



# Beginning University Survey of Student Engagement

BUSSEville University

Institutional report 2019



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# Respondent Characteristics





## BUSSE 2019 Respondent Characteristics

### About This Report

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

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

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

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

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



## BUSSE 2019 Respondent Characteristics

### BUSSEville University

			All Students		Gender				First-Generation			
					Males		Females		Yes		No	
1	2	3	Count	%	Count	%	Count	%	Count	%	Count	%
25	This institution was your:											
	Instchoice	First choice	1,004	44%	348	44%	655	45%	521	41%	482	48%
		Second choice	775	34%	277	35%	494	34%	428	34%	345	35%
		Third choice	291	13%	91	12%	198	14%	180	14%	110	11%
		Fourth choice	82	4%	34	4%	48	3%	64	5%	18	2%
		Fifth choice or lower	107	5%	36	5%	71	5%	67	5%	40	4%
		Total	2,259	100%	786	100%	1,466	100%	1,260	100%	995	100%
26	Your programme of study was your:											
	Progchoice	First choice	1,340	59%	490	62%	846	58%	763	60%	574	58%
		Second choice	700	31%	233	30%	465	32%	370	29%	328	33%
		Third choice	224	10%	66	8%	157	11%	129	10%	95	10%
		Total	2,264	100%	789	100%	1,468	100%	1,262	100%	997	100%
27	Indicate your gender.											
	csex	Male	790	35%					496	39%	292	29%
		Female	1,469	65%					763	61%	704	71%
		Total	2,259	100%					1,259	100%	996	100%





## BUSSE 2019 Respondent Characteristics

### BUSSEville University

Item wording or description	Variable name	Response options	Gender						First-Generation <sup>a</sup>			
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
1 Please indicate the year you matriculated from high school.												
	matriculate	Before 2014	440	8%	153	8%	284	8%	364	9%	71	5%
		2014	268	5%	105	5%	160	5%	213	5%	50	4%
		2015	477	9%	193	10%	281	8%	380	9%	97	7%
		2016	996	18%	372	18%	613	17%	760	18%	231	17%
		2017	1,554	28%	568	28%	973	28%	1,165	28%	373	27%
		2018	1,869	33%	634	31%	1,221	35%	1,319	31%	538	40%
		Total	5,604	100%	2,025	100%	3,532	100%	4,201	100%	1,360	100%
2 From which type of high school did you matriculate? (Mark only one.)												
	htype	Public	4,971	88%	1,852	91%	3,080	86%	3,849	91%	1,082	79%
		Private (independent schools, religious schools, home schools, etc.)	618	11%	168	8%	443	12%	350	8%	266	19%
		Other	71	1%	18	1%	51	1%	42	1%	28	2%
		Total	5,660	100%	2,038	100%	3,574	100%	4,241	100%	1,376	100%
3 What were most of your high school marks? (Mark only one.)												
	hgrades	0-29%	3	0%	1	0%	2	0%	3	0%	0	0%
		30-39%	14	0%	4	0%	9	0%	12	0%	1	0%
		40-49%	91	2%	21	1%	70	2%	78	2%	12	1%
		50-59%	986	17%	333	16%	640	18%	801	19%	174	13%
		60-69%	2,165	38%	829	41%	1,321	37%	1,649	39%	501	36%
		70-79%	1,663	29%	606	30%	1,046	29%	1,223	29%	430	31%
		80-89%	655	12%	217	11%	431	12%	416	10%	235	17%
		90-100%	75	1%	27	1%	48	1%	53	1%	22	2%
		Total	5,652	100%	2,038	100%	3,567	100%	4,235	100%	1,375	100%

## BUSSE 2019 Respondent Characteristics

### BUSSEville University

			Gender						First-Generation <sup>a</sup>			
Item wording or description	Variable name	Response options	All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
4 What was the main language of instruction at your school? (Mark only one.)												
	hlanginstruc	English	4,207	74%	1,490	73%	2,685	75%	3,218	76%	955	69%
		Afrikaans	693	12%	238	12%	448	13%	336	8%	355	26%
		IsiXhosa	43	1%	20	1%	21	1%	35	1%	7	1%
		IsiZulu	252	4%	108	5%	142	4%	233	5%	17	1%
		IsiNdebele	4	0%	0	0%	4	0%	4	0%	0	0%
		North Sotho	23	0%	10	0%	13	0%	20	0%	3	0%
		Sesotho	252	4%	85	4%	164	5%	238	6%	12	1%
		Setswana	76	1%	34	2%	42	1%	70	2%	6	0%
		Tshivenda	25	0%	12	1%	12	0%	17	0%	7	1%
		SiSwati	42	1%	21	1%	21	1%	37	1%	4	0%
		Xitsonga	28	0%	15	1%	13	0%	21	0%	7	1%
		Other	10	0%	5	0%	5	0%	8	0%	2	0%
		Total	5,655	100%	2,038	100%	3,570	100%	4,237	100%	1,375	100%
20 Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?												
Parent/guardian's money	cparfam	Using	2,471	50%	865	48%	1,592	50%	1,530	41%	931	73%
		Not using	2,280	46%	836	46%	1,430	45%	1,968	53%	298	23%
		Not sure	233	5%	98	5%	134	4%	190	5%	42	3%
		Total	4,984	100%	1,799	100%	3,156	100%	3,688	100%	1,271	100%
My own money	cself	Using	940	20%	365	21%	573	19%	647	18%	288	25%
		Not using	3,559	75%	1,258	73%	2,277	76%	2,733	77%	810	69%
		Not sure	263	6%	109	6%	153	5%	186	5%	75	6%
		Total	4,762	100%	1,732	100%	3,003	100%	3,566	100%	1,173	100%

## BUSSE 2019 Respondent Characteristics

### BUSSEville University

			Gender						First-Generation <sup>a</sup>			
			All Students		Males		Females		Yes		No	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%
Private sponsor/s (e.g. family contributors)	finprispon	Using	526	11%	217	13%	305	10%	398	11%	128	11%
		Not using	3,897	82%	1,386	80%	2,489	84%	2,913	82%	961	82%
		Not sure	306	6%	122	7%	183	6%	222	6%	83	7%
		Total	4,729	100%	1,725	100%	2,977	100%	3,533	100%	1,172	100%
Employer	finemployer	Using	103	2%	46	3%	57	2%	83	2%	20	2%
		Not using	4,383	93%	1,588	93%	2,768	94%	3,265	93%	1,096	95%
		Not sure	208	4%	78	5%	130	4%	166	5%	41	4%
		Total	4,694	100%	1,712	100%	2,955	100%	3,514	100%	1,157	100%
Non-governmental bursary (e.g. institutional, merit, private company)	finnongov	Using	426	9%	146	8%	278	9%	266	8%	160	14%
		Not using	4,020	85%	1,462	85%	2,534	85%	3,041	86%	957	82%
		Not sure	268	6%	111	6%	156	5%	215	6%	52	4%
		Total	4,714	100%	1,719	100%	2,968	100%	3,522	100%	1,169	100%
Governmental bursary (excluding NSFAS)	fingovbur	Using	680	14%	235	14%	439	15%	557	16%	120	10%
		Not using	3,815	80%	1,384	80%	2,411	80%	2,793	78%	1,003	86%
		Not sure	258	5%	103	6%	155	5%	210	6%	47	4%
		Total	4,753	100%	1,722	100%	3,005	100%	3,560	100%	1,170	100%
NSFAS	finnsfas	Using	3,720	69%	1,322	68%	2,375	70%	3,164	77%	534	43%
		Not using	1,423	27%	522	27%	894	26%	750	18%	667	53%
		Not sure	218	4%	102	5%	115	3%	169	4%	49	4%
		Total	5,361	100%	1,946	100%	3,384	100%	4,083	100%	1,250	100%
Loan (including institutional, banks, or private companies)	cstudio	Using	335	7%	123	7%	211	7%	206	6%	127	11%
		Not using	4,106	87%	1,486	86%	2,597	87%	3,113	88%	972	83%
		Not sure	278	6%	111	6%	165	6%	206	6%	71	6%
		Total	4,719	100%	1,720	100%	2,973	100%	3,525	100%	1,170	100%



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Item wording or description	Variable name	Response options	Gender						First-Generation <sup>a</sup>			
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
21 What do you expect most of your marks to be at this university during the coming year? (Mark only one.)												
	cgrades	0-29%	3	0%	1	0%	2	0%	2	0%	1	0%
		30-39%	1	0%	0	0%	1	0%	1	0%	0	0%
		40-49%	9	0%	4	0%	5	0%	7	0%	2	0%
		50-59%	177	3%	73	4%	104	3%	126	3%	50	4%
		60-69%	1,217	22%	493	24%	719	20%	854	20%	356	26%
		70-79%	2,610	46%	875	43%	1,715	48%	1,932	46%	665	49%
		80-89%	1,336	24%	450	22%	877	25%	1,076	25%	252	18%
		90-100%	269	5%	132	7%	136	4%	227	5%	41	3%
		Total	5,622	100%	2,028	100%	3,559	100%	4,225	100%	1,367	100%
22 Do you expect to graduate from this university?												
	cintgrad	Yes	5,351	95%	1,920	95%	3,401	96%	4,021	95%	1,301	95%
		No	35	1%	12	1%	22	1%	22	1%	13	1%
		Uncertain	225	4%	92	5%	130	4%	168	4%	57	4%
		Total	5,611	100%	2,024	100%	3,553	100%	4,211	100%	1,371	100%



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Item wording or description	Variable name	Response options	Gender						First-Generation <sup>a</sup>			
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
23 Thinking about this current academic term, are you registered as a full-time or part-time student?	cenrlmen	Full time	5,586	100%	2,020	100%	3,532	100%	4,193	100%	1,365	100%
		Part time	17	0%	3	0%	14	0%	13	0%	4	0%
		Total	5,603	100%	2,023	100%	3,546	100%	4,206	100%	1,369	100%
24 How many of your close friends will attend this university during the coming year?	cfriends	None	1,681	30%	563	28%	1,110	31%	1,279	30%	393	29%
		1	832	15%	257	13%	570	16%	628	15%	199	15%
		2	980	17%	323	16%	648	18%	771	18%	201	15%
		3	637	11%	235	12%	396	11%	487	12%	146	11%
		4 or more	1,485	26%	648	32%	833	23%	1,057	25%	426	31%
		Total	5,615	100%	2,026	100%	3,557	100%	4,222	100%	1,365	100%
25 This institution was your:	Instchoice	First choice	3,200	57%	1,242	61%	1,940	54%	2,463	58%	723	53%
		Second choice	1,575	28%	533	26%	1,032	29%	1,164	27%	401	29%
		Third choice	523	9%	171	8%	347	10%	380	9%	141	10%
		Fourth choice	136	2%	37	2%	98	3%	83	2%	53	4%
		Fifth choice or lower	209	4%	54	3%	155	4%	150	4%	58	4%
		Total	5,643	100%	2,037	100%	3,572	100%	4,240	100%	1,376	100%
26 Your programme of study was your:	Progchoice	First choice	2,774	49%	1,050	52%	1,708	48%	2,012	48%	751	55%
		Second choice	2,089	37%	747	37%	1,330	37%	1,634	39%	444	32%
		Third choice	771	14%	236	12%	529	15%	586	14%	180	13%
		Total	5,634	100%	2,033	100%	3,567	100%	4,232	100%	1,375	100%



