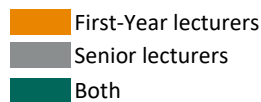
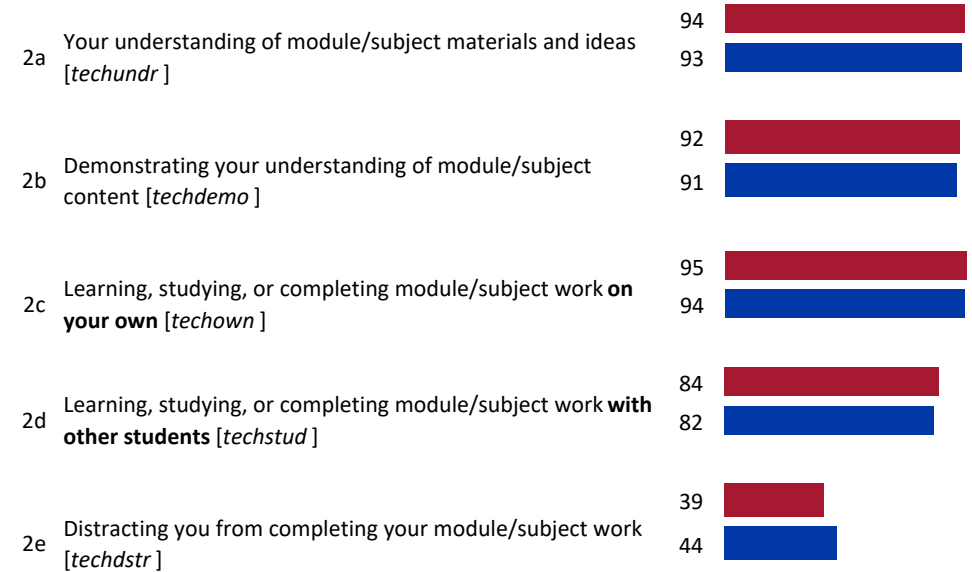
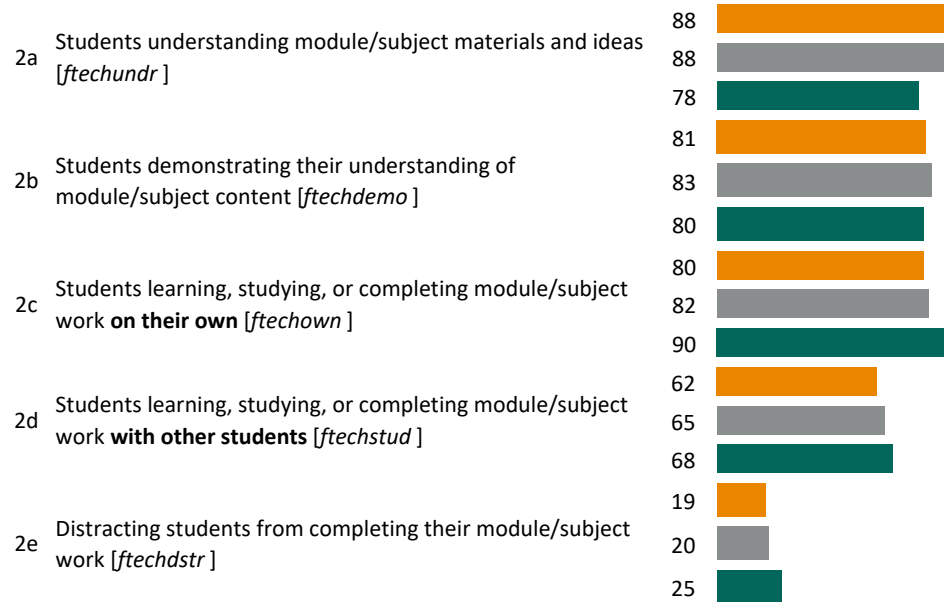
Very much + Quite a bit %

SASSE Item [Variable Name]