## BUSSE 2019 Respondent Characteristics

### BUSSEville University

Item wording or description	Variable name	Response options	Gender				First-Generation <sup>a</sup>					
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
<b>27 Indicate your gender.</b>												
	csex	Male	2,041	36%					1,599	38%	432	31%
		Female	3,582	64%					2,622	62%	941	69%
		Total	5,623	100%					4,221	100%	1,373	100%
<b>28 Are you an international student?</b>												
	cinterna	Yes	270	5%	80	4%	189	5%	202	5%	68	5%
		No	5,319	95%	1,942	96%	3,349	95%	3,999	95%	1,292	95%
		Total	5,589	100%	2,022	100%	3,538	100%	4,201	100%	1,360	100%
<b>29 Indicate your race. (Mark only one.)</b>												
	crace	Black African	4,685	83%	1,720	85%	2,937	82%	3,757	89%	899	66%
		Coloured	265	5%	78	4%	187	5%	188	4%	77	6%
		Indian	42	1%	14	1%	28	1%	24	1%	18	1%
		Asian	5	0%	2	0%	3	0%	3	0%	2	0%
		White	591	11%	198	10%	390	11%	227	5%	364	27%
		Other	39	1%	18	1%	21	1%	29	1%	10	1%
		Total	5,627	100%	2,030	100%	3,566	100%	4,228	100%	1,370	100%
<b>30 First Generational Status</b>												
(neither parent has obtained a B-degree. Recoded from bfamembergradN to bfamembergradO)	FGbac	Not first generation	1,379	25%	432	21%	941	26%				
		First generation	4,249	75%	1,599	79%	2,622	74%				
		Total	5,628	100%	2,031	100%	3,563	100%				
<b>31 Residential Status</b>												
	res_recode	On-campus	1,532	27%	529	26%	995	28%	1,139	27%	386	28%
		Off-campus	4,093	73%	1,502	74%	2,565	72%	3,087	73%	987	72%
		Total	5,625	100%	2,031	100%	3,560	100%	4,226	100%	1,373	100%



## BUSSE 2019 Respondent Characteristics

### BUSSEville University

Item wording or description	Variable name	Response options	Gender						First-Generation <sup>a</sup>			
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
32 Please select the category that best represents your major field of study. (Mark only one.)												
	cfaculty	Business, Commerce, and Management Education	1,059	19%	447	22%	606	17%	705	17%	352	26%
		Human and Social Sciences	1,737	31%	634	31%	1,091	31%	1,532	37%	197	14%
		Science, Engineering, and Technology	1,899	34%	518	26%	1,372	39%	1,362	32%	523	38%
		Total	885	16%	422	21%	457	13%	594	14%	288	21%
			5,580	100%	2,021	100%	3,526	100%	4,193	100%	1,360	100%
33 Age												
	age_recode	18 years	455	9%	122	7%	331	10%	369	9%	84	7%
		19 years	1,357	26%	409	22%	939	28%	895	23%	458	36%
		20 years	1,172	23%	421	23%	748	23%	866	22%	301	24%
		21 years	784	15%	293	16%	487	15%	578	15%	202	16%
		22 years	499	10%	216	12%	279	8%	406	10%	92	7%
		23 years	344	7%	162	9%	181	5%	282	7%	60	5%
		24 years	200	4%	93	5%	105	3%	170	4%	29	2%
		25 and older	385	7%	140	8%	245	7%	333	9%	47	4%
		Total	5,196	100%	1,856	100%	3,315	100%	3,899	100%	1,273	100%

## BUSSE 2019 Respondent Characteristics

### BUSSEville University

Item wording or description	Variable name	Response options	Gender						First-Generation <sup>a</sup>			
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
34 What will the language of instruction be in the classes you attend? (Mark all that apply.)												
	cclaslang1	English	5,573	88%	1,996	86%	3,542	89%	4,196	88%	1,349	88%
	cclaslang2	Afrikaans	218	3%	90	4%	126	3%	117	2%	101	7%
	cclaslang3	IsiXhosa	40	1%	24	1%	15	0%	35	1%	5	0%
	cclaslang4	IsiZulu	201	3%	89	4%	109	3%	174	4%	26	2%
	cclaslang5	IsiNdebele	4	0%	3	0%	1	0%	2	0%	2	0%
	cclaslang6	North Sotho	12	0%	7	0%	5	0%	8	0%	4	0%
	cclaslang7	Sesotho	225	4%	80	3%	143	4%	197	4%	27	2%
	cclaslang8	Setswana	28	0%	12	1%	16	0%	23	0%	5	0%
	cclaslang9	Tshivenda	8	0%	3	0%	5	0%	5	0%	3	0%
	cclaslang10	SiSwati	17	0%	9	0%	8	0%	13	0%	3	0%
	cclaslang11	Xitsonga	14	0%	6	0%	8	0%	10	0%	4	0%
	cclaslang12	Other	15	0%	5	0%	10	0%	11	0%	4	0%
		Total	6,355	100%	2,324	100%	3,988	100%	4,791	100%	1,533	100%
35 Do you have any disabilities? (Mark all that apply.)												
	dis_none	None	5,178	92%	1,878	92%	3,269	91%	3,913	92%	1,241	90%
	dis_sense	Sensory impairment	181	3%	51	3%	128	4%	130	3%	49	4%
	dis_mobility	Mobility impairment	7	0%	3	0%	4	0%	3	0%	4	0%
	dis_learning	Learning impairment	15	0%	5	0%	10	0%	9	0%	6	0%
	dis_mental	Mental health disorder	34	1%	6	0%	28	1%	18	0%	16	1%
	dis_other	Other disability	29	1%	9	0%	20	1%	17	0%	12	1%
	dis_notansw	Prefer not to answer	207	4%	83	4%	124	3%	156	4%	50	4%
		Total	5,651	100%	2,035	100%	3,583	100%	4,246	100%	1,378	100%

## BUSSE 2019 Respondent Characteristics

### BUSSEville University

Item wording or description	Variable name	Response options	Gender						First-Generation <sup>a</sup>			
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
36 Indicate the province you were living in the year you completed matric. (Mark only one.)												
	province	Eastern Cape	451	8%	156	8%	288	8%	287	7%	162	12%
		Free State	1,955	35%	698	34%	1,241	35%	1,461	35%	477	35%
		Gauteng	722	13%	236	12%	483	14%	562	13%	156	11%
		KwaZulu-Natal	1,272	23%	470	23%	794	22%	1,065	25%	203	15%
		Limpopo	301	5%	117	6%	182	5%	203	5%	97	7%
		Mpumalanga	323	6%	144	7%	177	5%	240	6%	79	6%
		Northern Cape	205	4%	56	3%	148	4%	136	3%	69	5%
		North West	213	4%	80	4%	133	4%	150	4%	61	4%
		Western Cape	147	3%	57	3%	89	2%	106	3%	41	3%
		Was not living in South Africa	52	1%	18	1%	34	1%	23	1%	29	2%
		Total	5,641	100%	2,032	100%	3,569	100%	4,233	100%	1,374	100%
37 What is your home language or mother tongue? (Mark only one.)												
	homelang	English	258	5%	90	4%	167	5%	164	4%	92	7%
		Afrikaans	732	13%	234	12%	494	14%	347	8%	385	28%
		IsiXhosa	625	11%	213	11%	402	11%	458	11%	162	12%
		IsiZulu	1,437	26%	549	27%	878	25%	1,224	29%	206	15%
		IsiNdebele	37	1%	12	1%	25	1%	29	1%	8	1%
		North Sotho	213	4%	64	3%	147	4%	166	4%	47	3%
		Sesotho	1,380	25%	512	25%	862	24%	1,149	27%	219	16%
		Setswana	438	8%	146	7%	291	8%	316	8%	120	9%
		Tshivenda	78	1%	27	1%	50	1%	54	1%	23	2%
		SiSwati	181	3%	80	4%	100	3%	150	4%	27	2%
		Xitsonga	165	3%	72	4%	92	3%	117	3%	48	4%
		Other	63	1%	19	1%	44	1%	33	1%	30	2%
		Total	5,607	100%	2,018	100%	3,552	100%	4,207	100%	1,367	100%



## BUSSE 2019 Respondent Characteristics

### BUSSEville University

Item wording or description	Variable name	Response options	Gender						First-Generation <sup>a</sup>			
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
38 On which campus are you enrolled?												
	campus	Campus 1	4,066	73%	1,435	71%	2,601	73%	2,809	67%	1,231	90%
		Campus 2	1,512	27%	568	28%	935	26%	1,379	33%	128	9%
		Campus 3	8	0%	4	0%	4	0%	5	0%	3	0%
		Total	5,586	100%	2,007	100%	3,540	100%	4,193	100%	1,362	100%
39 Please select the faculty that you are registered in.												
	faculty	Faculty 1	796	14%	330	16%	462	13%	551	13%	242	18%
		Faculty 2	1,671	30%	607	30%	1,049	29%	1,474	35%	186	14%
		Faculty 3	375	7%	89	4%	285	8%	163	4%	211	15%
		Faculty 4	401	7%	150	7%	248	7%	274	6%	125	9%
		Faculty 5	811	14%	416	20%	389	11%	550	13%	258	19%
		Faculty 6	1,532	27%	420	21%	1,102	31%	1,174	28%	345	25%
		Faculty 7	53	1%	20	1%	32	1%	46	1%	7	1%
		Total	5,639	100%	2,032	100%	3,567	100%	4,232	100%	1,374	100%
40 When did you start studying at this institution?												
	startstud	2019	2,922	52%	1,058	52%	1,843	52%	2,182	52%	726	53%
		2018	2,008	36%	678	33%	1,318	37%	1,565	37%	428	31%
		2017	504	9%	205	10%	296	8%	343	8%	158	11%
		2016	137	2%	59	3%	76	2%	95	2%	41	3%
		Before 2015	59	1%	26	1%	32	1%	37	1%	22	2%
		Total	5,630	100%	2,026	100%	3,565	100%	4,222	100%	1,375	100%





## BUSSE 2019 Respondent Characteristics

### BUSSEville University

Item wording or description	Variable name	Response options	Gender						First-Generation <sup>a</sup>			
			All Students		Males		Females		Yes		No	
			Count	%	Count	%	Count	%	Count	%	Count	%
41 What is the highest level of education you plan to complete?												
	chighdeg	Certificate	174	3%	62	3%	108	3%	126	3%	47	3%
		Diploma	22	0%	12	1%	10	0%	15	0%	7	1%
		Bachelor’s degree (B.A., B.Sc., B.Tech., etc.)	1,554	28%	572	28%	971	27%	1,294	31%	249	18%
		Honours degree	1,110	20%	425	21%	676	19%	835	20%	267	19%
		Master’s degree (M.A., M.Sc., M.Tech., etc.)	1,158	21%	427	21%	726	20%	790	19%	361	26%
		Doctoral degree (Ph.D., M.D., D.Tech., etc.)	1,610	29%	533	26%	1,068	30%	1,160	27%	443	32%
		Not enrolled for Degree purposes	16	0%	5	0%	11	0%	14	0%	2	0%
		Total	5,644	100%	2,036	100%	3,570	100%	4,234	100%	1,376	100%

# Frequencies and Mean Comparisons



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

- Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional*
- Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
- Values and response options:** Values are used to calculate means. Response options are worded as they appear on the
- Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option.
- Overall mean:** Mean scores for each item. Mean item scores by within-campus comparison groups are presented on the right side.
- 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
- Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. Effect sizes for independent t-tests use Cohen's d. Cohen's d is calculated by dividing the mean difference by the pooled standard deviation.



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

							Frequency Distributions <sup>b</sup>								Mean Comparisons <sup>c</sup>										
							All Students				Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>			
											Males		Females		Yes		No		Males	Females		Yes	No		
				Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>		
5. During your <i>last year</i> of high school, about how many papers, reports, or other writing tasks of the following length did you complete?																									
a Up to 5 pages	hwrite5	1	None	180	4%	3.7	60	3%	118	4%	127	3%	50	4%	3.6	3.7	-.01	3.6	3.7	-.05					
		2	1-2	846	17%		297	16%	540	17%	645	17%	196	16%											
		3	3-5	1,788	36%		679	38%	1,095	35%	1,383	37%	394	32%											
		4	6-10	1,003	20%		375	21%	625	20%	709	19%	290	24%											
		5	11-15	433	9%		153	8%	277	9%	298	8%	132	11%											
		6	16-20	237	5%		74	4%	160	5%	176	5%	58	5%											
		7	More than 20	469	9%		169	9%	296	10%	354	10%	110	9%											
		Total	4,956	100%	1,807		100%	3,111	100%	3,692	100%	1,230	100%												
b Between 6 and 10 pages	hwrite5m	1	None	742	16%	3.1	276	17%	462	16%	536	16%	199	17%	3.1	3.2	*	-.06	3.2	3.1	*	.07			
		2	1-2	967	21%		356	22%	606	21%	686	21%	278	24%											
		3	3-5	1,012	22%		388	24%	620	22%	718	22%	290	25%											
		4	6-10	1,071	24%		388	24%	671	24%	833	25%	233	20%											
		5	11-15	374	8%		126	8%	246	9%	294	9%	76	6%											
		6	16-20	181	4%		53	3%	128	4%	132	4%	48	4%											
		7	More than 20	183	4%		61	4%	122	4%	126	4%	55	5%											
		Total	4,530	100%	1,648		100%	2,855	100%	3,325	100%	1,179	100%												
c 11 pages or more	hwrite5m	1	None	1,598	36%	2.9	598	37%	989	35%	1,174	36%	413	36%	2.8	2.9	*	-.07	2.9	2.7	***	.14			
		2	1-2	858	19%		328	20%	525	19%	574	17%	283	25%											
		3	3-5	582	13%		211	13%	367	13%	412	12%	167	14%											
		4	6-10	440	10%		161	10%	278	10%	345	10%	88	8%											
		5	11-15	392	9%		133	8%	255	9%	327	10%	64	6%											
		6	16-20	240	5%		69	4%	171	6%	178	5%	60	5%											
		7	More than 20	374	8%		132	8%	237	8%	288	9%	80	7%											
		Total	4,484	100%	1,632		100%	2,822	100%	3,298	100%	1,155	100%												



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

			Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>							
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>			
			Count	%	Mean	Males		Females		Yes		No		Males	Females	ES <sup>f</sup>	Yes		No	
						Count	%	Count	%	Count	%	Count	%				Mean	Mean	Mean	Mean
6. During your <i>last year</i> of high school, about how many hours did you spend in a typical 7-day week doing each of the following?																				
a Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities)	1	0	63	1%	4.0	29	1%	34	1%	42	1%	20	1%	3.9	4.0	*	-.06	4.0	3.9	.04
	2	1-5	1,646	29%		598	30%	1,032	29%	1,256	30%	381	28%							
	3	6-10	1,194	21%		442	22%	742	21%	895	21%	289	21%							
	4	11-15	803	14%		305	15%	492	14%	567	13%	229	17%							
	5	16-20	621	11%		228	11%	391	11%	458	11%	160	12%							
	6	21-25	448	8%		138	7%	307	9%	314	7%	129	9%							
	7	26-30	345	6%		116	6%	223	6%	276	7%	63	5%							
	8	More than 30	506	9%		170	8%	332	9%	404	10%	100	7%							
	Total		5,626	100%		2,026	100%	3,553	100%	4,212	100%	1,371	100%							
b Working for pay on or off campus	1	0	3,572	66%	1.6	1,175	60%	2,368	69%	2,553	63%	995	74%	1.7	1.6	***	.14	1.7	1.5	***
	2	1-5	993	18%		432	22%	554	16%	787	20%	197	15%							
	3	6-10	446	8%		183	9%	261	8%	366	9%	75	6%							
	4	11-15	180	3%		70	4%	106	3%	151	4%	28	2%							
	5	16-20	98	2%		39	2%	57	2%	75	2%	23	2%							
	6	21-25	51	1%		23	1%	28	1%	39	1%	11	1%							
	7	26-30	30	1%		11	1%	19	1%	25	1%	5	0%							
	8	More than 30	31	1%		15	1%	16	0%	25	1%	6	0%							
	Total		5,401	100%		1,948	100%	3,409	100%	4,021	100%	1,340	100%							
c Participating in co-curricular (extracurricular) activities (organisations, school publications, student government, sports, etc.)	1	0	1,013	19%	2.5	317	16%	687	20%	824	20%	182	13%	2.6	2.5	***	.12	2.4	2.7	***
	2	1-5	2,459	45%		846	43%	1,599	46%	1,877	46%	566	42%							
	3	6-10	1,044	19%		416	21%	618	18%	729	18%	309	23%							
	4	11-15	477	9%		192	10%	280	8%	313	8%	157	12%							
	5	16-20	219	4%		100	5%	116	3%	149	4%	68	5%							
	6	21-25	131	2%		57	3%	73	2%	94	2%	37	3%							
	7	26-30	50	1%		11	1%	39	1%	38	1%	12	1%							
	8	More than 30	63	1%		24	1%	38	1%	44	1%	18	1%							
	Total		5,456	100%		1,963	100%	3,450	100%	4,068	100%	1,349	100%							



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>					
				All Students		Gender				First-generation <sup>a</sup>				Gender		First-generation <sup>a</sup>			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
						Males		Females		Yes		No		Males		Females		Yes	
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
					Mean									Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>
d Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	hsocial	1 0		74	1%	25	1%	48	1%	58	1%	15	1%						
		2 1-5		2,385	44%	789	40%	1,579	46%	1,891	46%	478	35%						
		3 6-10		1,463	27%	518	26%	934	27%	1,044	26%	412	30%						
		4 11-15		700	13%	273	14%	422	12%	484	12%	206	15%						
		5 16-20		385	7%	161	8%	219	6%	273	7%	108	8%	3.3	3.1	***	.14	3.1	3.3
		6 21-25		206	4%	96	5%	109	3%	148	4%	58	4%						
		7 26-30		110	2%	41	2%	67	2%	74	2%	35	3%						
		8 More than 30		157	3%	65	3%	91	3%	111	3%	45	3%						
		Total		5,480	100%	1,968	100%	3,469	100%	4,083	100%	1,357	100%						
7. During your last year of high school, of the time you spent preparing for class in a typical 7-day week, how many hours were spent on assigned reading?																			
	hreadasg	1 0		89	2%	39	2%	49	1%	50	1%	39	3%						
		2 1-5		2,346	42%	860	42%	1,472	41%	1,637	39%	693	51%						
		3 6-10		1,478	26%	536	26%	924	26%	1,136	27%	332	24%						
		4 11-15		697	12%	240	12%	451	13%	558	13%	132	10%						
		5 16-20		448	8%	143	7%	303	9%	355	8%	87	6%	3.2	3.3	-.03	3.3	2.9	***
		6 21-25		244	4%	98	5%	143	4%	201	5%	42	3%						
		7 26-30		149	3%	40	2%	108	3%	124	3%	23	2%						
		8 More than 30		191	3%	76	4%	113	3%	168	4%	22	2%						
		Total		5,642	100%	2,032	100%	3,563	100%	4,229	100%	1,370	100%						
8. During your last year of high school, about how often did you do each of the following?																			
a Attended class without having completed readings or assignments	hclunpre	1 Never		1,852	33%	609	30%	1,222	34%	1,380	33%	453	33%						
		2 Sometimes		3,245	58%	1,194	59%	2,030	57%	2,440	58%	785	57%						
		3 Often		322	6%	151	7%	167	5%	237	6%	83	6%	1.8	1.8	**	.09	1.8	1.8
		4 Very often		218	4%	74	4%	144	4%	165	4%	53	4%						
		Total		5,637	100%	2,028	100%	3,563	100%	4,222	100%	1,374	100%						





# BUSSE 2019 Frequencies and Mean Comparisons

## BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>								
				All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>				
							Males		Females		Yes		No		Males	Females	ES <sup>f</sup>	Yes		No		
							Count	%	Mean	Count	%	Count	%	Count	%	Count		%	Mean	Mean	Mean	Mean
b Prepared two or more drafts of an assignment before handing it in	hrewropa	1	Never	460	8%	2.6	179	9%	276	8%	321	8%	136	10%	2.5	2.7	***	-.13	2.6	2.6	**	.10
		2	Sometimes	2,083	37%		808	40%	1,263	36%	1,535	37%	536	39%								
		3	Often	2,205	39%		781	39%	1,406	40%	1,691	40%	500	37%								
		4	Very often	852	15%		252	12%	592	17%	649	15%	194	14%								
		Total	5,600	100%	2,020		100%	3,537	100%	4,196	100%	1,366	100%									
c Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	bownnumin	1	Never	408	7%	2.6	119	6%	286	8%	318	8%	89	7%	2.7	2.5	***	.18	2.6	2.6		-.03
		2	Sometimes	2,317	41%		778	39%	1,527	43%	1,742	42%	559	41%								
		3	Often	2,112	38%		781	39%	1,308	37%	1,569	37%	528	39%								
		4	Very often	755	14%		342	17%	409	12%	564	13%	186	14%								
		Total	5,592	100%	2,020		100%	3,530	100%	4,193	100%	1,362	100%									
d Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	bnumreal	1	Never	855	15%	2.4	263	13%	581	16%	623	15%	227	17%	2.4	2.3	***	.13	2.4	2.4		-.01
		2	Sometimes	2,447	44%		850	42%	1,579	44%	1,870	44%	564	41%								
		3	Often	1,679	30%		657	32%	1,013	29%	1,255	30%	409	30%								
		4	Very often	634	11%		254	13%	376	11%	463	11%	168	12%								
		Total	5,615	100%	2,024		100%	3,549	100%	4,211	100%	1,368	100%									
e Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	bothnum	1	Never	862	15%	2.2	276	14%	580	16%	633	15%	221	16%	2.3	2.2	**	.08	2.2	2.2		.00
		2	Sometimes	2,871	51%		1,024	51%	1,829	52%	2,170	52%	690	50%								
		3	Often	1,471	26%		560	28%	900	25%	1,102	26%	355	26%								
		4	Very often	392	7%		150	7%	237	7%	288	7%	101	7%								
		Total	5,596	100%	2,010		100%	3,546	100%	4,193	100%	1,367	100%									
f Identified important information from reading assignments	bidread	1	Never	45	1%	3.2	22	1%	23	1%	31	1%	14	1%	3.1	3.2	***	-.14	3.2	3.1	**	.08
		2	Sometimes	856	15%		347	17%	501	14%	620	15%	231	17%								
		3	Often	2,704	48%		1,004	50%	1,682	47%	2,022	48%	670	49%								
		4	Very often	2,002	36%		644	32%	1,344	38%	1,530	36%	453	33%								
		Total	5,607	100%	2,017		100%	3,550	100%	4,203	100%	1,368	100%									



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

								Frequency Distributions <sup>b</sup>								Mean Comparisons <sup>c</sup>							
								Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>				
					All Students			Males		Females		Yes		No		Males	Females	ES <sup>f</sup>	Yes		No		ES <sup>f</sup>
					Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean	Mean			
g	Reviewed your notes after class	brevnotes	1	Never	196	4%	2.9	94	5%	101	3%	125	3%	71	5%	2.9	2.9	***	-.10	3.0	2.7	***	.26
			2	Sometimes	1,729	31%		651	32%	1,067	30%	1,207	29%	515	38%								
			3	Often	2,067	37%		720	36%	1,333	38%	1,571	38%	480	35%								
			4	Very often	1,589	28%		543	27%	1,032	29%	1,280	31%	297	22%								
			Total		5,581	100%		2,008	100%	3,533	100%	4,183	100%	1,363	100%								
h	Summarised what you learned in class or from subject materials	bsummat	1	Never	193	3%	3.0	101	5%	92	3%	131	3%	62	5%	2.9	3.0	***	-.19	3.0	2.9	**	.08
			2	Sometimes	1,642	29%		645	32%	988	28%	1,199	29%	436	32%								
			3	Often	1,971	35%		713	35%	1,241	35%	1,513	36%	445	33%								
			4	Very often	1,776	32%		551	27%	1,213	34%	1,341	32%	422	31%								
			Total		5,582	100%		2,010	100%	3,534	100%	4,184	100%	1,365	100%								
i	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in subject discussions or writing assignments	bdivclass	1	Never	680	12%	2.4	270	13%	406	11%	478	11%	199	15%	2.4	2.4		-.04	2.4	2.4		.01
			2	Sometimes	2,686	48%		946	47%	1,720	49%	2,042	49%	631	46%								
			3	Often	1,572	28%		583	29%	975	28%	1,207	29%	350	26%								
			4	Very often	658	12%		221	11%	434	12%	466	11%	187	14%								
			Total		5,596	100%		2,020	100%	3,535	100%	4,193	100%	1,367	100%								
j	Examined the strengths and weaknesses of your own views on a topic or issue	bownview	1	Never	323	6%	2.7	133	7%	190	5%	221	5%	100	7%	2.7	2.7		-.01	2.7	2.6	*	.07
			2	Sometimes	2,090	37%		730	36%	1,343	38%	1,552	37%	525	38%								
			3	Often	2,177	39%		803	40%	1,358	38%	1,667	40%	497	36%								
			4	Very often	1,012	18%		359	18%	646	18%	761	18%	243	18%								
			Total		5,602	100%		2,025	100%	3,537	100%	4,201	100%	1,365	100%								
k	Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	bothrview	1	Never	168	3%	2.9	66	3%	102	3%	118	3%	50	4%	2.9	2.9		-.04	2.9	2.9		.00
			2	Sometimes	1,565	28%		585	29%	970	27%	1,192	28%	363	27%								
			3	Often	2,316	41%		814	40%	1,482	42%	1,724	41%	577	42%								
			4	Very often	1,552	28%		550	27%	991	28%	1,164	28%	377	28%								
			Total		5,601	100%		2,015	100%	3,545	100%	4,198	100%	1,367	100%								