Very much + Quite a bit %

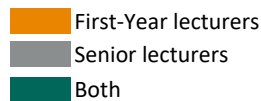
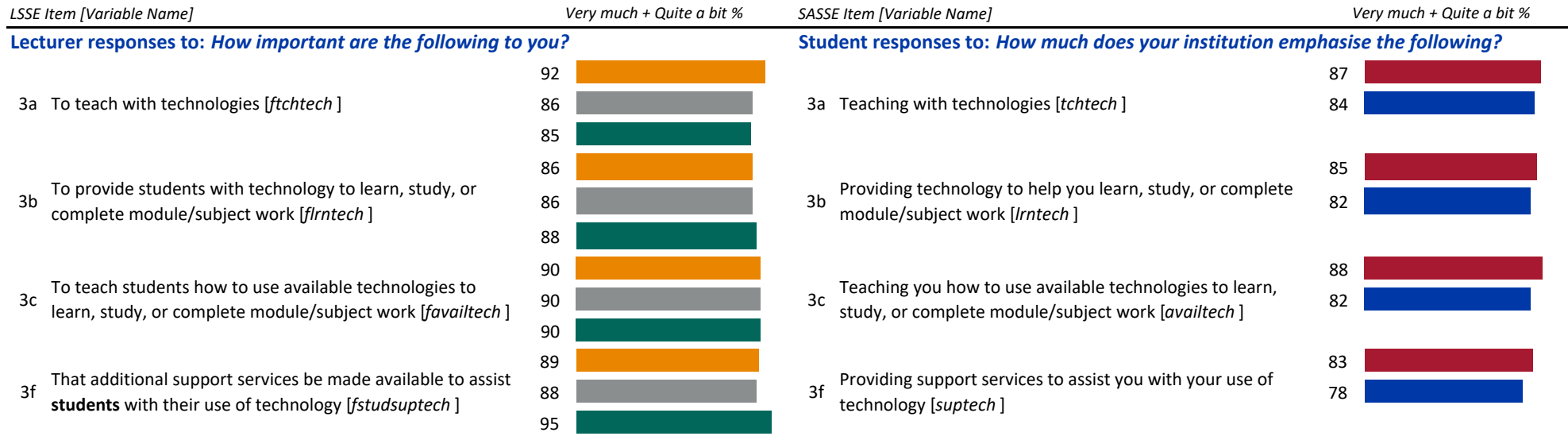
Lecturer responses to: During the current academic year, how much has your incorporation of technology into teaching and assignments contributed to the following?

Student responses to: During the current academic year, how much has your use of technology contributed to the following?