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>														
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>											
			Count	%	Mean	Males		Females		Yes		No		Males	Females	ES <sup>f</sup>	Yes	No	ES <sup>f</sup>									
						Count	%	Count	%	Count	%	Count	%															
9. During your high school years, how involved were you in the following activities at your school or elsewhere?																												
a Performing or visual arts groups (choir, drama, art, etc.)	hinvars	1	Not at all	2,196	39%	2.1																						
	2	Some	1,399	25%	491																	24%	901	25%	1,033	25%	360	26%
	3	Quite a bit	1,009	18%	323																	16%	672	19%	779	19%	225	16%
	4	Very much	1,008	18%	304																	15%	697	20%	730	17%	270	20%
	Total	5,612	100%	2,021	100%																	3,551	100%	4,208	100%	1,368	100%	
b Athletic/sports teams	hinvathl	1	Not at all	1,720	31%	2.4																						
	2	Some	1,428	26%	499																	25%	923	26%	1,078	26%	344	25%
	3	Quite a bit	1,029	18%	414																	21%	600	17%	750	18%	267	20%
	4	Very much	1,411	25%	657																	33%	746	21%	971	23%	432	32%
	Total	5,588	100%	2,008	100%																	3,541	100%	4,184	100%	1,368	100%	
c Student leadership (prefect, matric committee, captain, etc.)	hstugov	1	Not at all	1,699	30%	2.5																						
	2	Some	1,231	22%	479																	24%	745	21%	930	22%	295	22%
	3	Quite a bit	1,090	20%	429																	21%	654	19%	835	20%	252	18%
	4	Very much	1,561	28%	535																	27%	1,010	29%	1,086	26%	462	34%
	Total	5,581	100%	2,006	100%																	3,533	100%	4,176	100%	1,369	100%	
d Publications (school newspaper, magazine, etc.)	hinvpubs	1	Not at all	3,926	70%	1.5																						
	2	Some	945	17%	341																	17%	591	17%	696	17%	241	18%
	3	Quite a bit	458	8%	159																	8%	298	8%	352	8%	104	8%
	4	Very much	251	4%	85																	4%	166	5%	187	4%	62	5%
	Total	5,580	100%	2,001	100%																	3,540	100%	4,176	100%	1,368	100%	
e Academic clubs (debate, library, biology, etc.) or honorary societies	hinvhono	1	Not at all	2,191	39%	2.1																						
	2	Some	1,561	28%	562																	28%	983	28%	1,190	28%	364	27%
	3	Quite a bit	943	17%	337																	17%	598	17%	707	17%	228	17%
	4	Very much	893	16%	270																	13%	618	17%	695	17%	190	14%
	Total	5,588	100%	2,012	100%																	3,536	100%	4,182	100%	1,370	100%	



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>					
				All Students		Gender				First-generation <sup>a</sup>				Gender		First-generation <sup>a</sup>			
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options																	
f Vocational clubs (photography, computer clubs, boy scouts, first aid, etc.)	hinvvcl	1 Not at all	3,647	65%		1,243	62%	2,383	68%	2,759	66%	865	64%						
		2 Some	1,139	20%		444	22%	684	19%	842	20%	288	21%						
		3 Quite a bit	517	9%	1.5	204	10%	307	9%	377	9%	137	10%	1.6	1.5	***	.12	1.5	1.6
		4 Very much	271	5%		116	6%	154	4%	199	5%	71	5%						
		Total	5,574	100%		2,007	100%	3,528	100%	4,177	100%	1,361	100%						
g Religious youth groups	hrelgrp	1 Not at all	2,482	45%		1,000	50%	1,460	41%	1,908	46%	557	41%						
		2 Some	1,425	26%		498	25%	917	26%	1,050	25%	368	27%						
		3 Quite a bit	850	15%	2.0	280	14%	566	16%	606	14%	238	18%	1.9	2.1	***	-.19	2.0	2.1
		4 Very much	820	15%		231	11%	586	17%	617	15%	197	14%					*	-.07
		Total	5,577	100%		2,009	100%	3,529	100%	4,181	100%	1,360	100%						
h Community service or volunteer work	hvolntr	1 Not at all	1,638	29%		647	32%	974	28%	1,220	29%	408	30%						
		2 Some	1,977	35%		718	36%	1,249	35%	1,475	35%	488	36%						
		3 Quite a bit	1,170	21%	2.2	408	20%	753	21%	889	21%	273	20%	2.1	2.3	***	-.13	2.2	2.2
		4 Very much	796	14%		240	12%	554	16%	600	14%	193	14%						.02
		Total	5,581	100%		2,013	100%	3,530	100%	4,184	100%	1,362	100%						
10. During your last year of high school, to what extent have your subjects required you to do your best work?																			
	hacachal	1 Not at all	22	0%		10	1%	11	0%	19	0%	3	0%						
		2 Some	410	7%		185	9%	220	6%	288	7%	121	9%						
		3 Quite a bit	1,471	27%	3.6	598	31%	861	25%	1,041	25%	420	31%	3.5	3.6	***	-.21	3.6	3.5
		4 Very much	3,586	65%		1,166	60%	2,396	69%	2,751	67%	810	60%					***	.13
		Total	5,489	100%		1,959	100%	3,488	100%	4,099	100%	1,354	100%						



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>												Mean Comparisons <sup>c</sup>						
				All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>				
							Males		Females		Yes		No		Males	Females		Yes	No			
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options		Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>		
11. During the coming academic year, about how many hours do you expect to spend in a typical 7-day week doing each of the following?																						
a	Preparing for class (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	cacadpr	1	0	23	0%	14	1%	8	0%	16	0%	7	1%								
			2	1-5	1,113	20%	434	22%	671	19%	861	21%	246	18%								
			3	6-10	1,156	21%	402	20%	743	21%	851	20%	297	22%								
			4	11-15	851	15%	306	15%	538	15%	634	15%	209	15%	4.4	4.5	**	-.07	4.5	4.4	.01	
			5	16-20	732	13%	268	13%	458	13%	526	13%	203	15%								
			6	21-25	569	10%	200	10%	366	10%	412	10%	150	11%								
			7	26-30	468	8%	157	8%	306	9%	357	9%	108	8%								
			8	More than 30	689	12%	229	11%	459	13%	540	13%	147	11%								
			Total		5,601	100%	2,010	100%	3,549	100%	4,197	100%	1,367	100%								
b	Working for pay on or off campus	cwork	1	0	2,513	45%	836	42%	1,652	47%	1,784	43%	713	52%								
			2	1-5	1,525	27%	557	28%	962	27%	1,165	28%	352	26%								
			3	6-10	772	14%	306	15%	461	13%	606	15%	161	12%								
			4	11-15	344	6%	147	7%	194	6%	272	7%	68	5%								
			5	16-20	206	4%	79	4%	126	4%	167	4%	38	3%	2.2	2.0	**	.09	2.2	1.9	***	.23
			6	21-25	115	2%	44	2%	71	2%	99	2%	15	1%								
			7	26-30	47	1%	15	1%	32	1%	39	1%	8	1%								
			8	More than 30	41	1%	15	1%	25	1%	36	1%	5	0%								
			Total		5,563	100%	1,999	100%	3,523	100%	4,168	100%	1,360	100%								
c	Participating in co-curricular activities (organisations, campus publications, student government, SRC projects, intervarsity or inter-residence sports, etc.)	ccocurr	1	0	1,530	28%	491	25%	1,024	29%	1,149	28%	375	28%								
			2	1-5	2,152	39%	754	38%	1,385	39%	1,619	39%	520	38%								
			3	6-10	1,027	18%	402	20%	619	18%	744	18%	279	20%								
			4	11-15	419	8%	168	8%	248	7%	309	7%	105	8%								
			5	16-20	228	4%	97	5%	130	4%	178	4%	48	4%	2.5	2.3	***	.12	2.4	2.3	.06	
			6	21-25	117	2%	48	2%	68	2%	91	2%	25	2%								
			7	26-30	51	1%	20	1%	31	1%	45	1%	6	0%								
			8	More than 30	39	1%	15	1%	23	1%	35	1%	3	0%								
			Total		5,563	100%	1,995	100%	3,528	100%	4,170	100%	1,361	100%								



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>					
				All Students		Gender				First-generation <sup>a</sup>				Gender		First-generation <sup>a</sup>			
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options																	
d Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	csocial	1 0		162	3%	51	3%	107	3%	132	3%	29	2%						
		2 1-5		2,783	50%	951	48%	1,814	51%	2,198	53%	571	42%						
		3 6-10		1,423	26%	496	25%	914	26%	984	24%	429	31%						
		4 11-15		649	12%	277	14%	369	10%	450	11%	193	14%						
		5 16-20		289	5%	112	6%	177	5%	216	5%	72	5%	2.9	2.8	***	.12	2.8	3.0
		6 21-25		125	2%	48	2%	76	2%	87	2%	36	3%					***	-.14
		7 26-30		78	1%	34	2%	43	1%	59	1%	19	1%						
		8 More than 30		57	1%	26	1%	31	1%	43	1%	14	1%						
		Total		5,566	100%	1,995	100%	3,531	100%	4,169	100%	1,363	100%						
12. During the coming academic year, of the time you expect to spend preparing for class in a typical 7-day week, about how many hours will be spent on assigned reading?																			
	breadasgn	1 0		24	0%	12	1%	12	0%	13	0%	11	1%						
		2 1-5		1,148	21%	412	21%	729	21%	817	20%	325	24%						
		3 6-10		1,451	26%	528	27%	908	26%	1,033	25%	410	30%						
		4 11-15		947	17%	351	18%	591	17%	707	17%	232	17%						
		5 16-20		790	14%	268	14%	518	15%	608	15%	181	13%	4.0	4.1	-.02	4.2	3.8	***
		6 21-25		490	9%	151	8%	334	10%	398	10%	86	6%						.26
		7 26-30		288	5%	117	6%	170	5%	244	6%	42	3%						
		8 More than 30		397	7%	141	7%	253	7%	324	8%	69	5%						
		Total		5,535	100%	1,980	100%	3,515	100%	4,144	100%	1,356	100%						
13. During the coming academic year, about how often do you expect to do each of the following?																			
a Ask another student to help you understand subject material	bhelpund	1 Never		82	1%	38	2%	44	1%	60	1%	22	2%						
		2 Sometimes		2,240	40%	859	42%	1,359	38%	1,668	40%	557	41%						
		3 Often		2,012	36%	703	35%	1,296	36%	1,469	35%	534	39%	2.7	2.8	***	-.11	2.8	2.7
		4 Very often		1,291	23%	423	21%	864	24%	1,023	24%	258	19%					**	.09
		Total		5,625	100%	2,023	100%	3,563	100%	4,220	100%	1,371	100%						





# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>							
				All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>			
							Males		Females		Yes		No		Males	Females		Yes	No		
							Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>		
b Explain subject material to other students	btutor	1 Never	89	2%	2.8	41	2%	48	1%	59	1%	30	2%	2.8	2.8	-.03	2.8	2.7	***	.14	
		2 Sometimes	2,019	36%		733	36%	1,269	36%	1,487	35%	521	38%								
		3 Often	2,328	42%		825	41%	1,490	42%	1,722	41%	594	43%								
		4 Very often	1,171	21%		416	21%	746	21%	936	22%	224	16%								
	Total	5,607	100%	2,015	100%	3,553	100%	4,204	100%	1,369	100%										
c Prepare for exams by discussing or working through subject material with other students	bprepexam	1 Never	247	4%	2.9	99	5%	146	4%	163	4%	83	6%	2.9	3.0	-.05	3.0	2.8	***	.23	
		2 Sometimes	1,555	28%		560	28%	987	28%	1,113	26%	430	32%								
		3 Often	2,046	36%		756	38%	1,271	36%	1,506	36%	530	39%								
		4 Very often	1,758	31%		598	30%	1,150	32%	1,426	34%	321	24%								
	Total	5,606	100%	2,013	100%	3,554	100%	4,208	100%	1,364	100%										
d Work with other students on projects or assignments	cclassgr	1 Never	128	2%	3.0	59	3%	69	2%	89	2%	39	3%	2.9	3.0	***	-.09	3.0	2.9	***	.15
		2 Sometimes	1,572	28%		591	29%	965	27%	1,144	27%	410	30%								
		3 Often	2,177	39%		786	39%	1,374	39%	1,592	38%	576	42%								
		4 Very often	1,717	31%		573	29%	1,137	32%	1,372	33%	338	25%								
	Total	5,594	100%	2,009	100%	3,545	100%	4,197	100%	1,363	100%										
e Talk about your career plans with a lecturer	bfacplans	1 Never	1,091	19%	2.2	369	18%	711	20%	774	18%	308	23%	2.2	2.2	.03	2.3	2.1	***	.22	
		2 Sometimes	2,789	50%		997	49%	1,771	50%	2,049	49%	725	53%								
		3 Often	1,156	21%		463	23%	689	19%	907	22%	243	18%								
		4 Very often	571	10%		188	9%	380	11%	478	11%	89	7%								
	Total	5,607	100%	2,017	100%	3,551	100%	4,208	100%	1,365	100%										
f Work with a staff member on activities other than academic work (committees, projects, student groups, etc.)	cfacoth	1 Never	1,241	22%	2.2	434	22%	789	22%	890	21%	344	25%	2.2	2.2	-.01	2.2	2.1	***	.14	
		2 Sometimes	2,721	48%		982	49%	1,727	49%	2,041	48%	666	49%								
		3 Often	1,185	21%		456	23%	725	20%	897	21%	279	20%								
		4 Very often	470	8%		146	7%	319	9%	386	9%	81	6%								
	Total	5,617	100%	2,018	100%	3,560	100%	4,214	100%	1,370	100%										



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

						Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>						
						All Students		Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>			
								Males		Females		Yes		No		Males	Females		Yes	No		
								Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>	
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>			
g	Discuss your academic performance with a lecturer	cfacgrad	1	Never		756	13%			261	13%	486	14%	565	13%	182	13%					
			2	Sometimes		2,245	40%			852	42%	1,382	39%	1,615	38%	623	45%					
			3	Often	2.5	1,666	30%	596	30%	1,058	30%	1,244	30%	413	30%	2.5	2.5	-.04	2.5	2.4	***	
			4	Very often		945	17%	311	15%	628	18%	784	19%	152	11%							
				Total			5,612	100%			2,020	100%	3,554	100%	4,208	100%	1,370	100%				
h	Discuss subject topics, ideas, or concepts with a lecturer outside of class	cfacidea	1	Never		1,004	18%			319	16%	677	19%	701	17%	293	21%					
			2	Sometimes		2,548	46%			911	45%	1,625	46%	1,878	45%	657	48%					
			3	Often	2.3	1,385	25%	529	26%	843	24%	1,081	26%	297	22%	2.4	2.3	**	.09	2.3	2.2	***
			4	Very often		656	12%	248	12%	403	11%	534	13%	118	9%							
				Total			5,593	100%			2,007	100%	3,548	100%	4,194	100%	1,365	100%				
i	Prepare two or more drafts of a paper or assignment before handing it in	brewropap	1	Never		229	4%			99	5%	128	4%	150	4%	78	6%					
			2	Sometimes		1,667	30%			659	33%	995	28%	1,186	28%	473	35%					
			3	Often	2.9	2,296	41%	829	41%	1,455	41%	1,733	41%	550	40%	2.8	2.9	***	-.16	2.9	2.7	***
			4	Very often		1,394	25%	423	21%	961	27%	1,115	27%	267	20%							
				Total			5,586	100%			2,010	100%	3,539	100%	4,184	100%	1,368	100%				
j	Attend class without having completed readings or assignments	bclunprep	1	Never		3,217	57%			1,082	54%	2,113	59%	2,431	58%	764	56%					
			2	Sometimes		1,811	32%			705	35%	1,094	31%	1,320	31%	483	35%					
			3	Often	1.6	352	6%	159	8%	189	5%	271	6%	77	6%	1.6	1.5	**	.09	1.6	1.6	
			4	Very often		232	4%	74	4%	158	4%	187	4%	45	3%							
				Total			5,612	100%			2,020	100%	3,554	100%	4,209	100%	1,369	100%				



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>												Mean Comparisons <sup>c</sup>								
				All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>						
							Males		Females		Yes		No		Males	Females	ES <sup>f</sup>	Yes		No				
							Count	%	Mean	Count	%	Count	%	Count	%	Count		%	Mean	Mean	Mean	Mean	ES <sup>f</sup>	
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>					
14. During the coming academic year, about how often do you expect to have discussions with people from the following groups?																								
a	People of a race or ethnicity other than your own	cdivrstu	1	Never	159	3%			73	4%	83	2%	122	3%	36	3%								
			2	Sometimes	1,347	24%			542	27%	792	22%	1,047	25%	291	21%								
			3	Often	2,089	37%	3.1		744	37%	1,329	38%	1,574	38%	501	37%	3.0	3.1	***	-.16	3.0	3.1	***	-.11
			4	Very often	1,983	36%			643	32%	1,335	38%	1,437	34%	536	39%								
			Total	5,578	100%			2,002	100%	3,539	100%	4,180	100%	1,364	100%									
b	People from an economic background other than your own	bdiffecon	1	Never	129	2%			52	3%	75	2%	109	3%	20	1%								
			2	Sometimes	1,297	23%			520	26%	761	22%	1,022	25%	263	19%								
			3	Often	2,290	41%	3.1		832	42%	1,443	41%	1,703	41%	575	42%	3.0	3.1	***	-.14	3.0	3.1	***	-.16
			4	Very often	1,852	33%			592	30%	1,256	36%	1,337	32%	505	37%								
			Total	5,568	100%			1,996	100%	3,535	100%	4,171	100%	1,363	100%									
c	People with religious beliefs other than your own	bdiffstu2	1	Never	216	4%			92	5%	120	3%	152	4%	62	5%								
			2	Sometimes	1,628	29%			607	30%	1,002	28%	1,257	30%	359	26%								
			3	Often	2,075	37%	2.9		775	39%	1,290	37%	1,551	37%	514	38%	2.9	3.0	***	-.11	2.9	3.0		-.05
			4	Very often	1,637	29%			521	26%	1,111	32%	1,200	29%	427	31%								
			Total	5,556	100%			1,995	100%	3,523	100%	4,160	100%	1,362	100%									
d	People with political views other than your own	bdiffview	1	Never	355	6%			148	7%	207	6%	295	7%	59	4%								
			2	Sometimes	1,736	31%			597	30%	1,120	32%	1,351	32%	373	28%								
			3	Often	1,838	33%	2.9		681	34%	1,146	33%	1,343	32%	488	36%	2.8	2.9		-.03	2.8	3.0	***	-.17
			4	Very often	1,618	29%			565	28%	1,046	30%	1,168	28%	436	32%								
			Total	5,547	100%			1,991	100%	3,519	100%	4,157	100%	1,356	100%									
15. During the coming academic year, how certain are you that you will do the following?																								
a	Study when there are other interesting things to do	cotherint	1	Not at all certain	211	4%			69	3%	138	4%	179	4%	30	2%								
			2		446	8%			190	9%	252	7%	339	8%	106	8%								
			3		908	16%			342	17%	558	16%	660	16%	241	18%								
			4		1,269	23%	4.3		478	24%	779	22%	912	22%	354	26%	4.3	4.4	**	-.09	4.3	4.3		.03
			5		1,225	22%			423	21%	798	23%	896	21%	319	23%								
			6	Very certain	1,537	27%			515	26%	1,016	29%	1,208	29%	318	23%								
			Total	5,596	100%			2,017	100%	3,541	100%	4,194	100%	1,368	100%									

# BUSSE 2019 Frequencies and Mean Comparisons

## BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>													
				All Students						Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>						
										Males		Females		Yes		No		Males		Females				Yes		No	
										Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>								
b Find additional information for subject assignments when you don't understand the material	cfindinfo	1 Not at all certain	53	1%	5.0	20	1%	33	1%	41	1%	11	1%	4.8	5.0	***	-.17	5.0	4.9	**	.09						
		2	203	4%		92	5%	109	3%	155	4%	46	3%														
		3	524	9%		229	11%	288	8%	392	9%	129	9%														
		4	932	17%		363	18%	561	16%	647	15%	280	20%														
		5	1,311	23%		475	24%	831	23%	953	23%	353	26%														
		6 Very certain	2,567	46%		834	41%	1,717	49%	2,000	48%	549	40%														
	Total	5,590	100%	2,013	100%	3,539	100%	4,188	100%	1,368	100%																
c Participate regularly in subject discussions, even when you don't feel like it	ccourdis	1 Not at all certain	221	4%	4.1	80	4%	140	4%	168	4%	52	4%	4.0	4.1	***	-.12	4.1	3.9	***	.16						
		2	562	10%		227	11%	327	9%	409	10%	148	11%														
		3	1,155	21%		458	23%	693	20%	812	19%	334	24%														
		4	1,322	24%		496	25%	816	23%	971	23%	345	25%														
		5	1,220	22%		381	19%	831	24%	921	22%	291	21%														
		6 Very certain	1,099	20%		367	18%	725	21%	898	21%	196	14%														
	Total	5,579	100%	2,009	100%	3,532	100%	4,179	100%	1,366	100%																
d Ask lecturers for help when you struggle with subject assignments	caskinst	1 Not at all certain	150	3%	4.6	58	3%	91	3%	111	3%	36	3%	4.6	4.7	**	-.08	4.7	4.5	***	.16						
		2	390	7%		156	8%	231	7%	299	7%	89	7%														
		3	705	13%		267	13%	435	12%	486	12%	215	16%														
		4	959	17%		362	18%	585	17%	673	16%	283	21%														
		5	1,193	21%		420	21%	763	22%	863	21%	323	24%														
		6 Very certain	2,167	39%		740	37%	1,418	40%	1,735	42%	417	31%														
	Total	5,564	100%	2,003	100%	3,523	100%	4,167	100%	1,363	100%																
e Finish something you have started when you encounter challenges	cfinish	1 Not at all certain	79	1%	4.9	20	1%	58	2%	70	2%	9	1%	4.9	4.9		-.03	4.9	4.9		-.04						
		2	180	3%		71	4%	109	3%	147	4%	31	2%														
		3	522	9%		196	10%	320	9%	399	10%	118	9%														
		4	906	16%		351	17%	547	16%	647	16%	255	19%														
		5	1,547	28%		542	27%	994	28%	1,138	27%	404	30%														
		6 Very certain	2,339	42%		829	41%	1,498	42%	1,773	42%	549	40%														
	Total	5,573	100%	2,009	100%	3,526	100%	4,174	100%	1,366	100%																