Lecturer Responses

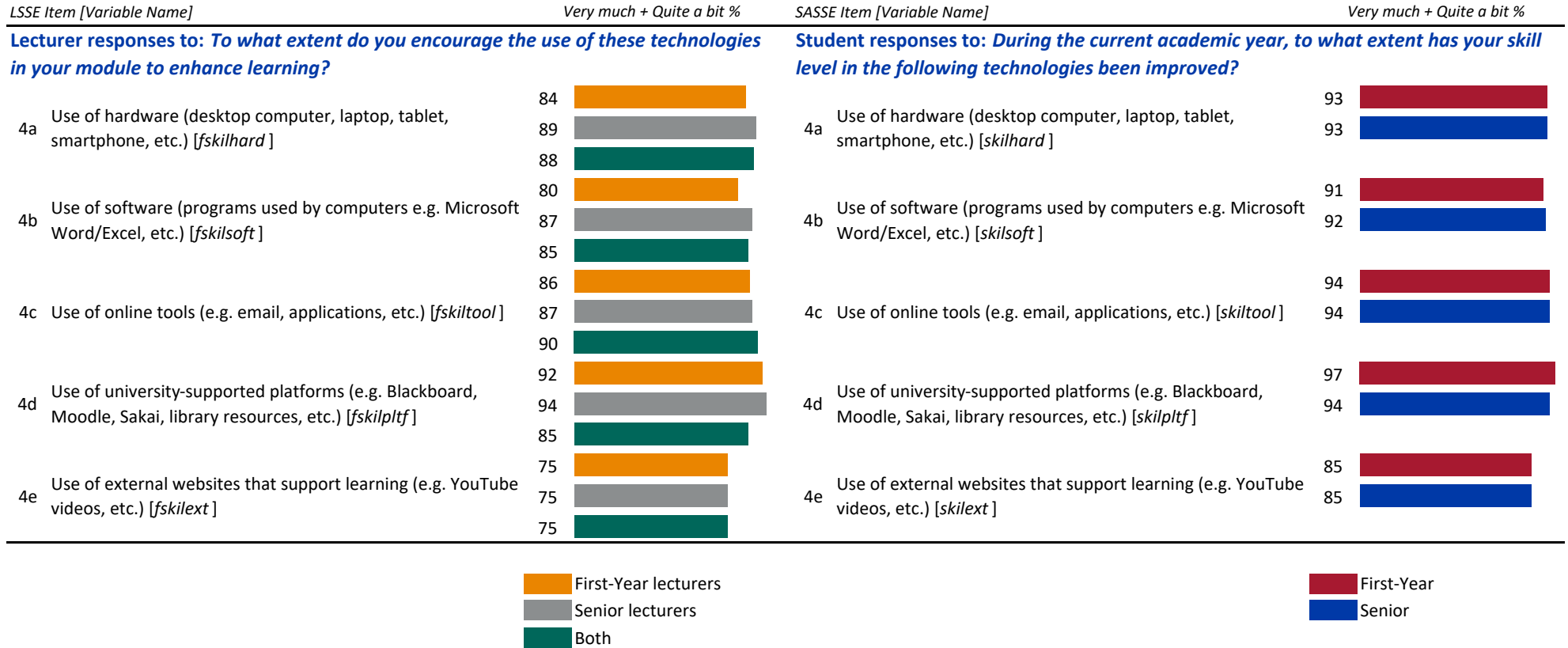
Student Responses (from SASSE 2022)



LSSE-SASSE Combined Responses University of the Free State

Lecturer Responses

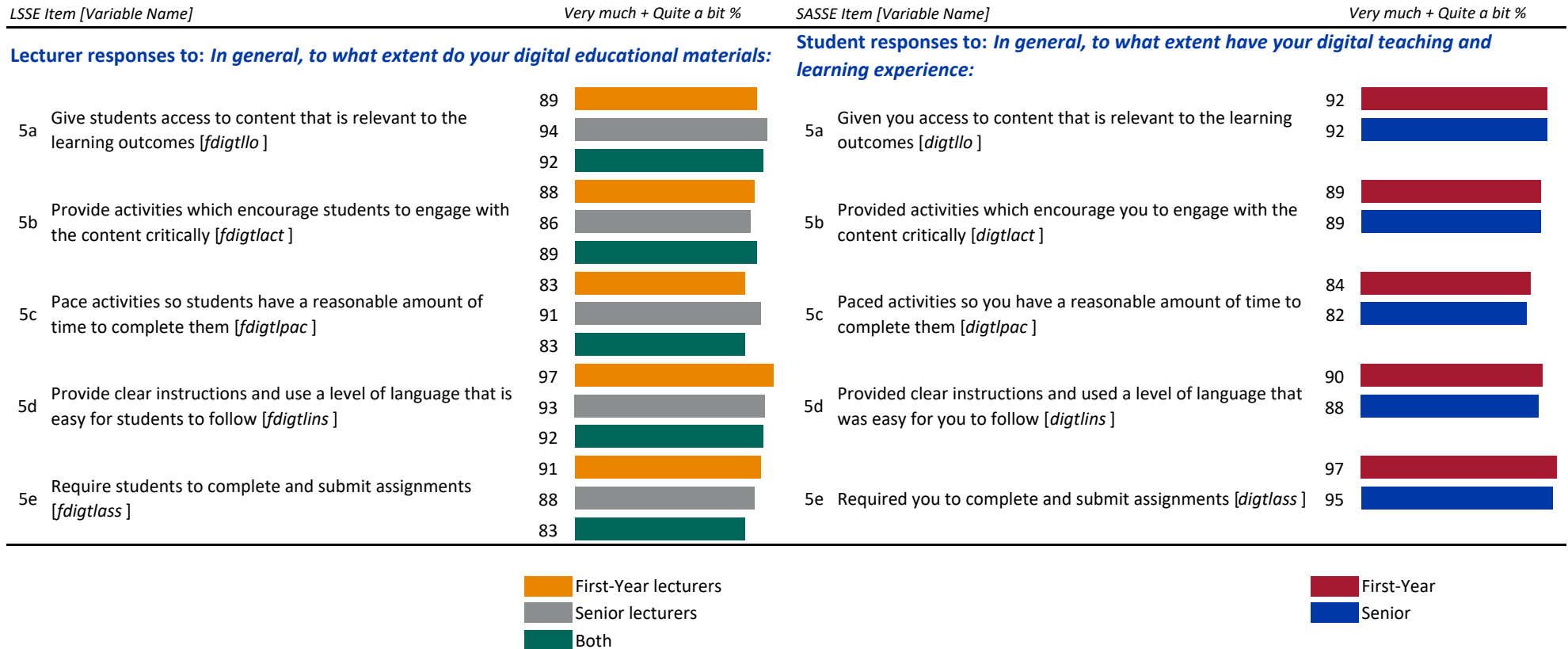
Student Responses (from SASSE 2022)