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

					Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>								
					All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>				
								Males		Females		Yes		No		Males	Females	ES <sup>f</sup>	Yes		No		
								Count	%	Mean	Count	%	Count	%	Count	%	Count		%	Mean	Mean	Mean	Mean
f	Stay positive, even when you do poorly on a test or assignment	cstaypos	1	Not at all certain	139	2%	5.0	43	2%	96	3%	105	3%	33	2%	5.0	5.0	.04	5.1	4.8	***	.22	
		2		227	4%	74		4%	150	4%	168	4%	59	4%									
		3		419	7%	155		8%	261	7%	288	7%	127	9%									
		4		787	14%	272		14%	510	14%	519	12%	266	19%									
		5		1,115	20%	402		20%	707	20%	769	18%	336	25%									
		6	Very certain	2,902	52%		1,063	53%	1,818	51%	2,341	56%	545	40%									
			Total	5,589	100%		2,009	100%	3,542	100%	4,190	100%	1,366	100%									
16. During the coming academic year, how difficult do you expect the following to be?																							
a	Learning subject material	clearnma	1	Not at all difficult	712	13%	3.4	238	12%	471	13%	610	15%	99	7%	3.3	3.4	-.04	3.3	3.6	***	-.27	
		2		869	15%	339		17%	522	15%	687	16%	176	13%									
		3		1,429	25%	547		27%	869	24%	1,067	25%	353	26%									
		4		1,360	24%	477		24%	876	25%	967	23%	385	28%									
		5		772	14%	271		13%	495	14%	541	13%	226	16%									
		6	Very difficult	469	8%		147	7%	321	9%	332	8%	135	10%									
			Total	5,611	100%		2,019	100%	3,554	100%	4,204	100%	1,374	100%									
b	Managing your time	cmantime	1	Not at all difficult	698	12%	3.6	261	13%	430	12%	603	14%	84	6%	3.6	3.7	**	-.09	3.5	4.0	***	-.29
		2		816	15%	314		16%	497	14%	661	16%	151	11%									
		3		1,060	19%	403		20%	647	18%	792	19%	263	19%									
		4		1,185	21%	417		21%	760	21%	825	20%	357	26%									
		5		921	16%	321		16%	594	17%	645	15%	273	20%									
		6	Very difficult	928	17%		298	15%	627	18%	677	16%	243	18%									
			Total	5,608	100%		2,014	100%	3,555	100%	4,203	100%	1,371	100%									
c	Paying university expenses	cpaycoll	1	Not at all difficult	1,140	20%	3.6	367	18%	767	22%	885	21%	249	18%	3.7	3.6	*	.07	3.6	3.6		.03
		2		776	14%	265		13%	502	14%	574	14%	197	14%									
		3		795	14%	297		15%	490	14%	559	13%	229	17%									
		4		767	14%	312		15%	451	13%	555	13%	206	15%									
		5		732	13%	271		13%	456	13%	533	13%	198	14%									
		6	Very difficult	1,391	25%		509	25%	876	25%	1,096	26%	287	21%									
			Total	5,601	100%		2,021	100%	3,542	100%	4,202	100%	1,366	100%									



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>								
				All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>				
							Males		Females		Yes		No		Males	Females		Yes		No		
							Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean
d	Getting help with academic work	cgethelp	1	Not at all difficult	1,219	22%		404	20%	810	23%	963	23%	246	18%							
			2		1,111	20%		408	20%	694	20%	801	19%	306	22%							
			3		1,271	23%		478	24%	784	22%	884	21%	381	28%							
			4		957	17%	3.0	370	18%	581	16%	705	17%	246	18%	3.0	3.0	.03	3.0	2.9	.06	
			5		612	11%		195	10%	412	12%	484	12%	123	9%							
			6	Very difficult	428	8%		161	8%	263	7%	358	9%	68	5%							
			Total		5,598	100%		2,016	100%	3,544	100%	4,195	100%	1,370	100%							
e	Making new friends	cmakefr	1	Not at all difficult	1,448	26%		563	28%	876	25%	1,094	26%	346	25%							
			2		993	18%		382	19%	598	17%	722	17%	265	19%							
			3		922	16%		327	16%	592	17%	697	17%	220	16%							
			4		756	13%	3.1	288	14%	465	13%	540	13%	213	16%	3.0	3.2	***	-.15	3.1	3.1	.05
			5		607	11%		229	11%	372	10%	452	11%	149	11%							
			6	Very difficult	879	16%		226	11%	649	18%	697	17%	177	13%							
			Total		5,605	100%		2,015	100%	3,552	100%	4,202	100%	1,370	100%							
f	Interacting with staff	cintfac	1	Not at all difficult	905	16%		362	18%	537	15%	711	17%	185	13%							
			2		996	18%		366	18%	622	18%	738	18%	254	19%							
			3		1,182	21%		465	23%	711	20%	858	21%	322	23%							
			4		866	16%	3.4	315	16%	547	15%	614	15%	247	18%	3.2	3.5	***	-.15	3.4	3.4	.00
			5		797	14%		274	14%	515	15%	604	14%	185	13%							
			6	Very difficult	837	15%		229	11%	602	17%	655	16%	178	13%							
			Total		5,583	100%		2,011	100%	3,534	100%	4,180	100%	1,371	100%							



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>											Mean Comparisons <sup>c</sup>							
				All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>				
							Males		Females		Yes		No		Males	Females		Yes	No			
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options		Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>		
17. During the coming academic year, about how many papers, reports, or other writing tasks of the following length do you expect to complete?																						
a Up to 5 pages	bwritesml	1	None	108	2%	4.0	40	2%	66	2%	75	2%	32	2%	3.9	4.0	-.04	4.0	3.9	.04		
		2	1-2	653	12%		236	12%	413	12%	477	12%	175	14%								
		3	3-5	1,699	32%		629	33%	1,061	32%	1,290	33%	398	31%								
		4	6-10	1,244	24%		456	24%	780	23%	935	24%	307	24%								
		5	11-15	596	11%		217	11%	379	11%	435	11%	156	12%								
		6	16-20	347	7%		132	7%	211	6%	260	7%	86	7%								
		7	More than 20	618	12%		197	10%	418	13%	476	12%	139	11%								
		Total	5,265	100%	1,907		100%	3,328	100%	3,948	100%	1,293	100%									
b Between 6 and 10 pages	bwritemid	1	None	279	5%	3.8	107	6%	169	5%	209	5%	70	5%	3.7	3.9	***	-.11	3.9	3.7	***	.11
		2	1-2	689	13%		276	15%	408	12%	480	12%	206	16%								
		3	3-5	1,212	23%		477	25%	731	22%	881	23%	328	26%								
		4	6-10	1,491	29%		520	28%	961	29%	1,148	30%	333	26%								
		5	11-15	771	15%		269	14%	498	15%	592	15%	174	14%								
		6	16-20	426	8%		131	7%	294	9%	317	8%	107	8%								
		7	More than 20	327	6%		106	6%	218	7%	261	7%	64	5%								
		Total	5,195	100%	1,886		100%	3,279	100%	3,888	100%	1,282	100%									
c 11 pages or more	bwritemor	1	None	735	14%	3.8	282	15%	445	13%	533	14%	199	15%	3.6	3.9	***	-.15	3.8	3.6	***	.14
		2	1-2	896	17%		365	19%	525	16%	636	16%	258	20%								
		3	3-5	886	17%		344	18%	541	16%	659	17%	223	17%								
		4	6-10	803	15%		312	16%	487	15%	591	15%	209	16%								
		5	11-15	825	16%		275	14%	547	17%	635	16%	185	14%								
		6	16-20	514	10%		154	8%	357	11%	400	10%	112	9%								
		7	More than 20	580	11%		171	9%	406	12%	458	12%	117	9%								
		Total	5,239	100%	1,903		100%	3,308	100%	3,912	100%	1,303	100%									



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

						Frequency Distributions <sup>b</sup>								Mean Comparisons <sup>c</sup>								
						Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>					
				Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean
18. How prepared are you to do the following in your academic work at this university?																						
a	Write clearly and effectively	cgfwrite	1	Not at all prepared	41	1%	5.0	14	1%	25	1%	32	1%	8	1%	4.8	5.1	***	-.23	5.0	5.0	.05
			2		164	3%		78	4%	82	2%	128	3%	36	3%							
			3		500	9%		233	12%	266	8%	366	9%	130	10%							
			4		966	17%		398	20%	559	16%	705	17%	255	19%							
			5		1,295	23%		461	23%	825	23%	946	23%	340	25%							
			6	Very prepared	2,610	47%		831	41%	1,768	50%	2,004	48%	594	44%							
			Total	5,576	100%	2,015		100%	3,525	100%	4,181	100%	1,363	100%								
b	Speak clearly and effectively	cgnspeak	1	Not at all prepared	74	1%	4.8	31	2%	43	1%	61	1%	13	1%	4.8	4.9	***	-.10	4.8	4.9	-.04
			2		188	3%		71	4%	113	3%	146	3%	39	3%							
			3		518	9%		215	11%	297	8%	395	9%	122	9%							
			4		1,131	20%		431	21%	693	20%	852	20%	271	20%							
			5		1,500	27%		522	26%	968	27%	1,100	26%	391	29%							
			6	Very prepared	2,168	39%		744	37%	1,415	40%	1,632	39%	525	39%							
			Total	5,579	100%	2,014		100%	3,529	100%	4,186	100%	1,361	100%								
c	Think critically and analytically	cgnanaly	1	Not at all prepared	30	1%	4.9	11	1%	19	1%	27	1%	3	0%	4.9	4.9		.04	4.9	4.9	.05
			2		125	2%		43	2%	81	2%	96	2%	28	2%							
			3		488	9%		173	9%	310	9%	363	9%	119	9%							
			4		1,140	21%		400	20%	730	21%	817	20%	318	23%							
			5		1,682	30%		595	30%	1,080	31%	1,252	30%	426	31%							
			6	Very prepared	2,087	38%		785	39%	1,291	37%	1,604	39%	467	34%							
			Total	5,552	100%	2,007		100%	3,511	100%	4,159	100%	1,361	100%								
d	Analyse numerical and statistical information	cgquant	1	Not at all prepared	119	2%	4.5	23	1%	95	3%	84	2%	34	2%	4.6	4.4	***	.16	4.5	4.4	.06
			2		266	5%		76	4%	188	5%	198	5%	66	5%							
			3		829	15%		280	14%	542	15%	628	15%	197	14%							
			4		1,354	24%		461	23%	884	25%	990	24%	357	26%							
			5		1,529	27%		563	28%	955	27%	1,135	27%	384	28%							
			6	Very prepared	1,470	26%		601	30%	863	24%	1,139	27%	323	24%							
			Total	5,567	100%	2,004		100%	3,527	100%	4,174	100%	1,361	100%								





# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>								
				All Students			Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>				
							Males		Females		Yes		No		Males	Females		Yes	No			
	Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>		
e	Work effectively with others	cgnothor	1 Not at all prepared	77	1%	4.9	27	1%	49	1%	54	1%	22	2%	4.8	4.9	***	-.10	4.9	4.8	***	.14
		2		177	3%		78	4%	99	3%	143	3%	30	2%								
		3		504	9%		202	10%	296	8%	360	9%	140	10%								
		4		1,040	19%		394	20%	637	18%	732	18%	304	22%								
		5		1,521	27%		542	27%	965	27%	1,089	26%	428	32%								
		6	Very prepared	2,234	40%		760	38%	1,468	42%	1,786	43%	433	32%								
		Total		5,553	100%		2,003	100%	3,514	100%	4,164	100%	1,357	100%								
f	Use computing and information technology	cgncmpt	1 Not at all prepared	79	1%	5.0	26	1%	52	1%	65	2%	12	1%	5.0	5.0		.04	5.0	4.9	**	.09
		2		176	3%		52	3%	122	3%	127	3%	48	4%								
		3		451	8%		180	9%	268	8%	328	8%	120	9%								
		4		904	16%		298	15%	597	17%	641	15%	259	19%								
		5		1,369	25%		492	25%	868	25%	1,012	24%	353	26%								
		6	Very prepared	2,576	46%		957	48%	1,607	46%	1,990	48%	569	42%								
		Total		5,555	100%		2,005	100%	3,514	100%	4,163	100%	1,361	100%								
g	Learn effectively on your own	cgningq	1 Not at all prepared	41	1%	5.3	15	1%	26	1%	32	1%	8	1%	5.2	5.3	***	-.10	5.3	5.2	*	.07
		2		86	2%		29	1%	55	2%	64	2%	20	1%								
		3		268	5%		119	6%	147	4%	194	5%	71	5%								
		4		695	13%		285	14%	408	12%	521	13%	168	12%								
		5		1,333	24%		481	24%	844	24%	934	22%	396	29%								
		6	Very prepared	3,118	56%		1,071	54%	2,025	58%	2,409	58%	692	51%								
		Total		5,541	100%		2,000	100%	3,505	100%	4,154	100%	1,355	100%								
19. How important is it to you that the university provides each of the following?																						
a	A challenging academic experience	cenvscho	1 Not important	185	3%	4.4	56	3%	128	4%	139	3%	45	3%	4.4	4.4	*	.06	4.4	4.3		.06
		2		331	6%		106	5%	220	6%	271	6%	58	4%								
		3		955	17%		338	17%	612	17%	718	17%	232	17%								
		4		1,348	24%		496	25%	841	24%	947	23%	397	29%								
		5		1,171	21%		412	20%	754	21%	832	20%	325	24%								
		6	Very important	1,603	29%		605	30%	989	28%	1,288	31%	310	23%								
		Total		5,593	100%		2,013	100%	3,544	100%	4,195	100%	1,367	100%								