LSSE-SASSE Combined Responses University of the Free State

Lecturer Responses

Student Responses (from SASSE 2022)





LSSE Learning with Technology

Topical Module Frequencies

University of the Free State

Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
1. How often do you use the following technology in your modules/subjects?										
a. Hardware (desktop computer, laptop, tablet, smartphone, etc.)	fusehard	Never	0	0%	0	0%	0	0%	0	0%
		Less than monthly	2	3%	0	0%	1	3%	3	1%
		Monthly	0	0%	1	1%	0	0%	1	0%
		Weekly	6	9%	7	6%	4	10%	19	7%
		Daily	57	88%	119	94%	35	88%	234	91%
		Total	65	100%	127	100%	40	100%	257	100%
b. Software (programs used by computers e.g. Microsoft Word/Excel, etc.)	fusesoft	Never	1	2%	1	1%	1	3%	3	1%
		Less than monthly	1	2%	0	0%	1	3%	2	1%
		Monthly	3	5%	2	2%	1	3%	6	2%
		Weekly	8	12%	8	6%	5	13%	24	9%
		Daily	52	80%	116	91%	32	80%	222	86%
		Total	65	100%	127	100%	40	100%	257	100%
c. Online tools (e.g. email, applications, etc.)	fusetool	Never	1	2%	2	2%	0	0%	3	1%
		Less than monthly	1	2%	0	0%	0	0%	2	1%
		Monthly	1	2%	1	1%	2	5%	4	2%
		Weekly	10	15%	11	9%	4	10%	26	10%
		Daily	52	80%	113	89%	34	85%	222	86%
		Total	65	100%	127	100%	40	100%	257	100%
d. University-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.)	fuseptf	Never	0	0%	1	1%	0	0%	1	0%
		Less than monthly	0	0%	3	2%	0	0%	6	2%
		Monthly	2	3%	2	2%	2	5%	6	2%
		Weekly	17	26%	31	24%	11	28%	69	27%
		Daily	46	71%	90	71%	27	68%	175	68%
		Total	65	100%	127	100%	40	100%	257	100%



LSSE Learning with Technology

Topical Module Frequencies

University of the Free State

	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
e. External websites that support learning (e.g. YouTube videos, etc.)	fuseext	Never	2	3%	5	4%	1	3%	10	4%
		Less than monthly	7	11%	17	13%	4	10%	31	12%
		Monthly	9	14%	14	11%	3	8%	29	11%
		Weekly	28	43%	40	31%	16	40%	92	36%
		Daily	19	29%	51	40%	16	40%	95	37%
		Total	65	100%	127	100%	40	100%	257	100%
2. During the current academic year, how much has your incorporation of technology into teaching and assignments contributed to the following?										
a. Students understanding module/subject materials and ideas	ftechundr	Very little	1	2%	2	2%	1	3%	5	2%
		Some	7	11%	13	10%	8	20%	33	13%
		Quite a bit	19	30%	52	41%	7	18%	82	32%
		Very much	37	58%	60	47%	24	60%	135	53%
		Total	64	100%	127	100%	40	100%	255	100%
b. Students demonstrating their understanding of module/subject content	ftechdemo	Very little	1	2%	5	4%	2	5%	10	4%
		Some	11	17%	17	13%	6	15%	40	16%
		Quite a bit	20	32%	45	35%	14	35%	83	33%
		Very much	31	49%	60	47%	18	45%	121	48%
		Total	63	100%	127	100%	40	100%	254	100%
c. Students learning, studying, or completing module/subject work on their own	ftechown	Very little	2	3%	3	2%	0	0%	6	2%
		Some	11	17%	20	16%	4	10%	40	16%
		Quite a bit	19	29%	43	34%	21	53%	93	36%
		Very much	33	51%	61	48%	15	38%	117	46%
		Total	65	100%	127	100%	40	100%	256	100%
d. Students learning, studying, or completing module/subject work with other students	ftechstud	Very little	3	5%	14	11%	3	8%	22	9%
		Some	22	34%	31	24%	10	25%	72	28%
		Quite a bit	14	22%	42	33%	16	40%	78	30%
		Very much	26	40%	40	31%	11	28%	84	33%
		Total	65	100%	127	100%	40	100%	256	100%



LSSE Learning with Technology

Topical Module Frequencies

University of the Free State

	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
e. Distracting students from completing their module/subject work	ftechdstr	Very little	34	53%	70	55%	20	50%	138	54%
		Some	18	28%	31	24%	10	25%	67	26%
		Quite a bit	5	8%	13	10%	2	5%	22	9%
		Very much	7	11%	13	10%	8	20%	28	11%
		Total	64	100%	127	100%	40	100%	255	100%
3. How important are the following to you?										
a. To teach with technologies	ftchtech	Not important	1	2%	2	2%	1	3%	4	2%
		Somewhat important	4	6%	16	13%	5	13%	27	11%
		Important	28	43%	36	29%	11	28%	81	32%
		Very important	32	49%	72	57%	23	58%	144	56%
		Total	65	100%	126	100%	40	100%	256	100%
b. To provide students with technology to learn, study, or complete module/subject work	flrntech	Not important	1	2%	2	2%	1	3%	4	2%
		Somewhat important	8	13%	16	13%	4	10%	29	11%
		Important	21	33%	37	29%	10	25%	77	30%
		Very important	34	53%	72	57%	25	63%	146	57%
		Total	64	100%	127	100%	40	100%	256	100%
c. To teach students how to use available technologies to learn, study, or complete module/subject work	favailtech	Not important	1	2%	2	2%	1	3%	4	2%
		Somewhat important	5	8%	11	9%	3	8%	21	8%
		Important	23	37%	40	31%	10	25%	80	31%
		Very important	34	54%	74	58%	26	65%	150	59%
		Total	63	100%	127	100%	40	100%	255	100%
d. That additional technology be made available for you to teach module/subject material and concepts	faddtech	Not important	5	8%	2	2%	2	5%	9	4%
		Somewhat important	5	8%	21	17%	3	8%	33	13%
		Important	24	37%	45	35%	14	35%	89	35%
		Very important	31	48%	59	46%	21	53%	124	49%
		Total	65	100%	127	100%	40	100%	255	100%