# BUSSE 2019 Frequencies and Mean Comparisons

## BUSSEville University

						Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>						
						All Students		Gender				First-generation <sup>a</sup>				Gender			First-generation <sup>a</sup>			
								Males		Females		Yes		No		Males	Females	ES <sup>f</sup>	Yes	No		
								Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean	Mean	ES <sup>f</sup>	
Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>			
b Support to help you succeed academically	cenvsupr	1	Not important	25	0%	5.4	11	1%	14	0%	18	0%	7	1%	5.3	5.5	***	-.24	5.5	5.4	.04	
		2	89	2%	41		2%	45	1%	73	2%	15	1%									
		3	278	5%	137		7%	140	4%	212	5%	65	5%									
		4	483	9%	230		11%	250	7%	350	8%	127	9%									
		5	833	15%	312		15%	511	14%	578	14%	253	19%									
		6	Very important	3,889	69%		1,289	64%	2,581	73%	2,972	71%	897	66%								
	Total	5,597	100%	2,020	100%	3,541	100%	4,203	100%	1,364	100%											
c Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	cenvdivr	1	Not important	89	2%	5.0	35	2%	53	1%	65	2%	23	2%	4.9	5.0	***	-.12	5.0	4.8	***	.15
		2	199	4%	84		4%	112	3%	147	3%	52	4%									
		3	483	9%	198		10%	282	8%	334	8%	145	11%									
		4	897	16%	365		18%	522	15%	637	15%	255	19%									
		5	1,217	22%	413		20%	800	23%	891	21%	319	23%									
		6	Very important	2,715	48%		928	46%	1,772	50%	2,128	51%	573	42%								
	Total	5,600	100%	2,023	100%	3,541	100%	4,202	100%	1,367	100%											
d Help managing your non-academic responsibilities (work, family, etc.)	cenvnaca	1	Not important	321	6%	4.4	91	5%	229	6%	239	6%	79	6%	4.3	4.4		-.02	4.4	4.2	**	.10
		2	454	8%	182		9%	267	8%	336	8%	114	8%									
		3	773	14%	299		15%	468	13%	557	13%	214	16%									
		4	1,138	20%	422		21%	709	20%	834	20%	296	22%									
		5	1,203	22%	432		21%	764	22%	898	21%	299	22%									
		6	Very important	1,701	30%		586	29%	1,105	31%	1,337	32%	356	26%								
	Total	5,590	100%	2,012	100%	3,542	100%	4,201	100%	1,358	100%											
e Opportunities to be involved socially (not related to academic work)	cenvsoca	1	Not important	361	6%	4.2	106	5%	252	7%	278	7%	81	6%	4.2	4.2		.04	4.2	4.2	.02	
		2	483	9%	174		9%	302	9%	377	9%	100	7%									
		3	904	16%	326		16%	574	16%	656	16%	245	18%									
		4	1,218	22%	448		22%	763	22%	886	21%	325	24%									
		5	1,202	22%	454		23%	742	21%	905	22%	290	21%									
		6	Very important	1,402	25%		502	25%	891	25%	1,079	26%	317	23%								
	Total	5,570	100%	2,010	100%	3,524	100%	4,181	100%	1,358	100%											



# BUSSE 2019 Frequencies and Mean Comparisons

BUSSEville University

				Frequency Distributions <sup>b</sup>										Mean Comparisons <sup>c</sup>									
				All Students			Gender				First-generation <sup>a</sup>				Gender				First-generation <sup>a</sup>				
							Males		Females		Yes		No		Males		Females		Yes		No		
	Variable name <sup>d</sup>	Values <sup>e</sup>	Response Options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES <sup>f</sup>	Mean	Mean	ES <sup>f</sup>			
f	Opportunities to attend campus events and activities	cenveven	1	Not important	261	5%	4.3	90	4%	170	5%	201	5%	59	4%	4.2	4.3	***	-.03	4.3	4.2	*	.07
		2	492	9%	178	9%		312	9%	372	9%	118	9%										
		3	931	17%	348	17%		577	16%	673	16%	251	18%										
		4	1,168	21%	442	22%		716	20%	845	20%	317	23%										
		5	1,202	22%	434	22%		761	22%	905	22%	290	21%										
		6	Very important	1,519	27%	518	26%	992	28%	1,185	28%	326	24%										
		Total	5,573	100%	2,010	100%	3,528	100%	4,181	100%	1,361	100%											
g	Learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	benvlear	1	Not important	48	1%	5.2	21	1%	26	1%	37	1%	11	1%	5.1	5.3	***	-.21	5.3	5.1	***	.19
		2	145	3%	62	3%		80	2%	106	3%	39	3%										
		3	370	7%	172	9%		195	6%	254	6%	113	8%										
		4	674	12%	297	15%		370	11%	457	11%	212	16%										
		5	998	18%	366	18%		626	18%	695	17%	297	22%										
		6	Very important	3,315	60%	1,085	54%	2,214	63%	2,615	63%	686	51%										
		Total	5,550	100%	2,003	100%	3,511	100%	4,164	100%	1,358	100%											



### Endnotes

- a. First-generation is defined as no parent or guardian having graduated with a university degree.
- b. Column percentages by gender and first-generation status. Percentages may not sum to 100 due to rounding.
- c. Means calculated from ordered response options (e.g., Very Often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution.
- d. Please refer to BUSSE 2019 Mean Scale Scores and Selected Student Comparisons for items included in the scale.
- e. For the majority of items, these are the values used to calculate means. These values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values used to calculate means are midpoints of response option ranges and an estimate for unbounded options.
- f. Effect size for independent  $t$ -tests uses Cohen's  $d$ .

# Scale Means





## BUSSE 2019 Scale Means

### About This Report

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

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

1. **Scale description and variable Name:** A brief description of the BUSSE scale along with the variable name for easy reference to your data file and codebook. See Scale Descriptions for more information.

2. **Mean:** The unweighted scale mean is reported overall for the institution, as well as by gender and first-generation status.

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

4. **Effect size:** Indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large.



# BUSSE 2019 Scale Mean Scores and Selected Student Comparisons

BUSSEville University

BUSSE Scales	Variable	All Students			Gender				First-Generation <sup>a</sup>			
					Males	Females	ES	FG	Non-FG	ES		
		Mean	SD	N	Means	Means		Means	Means			
Quantitative Reasoning	HS_QR	28.0	12.5	5630	29.3	27.2	***	0.17	27.9	28.1		-0.02
High school engagement with analysis and numerical information												
Learning Strategies	HS_LS	40.3	12.5	5632	38.9	41.1	***	-0.18	40.9	38.5	***	0.19
Use of effective learning strategies in high school												
Collaborative Learning	EXP_CL	37.7	12.3	5632	37.0	38.2	***	-0.09	38.3	35.9	***	0.21
Expectation to interact and collaborate with peers												
Student-Staff Interaction	EXP_SSI	25.9	14.2	5629	26.1	25.8		0.02	26.6	23.6	***	0.23
Expectation to interact and engage with staff												
Expected Discussions with Diverse Others	EXP_DD	39.4	14.3	5578	38.3	40.1	***	-0.13	38.9	41.0	***	-0.14
Expectation to engage in discussions with diverse others												
Expected Academic Perseverance	EXP_PER	43.9	10.9	5608	43.2	44.3	***	-0.11	44.3	42.6	***	0.16
Student certainty that they will persist in the face of academic adversity												
Expected Academic Difficulty	EXP_DIF	28.1	13.5	5627	27.3	28.6	**	-0.09	27.6	29.7	***	-0.18
Expected academic difficulty during the coming year												
Perceived Academic Preparation	PER_PREP	46.9	10.4	5590	46.6	47.1		-0.05	47.1	46.3	**	0.08
Student perception of their academic preparation												
Importance of Campus Environment	IMP_CAMP	44.3	10.5	5614	43.8	44.7	**	-0.09	44.7	43.3	***	0.13
Student-rated importance that the institution provides a challenging and supportive environment												



### BUSSE Scales

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

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



# Codebook





## BUSSE 2019 Codebook BUSSEville

No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
			<b>Please fill in your student number.</b>	
	surname		<b>Please fill in the first three letters of your surname.</b>	
1	matriculate		<b>Please indicate the year you matriculated from high school.</b>	1 = Before 2014 2 = 2014 3 = 2015 4 = 2016 5 = 2017 6 = 2018
2	htype htype_specify		<b>From which type of high school did you matriculate? (Mark only one.)</b>	1 = Public 2 = Private (independent schools, religious schools, home schools, etc.) 3 = Other, specify
3	hgrades		<b>What were most of your high school marks? (Mark only one.)</b>	1 = 0-29% 2 = 30-39% 3 = 40-49% 4 = 50-59% 5 = 60-69% 6 = 70-79% 7 = 80-89% 8 = 90-100%
4	hlanginstruc		<b>What was the main language of instruction at your school? (Mark only one.)</b>	1 = English 2 = Afrikaans 3 = IsiXhosa 4 = IsiZulu 5 = IsiNdebele 6 = North Sotho 7 = Sesotho 8 = Setswana 9 = Tshivenda 10 = SiSwati 11 = Xitsonga 12 = Other
<b>5. During your <i>last year</i> of high school, about how many papers, reports, or other writing tasks of the following length did you complete?</b>				
5a	hwrite5	Up to 5 pages		1 = None 2 = 1-2 3 = 3-5
5b	hwrite5m	Between 6 and 10 pages		4 = 6-10 5 = 11-15
5c	hwritemor	11 pages or more		6 = 16-20 7 = More than 20

No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
<b>6. During your <i>last year</i> of high school, about how many hours did you spend in a typical 7-day week doing each of the following?</b>				
6a	hacadpr		Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities)	1 = 0 2 = 1-5
6b	hwork		Working for pay on or off campus	3 = 6-10 4 = 11-15
6c	hcocurr		Participating in co-curricular (extracurricular) activities (organisations, school publications, student government, sports, etc.)	5 = 16-20 6 = 21-25 7 = 26-30
6d	hsocial		Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	8 = More than 30
				1 = 0 2 = 1-5 3 = 6-10 4 = 11-15 5 = 16-20 6 = 21-25 7 = 26-30 8 = More than 30
<b>7</b>	hreadasg		<b>During your <i>last year</i> of high school, of the time you spent preparing for class in a typical 7-day week, how many hours were spent on assigned reading?</b>	



No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
<b>8. During your <i>last year</i> of high school, about how often did you do each of the following?</b>				
8a	hclunpre		Attended class without having completed readings or assignments	
8b	hrewropa		Prepared two or more drafts of an assignment before handing it in	
8c	bownnumin	(HS_QR)	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	
8d	bnumreal	(HS_QR)	Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	
8e	bothnum	(HS_QR)	Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	1 = Never 2 = Sometimes
8f	bidread	(HS_LS)	Identified important information from reading assignments	3 = Often 4 = Very often
8g	brevnotes	(HS_LS)	Reviewed your notes after class	
8h	bsummat	(HS_LS)	Summarised what you learned in class or from subject materials	
8i	bdivclass		Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in subject discussions or writing assignments	
8j	bownview		Examined the strengths and weaknesses of your own views on a topic or issue	
8k	bothrview		Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	