LSSE Learning with Technology

Topical Module Frequencies

University of the Free State

	Var. Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
e. That additional support services be made available to assist you in the use of technology	fsuptech	Not important	4	6%	6	5%	2	5%	12	5%
		Somewhat important	6	9%	24	19%	7	18%	41	16%
		Important	20	31%	34	27%	15	38%	76	30%
		Very important	35	54%	63	50%	16	40%	128	50%
		Total	65	100%	127	100%	40	100%	257	100%
f. That additional support services be made available to assist students with their use of technology	fstudsuptech	Not important	2	3%	4	3%	2	5%	8	3%
		Somewhat important	5	8%	11	9%	0	0%	18	7%
		Important	19	30%	40	31%	16	40%	79	31%
		Very important	38	59%	72	57%	22	55%	151	59%
		Total	64	100%	127	100%	40	100%	256	100%
4. To what extent do you encourage the use of these technologies in your module to enhance learning?										
a. Use of hardware (desktop computer, laptop, tablet, smartphone, etc.)	fskilhard	Very little	4	6%	1	1%	2	5%	7	3%
		Some	6	9%	13	10%	3	8%	24	9%
		Quite a bit	17	27%	29	23%	12	30%	61	24%
		Very much	37	58%	83	66%	23	58%	164	64%
		Total	64	100%	126	100%	40	100%	256	100%
b. Use of software (programs used by computers e.g. Microsoft Word/Excel, etc.)	fskilsoft	Very little	4	6%	3	2%	2	5%	9	4%
		Some	9	14%	13	10%	4	10%	27	11%
		Quite a bit	16	25%	31	25%	12	30%	63	25%
		Very much	36	55%	79	63%	22	55%	158	61%
		Total	65	100%	126	100%	40	100%	257	100%
c. Use of online tools (e.g. email, applications, etc.)	fskiltool	Very little	3	5%	1	1%	1	3%	5	2%
		Some	6	9%	16	13%	3	8%	26	10%
		Quite a bit	15	23%	35	28%	14	35%	70	27%
		Very much	40	63%	74	59%	22	55%	155	61%
		Total	64	100%	126	100%	40	100%	256	100%



LSSE Learning with Technology

Topical Module Frequencies

University of the Free State

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
d. Use of university-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.)	fskilptf	Very little	2	3%	1	1%	1	3%	5	2%
		Some	3	5%	6	5%	5	13%	16	6%
		Quite a bit	10	15%	27	21%	12	30%	53	21%
		Very much	50	77%	92	73%	22	55%	183	71%
		Total	65	100%	126	100%	40	100%	257	100%
e. Use of external websites that support learning (e.g. YouTube videos, etc.)	fskilext	Very little	6	9%	5	4%	2	5%	13	5%
		Some	10	15%	27	21%	8	20%	50	19%
		Quite a bit	23	35%	34	27%	14	35%	78	30%
		Very much	26	40%	60	48%	16	40%	116	45%
		Total	65	100%	126	100%	40	100%	257	100%
5. In general, to what extent do your digital educational materials:										
a. Give students access to content that is relevant to the learning outcomes	fdigtlo	Very little	1	2%	1	1%	1	3%	3	1%
		Some	6	9%	6	5%	2	5%	15	6%
		Quite a bit	6	9%	13	10%	8	20%	32	12%
		Very much	48	74%	102	80%	27	68%	196	76%
		Not applicable	4	6%	5	4%	2	5%	11	4%
		Total	65	100%	127	100%	40	100%	257	100%
b. Provide activities which encourage students to engage with the content critically	fdigtlact	Very little	2	3%	1	1%	1	3%	4	2%
		Some	5	8%	16	13%	3	8%	27	11%
		Quite a bit	15	23%	18	14%	8	20%	50	19%
		Very much	38	58%	87	69%	25	63%	163	63%
		Not applicable	5	8%	5	4%	3	8%	13	5%
		Total	65	100%	127	100%	40	100%	257	100%



LSSE Learning with Technology

Topical Module Frequencies

University of the Free State

	<i>Var. Name</i>	<i>Response Options</i>	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
c. Pace activities so students have a reasonable amount of time to complete them	fdigtlpac	Very little	2	3%	4	3%	1	3%	7	3%
		Some	8	12%	7	6%	5	13%	22	9%
		Quite a bit	14	22%	27	21%	8	20%	60	23%
		Very much	36	55%	83	65%	22	55%	153	60%
		Not applicable	5	8%	6	5%	4	10%	15	6%
		Total	65	100%	127	100%	40	100%	257	100%
d. Provide clear instructions and use a level of language that is easy for students to follow	fdigtlins	Very little	1	2%	1	1%	0	0%	2	1%
		Some	1	2%	8	6%	3	8%	14	5%
		Quite a bit	12	18%	18	14%	7	18%	41	16%
		Very much	45	69%	93	73%	27	68%	184	72%
		Not applicable	6	9%	7	6%	3	8%	16	6%
		Total	65	100%	127	100%	40	100%	257	100%
e. Require students to complete and submit assignments	fdigtlass	Very little	1	2%	4	3%	2	5%	9	4%
		Some	4	6%	10	8%	4	10%	21	8%
		Quite a bit	8	13%	12	9%	5	13%	28	11%
		Very much	42	67%	92	72%	25	63%	176	69%
		Not applicable	8	13%	9	7%	4	10%	21	8%
		Total	63	100%	127	100%	40	100%	255	100%

Codebook

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LSSE 2022 Codebook

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

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

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

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

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

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

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

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

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

LSSE 2022 Codebook

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

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

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

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

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

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

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

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

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

6. If #5a greater than 0: Of the time you spend on teaching activities, about how many hours do you spend on each of the following teaching-related activities?

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

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

7. In a typical 7-day week, do you participate in the following activities?

Response options: Yes=1, No=2

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

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

Response options: Yes=1, No=2

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

LSSE 2022 Codebook

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

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

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

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

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

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

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

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

12. How do you prefer to teach academic work? [preftch]

Response options: Face-to-face on campus=1; Primarily face-to-face with elements of asynchronous learning=2; Online where students attend class at specific times (synchronous)=3; Online where students attend class at specific times and classes have elements of asynchronous learning=4

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

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

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

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

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

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

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

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

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

17. In an average 7-day week, about how many hours do you *expect* the typical student to spend preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)? [ftmprepect]

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

LSSE 2022 Codebook

- 18. In an average 7-day week, about how many hours do you think the typical student *actually* spends preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)? [ftmpreactual]**

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

- 19. About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?**

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

- Preparing for class/sessions/discussions (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities) [ftmprepare]
- Participating in other university activities either face-to-face or online (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [ftmcocurr]
- Working for pay **on campus** (student assistant, tutor, etc.) [ftmworkon]
- Working for pay **off campus** (being a waiter, casual work in shops, etc.) [ftmworkoff]
- Doing community service or volunteer work [ftmservice]
- Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [ftmrelax]
- Providing care for dependents (children, siblings, parents, etc.) [ftmcare]
- Travelling to class/other places used to engage with academic work (driving, walking, etc.) [ftmcommute]

- 20. In your selected module/subject, to what extent do students put forth their best work? [fchallenge]**

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

- 21. In your selected module/subject, how important is it to you that the typical student does the following?**

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

- Ask questions or contribute to module/subject discussions in other ways [faskquest]
- Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]
- Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [fQRevaluate]
- Use numerical information (numbers, graphs, statistics, etc.) as evidence to support a claim/argument they made [fQRvidence]
- Change complex data (text or numbers) into a more understandable form (e.g. graphs, maps, tables, infographics) [fQRcomplex]
- Explain in writing the meaning of numerical or statistical data [fQRmeaning]

- 22. In your selected module/subject, how important is it to you that the typical student does the following?**

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

- Combine ideas from different modules/subjects when completing assignments [fRIintegrate]
- Connect their learning to societal problems or issues [fRIsocietal]
- Include diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or written assignments [fRIdiverse]
- Examine the strengths and weaknesses of their own views on a topic or issue [fRIownview]
- Try to better understand someone else's views by imagining how an issue looks from their point of view [fRIperspect]
- Learn something that changes the way they understand an issue or concept [fRInewview]
- Connect ideas from your modules/subjects to their prior experiences and knowledge [fRIconnect]

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

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

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

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

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

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

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

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

- a. People of a race or ethnicity other than their own [fDDrace]
- b. People from an economic background other than their own [fDDeconomic]
- c. People with religious beliefs other than their own [fDDreligion]
- d. People with political views other than their own [fDDpolitical]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Other, please specify: [rnkother]

Response option: Text box

Note: Item was only given if the respondent selected 'Other' in item 33

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

Response options: Select year [From 2022=1 to Before 1980=44]

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

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

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

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

- Other, please specify: [degother]

Response option: Text box

Note: Item was only given if the respondent selected 'Other' in item 35

36. Select your year of birth. [fbirthyr]

Response options: Select year [From 2001=1 to Before 1955=48]

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

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

37. What is your gender identity? [fgender]

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

- Another gender identity, please specify: [fgenderother]

Response option: Text box

Note: Item was only given if the respondent selected 'Another gender identity' in item 37

38. What is your citizenship status? [finterna]

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

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

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

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

Response options: Selected=1, Not selected=0

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

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

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

42. 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) [fdis_sense]
- A mobility impairment [fdis_mobility]
- A learning disability (e.g. ADHD, dyslexia) [fdis_learning]
- A mental health disorder [fdis_mental]
- A disability or impairment not listed above [fdis_other]



Learning with Technology Topical module – LSSE 2022

These questions examine the role of technology in student learning, focusing on usage, contribution to learning, importance of institutional support, and digital educational materials.

1. How often do you use the following technology in your modules/subjects?

Response options: Never=1, Less than monthly=2, Monthly=3, Weekly=4, Daily=5

- Hardware (desktop computer, laptop, tablet, smartphone, etc.) [fusehard]
- Software (programs used by computers e.g. Microsoft Word/Excel, etc.) [fusesoft]
- Online tools (e.g. email, applications, etc.) [fusetool]
- University-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.) [fusepltf]
- External websites that support learning (e.g. YouTube videos, etc.) [fuseext]

2. During the current academic year, how much has your incorporation of technology into teaching and assignments contributed to the following?

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

- Students understanding module/subject materials and ideas [ftechundr]
- Students demonstrating their understanding of module/subject content [ftechdemo]
- Students learning, studying, or completing module/subject work **on their own** [ftechown]
- Students learning, studying, or completing module/subject work **with other students** [ftechstud]
- Distracting students from completing their module/subject work [ftechdstr]

3. How important are the following to you?

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

- To teach with technologies [ftchtech]
- To provide students with technology to learn, study, or complete module/subject work [flrnstech]
- To teach students how to use available technologies to learn, study, or complete module/subject work [favailtech]
- That additional technology be made available for you to teach module/subject material and concepts [faddtech]
- That additional support services be made available to assist **you** in the use of technology [fsuptech]
- That additional support services be made available to assist **students** with their use of technology [fstudsuptech]

4. To what extent do you encourage the use of these technologies in your module to enhance learning?

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

- Use of hardware (desktop computer, laptop, tablet, smartphone, etc.) [fskilhard]
- Use of software (programs used by computers e.g. Microsoft Word/Excel, etc.) [fskilsoft]
- Use of online tools (e.g. email, applications, etc.) [fskiltool]
- Use of university-supported platforms (e.g. Blackboard, Moodle, Sakai, library resources, etc.) [fskilpltf]
- Use of external websites that support learning (e.g. YouTube videos, etc.) [fskilext]

5. In general, to what extent do your digital educational materials:

Response options: Not applicable=5, Very much=4, Quite a bit=3, Some=2, Very little=1

- Give students access to content that is relevant to the learning outcomes [fdigtllo]
- Provide activities which encourage students to engage with the content critically [fdigtlact]
- Pace activities so students have a reasonable amount of time to complete them [fdigtlpac]
- Provide clear instructions and use a level of language that is easy for students to follow [fdigtlinf]
- Require students to complete and submit assignments [fdigtlass]