No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
<b>9. During your high school years, how involved were you in the following activities at your school or elsewhere?</b>				
9a	hinvarts		Performing or visual arts groups (choir, drama, art, etc.)	
9b	hinvathl		Athletic/sports teams	
9c	hstugov		Student leadership (prefect, matric committee, captain, etc.)	
9d	hinvpubs		Publications (school newspaper, magazine, etc.)	1 = Not at all 2 = Some
9e	hinvhono		Academic clubs (debate, library, biology, etc.) or honorary societies	3 = Quite a bit 4 = Very much
9f	hinvvcl		Vocational clubs (photography, computer clubs, boy scouts, first aid, etc.)	
9g	hrelgrp		Religious youth groups	
9h	hvolntr		Community service or volunteer work	
<b>10</b>	<b>hacachal</b>		<b>During your <i>last year</i> of high school, to what extent have your subjects required you to do your best work?</b>	1 = Not at all 2 = Some 3 = Quite a bit 4 = Very much
<b>11. During the coming academic year, about how many hours do you expect to spend in a typical 7-day week doing each of the following?</b>				
11a	cacadpr		Preparing for class (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	1 = 0 2 = 1-5
11b	cwork		Working for pay on or off campus	3 = 6-10 4 = 11-15
11c	ccocurr		Participating in co-curricular activities (organisations, campus publications, student government, SRC projects, intervarsity or inter-residence sports, etc.)	5 = 16-20 6 = 21-25 7 = 26-30 8 = More than 30
11d	csocial		Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	



No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
12	breadasgn		During the coming academic year, of the time you expect to spend preparing for class in a typical 7-day week, about how many hours will be spent on assigned reading?	1 = 0
				2 = 1-5
				3 = 6-10
				4 = 11-15
				5 = 16-20
				6 = 21-25
				7 = 26-30
				8 = More than 30
13. During the coming academic year, about how often do you expect to do each of the following?				
13a	bhelpund	(EXP_CL)	Ask another student to help you understand subject material	
13b	btutor	(EXP_CL)	Explain subject material to other students	
13c	bprepexam	(EXP_CL)	Prepare for exams by discussing or working through subject material with other students	
13d	cclassgr	(EXP_CL)	Work with other students on projects or assignments	
13e	bfacplans	(EXP_SSI)	Talk about your career plans with a lecturer	1 = Never
13f	cfacothe	(EXP_SSI)	Work with a staff member on activities other than academic work (committees, projects, student groups, etc.)	2 = Sometimes
				3 = Often
13g	cfacgrad	(EXP_SSI)	Discuss your academic performance with a lecturer	4 = Very often
13h	cfacidea	(EXP_SSI)	Discuss subject topics, ideas, or concepts with a lecturer outside of class	
13i	brewropap		Prepare two or more drafts of a paper or assignment before handing it in	
13j	bclunprep		Attend class without having completed readings or assignments	
14. During the coming academic year, about how often do you expect to have discussions with people from the following groups?				
14a	cdivrstu	(EXP_DD)	People of a race or ethnicity other than your own	1 = Never
14b	bdiffecon	(EXP_DD)	People from an economic background other than your own	2 = Sometimes
14c	bdiffstu2	(EXP_DD)	People with religious beliefs other than your own	3 = Often
14d	bdiffview	(EXP_DD)	People with political views other than your own	4 = Very often



No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
<b>15. During the coming academic year, how certain are you that you will do the following? (On a scale from 1-6, where 1 = "Not at all certain" and 6 = "Very certain").</b>				
15a	cotherint	(EXP_PER)	Study when there are other interesting things to do	
15b	cfindinfo	(EXP_PER)	Find additional information for subject assignments when you don't understand the material	1 = Not at all certain
15c	ccourdis	(EXP_PER)	Participate regularly in subject discussions, even when you don't feel like it	2 = 2 3 = 3 4 = 4
15d	caskinst	(EXP_PER)	Ask lecturers for help when you struggle with subject assignments	5 = 5 6 = Very certain
15e	cfinish	(EXP_PER)	Finish something you have started when you encounter challenges	
15f	cstaypos	(EXP_PER)	Stay positive, even when you do poorly on a test or assignment	
<b>16. During the coming academic year, how difficult do you expect the following to be? (On a scale from 1-6, where 1 = "Not at all difficult" and 6 = "Very difficult").</b>				
16a	clearnma	(EXP_DIF)	Learning subject material	
16b	cmantime	(EXP_DIF)	Managing your time	1 = Not at all difficult
16c	cpaycoll		Paying university expenses	2 = 2 3 = 3 4 = 4
16d	cgethelp	(EXP_DIF)	Getting help with academic work	5 = 5 6 = Very difficult
16e	cmakefr		Making new friends	
16f	cintfac	(EXP_DIF)	Interacting with staff	
<b>17. During the coming academic year, about how many papers, reports, or other writing tasks of the following length do you expect to complete?</b>				
17a	bwritesml		Up to 5 pages	1 = None 2 = 1-2 3 = 3-5
17b	bwritemid		Between 6 and 10 pages	4 = 6-10 5 = 11-15
17c	bwritemor		11 pages or more	6 = 16-20 7 = More than 20

No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
<b>18. How prepared are you to do the following in your academic work at this university? (On a scale from 1-6, where 1 = “Not at all prepared” and 6 = “Very prepared”).</b>				
18a	cgnwrite	(PER_PREP)	Write clearly and effectively	
18b	cgnspeak	(PER_PREP)	Speak clearly and effectively	
18c	cgnanaly	(PER_PREP)	Think critically and analytically	1 = Not at all prepared 2 = 2
18d	cgnquant	(PER_PREP)	Analyse numerical and statistical information	3 = 3 4 = 4
18e	cgnother	(PER_PREP)	Work effectively with others	5 = 5 6 = Very prepared
18f	cgncompt	(PER_PREP)	Use computing and information technology	
18g	cgninq	(PER_PREP)	Learn effectively on your own	
<b>19. How important is it to you that the university provides each of the following? (On a scale from 1-6, where 1 = “Not important” and 6 = “Very important”).</b>				
19a	cenvscho	(IMP_CAMP)	A challenging academic experience	
19b	cenvsupr	(IMP_CAMP)	Support to help you succeed academically	
19c	cenvdivr	(IMP_CAMP)	Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	1 = Not important 2 = 2
19d	cenvnaca	(IMP_CAMP)	Help managing your non-academic responsibilities (work, family, etc.)	3 = 3 4 = 4
19e	cenvsoca	(IMP_CAMP)	Opportunities to be involved socially (not related to academic work)	5 = 5 6 = Very important
19f	cenveven	(IMP_CAMP)	Opportunities to attend campus events and activities	
19g	benvlear	(IMP_CAMP)	Learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	





No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
<b>20. Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?</b>				
20a	cparfam		Parent/guardian's money	
20b	cself		My own money	
20c	finprispon		Private sponsor/s (e.g. family contributors)	
20d	finemployer		Employer	1 = Using
20e	finnongov		Non-governmental bursary (e.g. institutional, merit, private company)	2 = Not using
20f	fingovbur		Governmental bursary (excluding NSFAS)	3 = Not sure
20g	finnsfas		NSFAS	
20h	cstudlo		Loan (including institutional, banks, or private companies)	
				1 = 0-29%
				2 = 30-39%
				3 = 40-49%
				4 = 50-59%
				5 = 60-69%
				6 = 70-79%
				7 = 80-89%
				8 = 90-100%
<b>21</b>	cgrades		<b>What do you expect most of your marks to be at this university during the coming year? (Mark only one.)</b>	
				1 = Yes
<b>22</b>	cintgrad		<b>Do you expect to graduate from this university?</b>	2 = No
				3 = Uncertain
<b>23</b>	cenrlmen		<b>Thinking about this current academic term, are you registered as a full-time or part-time student?</b>	1 = Full time
				2 = Part time
				1 = None
				2 = 1
				3 = 2
				4 = 3
				5 = 4 or more
				1 = First choice
				2 = Second choice
				3 = Third choice
				4 = Fourth choice
				5 = Fifth choice or lower
<b>25</b>	Instchoice		<b>This institution was your:</b>	



No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
26	Progchoice		<b>Your programme of study was your:</b>	1 = First choice 2 = Second choice 3 = Third choice
27	csex		<b>Indicate your gender.</b>	1 = Male 2 = Female
28	cinterna		<b>Are you an international student?</b>	1 = Yes 2 = No
29	crace		<b>Indicate your race. (Mark only one.)</b>	1 = Black African 2 = Coloured 3 = Indian 4 = Asian 5 = White 6 = Other
<b>30. Specify which of your family members have graduated from a university before you. (Mark all that apply.)</b>				
	bfammembergradN		None, I will be the first	
	bfammembergradF		Father (Stepfather)/Guardian	
	bfammembergradM		Mother (Stepmother)/Guardian	
	bfammembergradB		Brother (Stepbrother)	1 = True
	bfammembergradS		Sister (Stepsister)	
	bfammembergradO		Other	
31	res		<b>Which of the following best describes where you are living now while attending university?</b>	1 = Residence or other campus housing 2 = Accommodation (house, apartment, flat, etc.) within walking distance of the institution 3 = Accommodation (house, apartment, flat, etc.) within driving distance of the institution



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No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
32	cfaculty		<b>Please select the category that best represents your major field of study. (Mark only one.)</b>	1 = Business, Commerce, and Management 2 = Education 3 = Human and Social Sciences 4 = Science, Engineering, and Technology
33	age		<b>Select your year of birth.</b>	1 = 2001 2 = 2000 3 = 1999 4 = 1998 5 = 1997 6 = 1996 7 = 1995 8 = 1994 9 = 1993 10 = Before 1993



No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
<b>34. What will the language of instruction be in the classes you attend? (Mark all that apply.)</b>				
	cclaslang1	English		
	cclaslang2	Afrikaans		
	cclaslang3	IsiXhosa		
	cclaslang4	IsiZulu		
	cclaslang5	IsiNdebele		
	cclaslang6	North Sotho		
	cclaslang7	Sesotho		1 = True
	cclaslang8	Setswana		
	cclaslang9	Tshivenda		
	cclaslang10	SiSwati		
	cclaslang11	Xitsonga		
	cclaslang12	Other		

No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
<b>35. Do you have any disabilities? (Mark all that apply.)</b>				
	dis_none	No, I do not have any disabilities		
	dis_sense	Yes, I have a sensory impairment (vision or hearing)		
	dis_mobility	Yes, I have a mobility impairment		
	dis_learning	Yes, I have a learning disability		1 = True
	dis_mental	Yes, I have a mental health disorder		
	dis_other	Yes, I have another disability		
	dis_notansw	I choose not to answer		
				1 = Eastern Cape 2 = Free State 3 = Gauteng 4 = KwaZulu-Natal 5 = Limpopo 6 = Mpumalanga 7 = Northern Cape 8 = North West 9 = Western Cape 10 = Was not living in South Africa
36	province	Indicate the province you were living in the year you completed matric. (Mark only one.)		
				1 = English 2 = Afrikaans 3 = IsiXhosa 4 = IsiZulu 5 = IsiNdebele 6 = North Sotho 7 = Sesotho 8 = Setswana 9 = Tshivenda 10 = SiSwati 11 = Xitsonga 12 = Other
37	homelang	What is your home language or mother tongue? (Mark only one.)		

No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
38	campus		On which campus are you enrolled?	1 = Campus 1 2 = Campus 2 3 = Campus 3
39	faculty		Please select the faculty that you are registered in.	1 = Faculty 1 2 = Faculty 2 3 = Faculty 3 4 = Faculty 4 5 = Faculty 5 6 = Faculty 6 7 = Faculty 7
40	startstud		When did you start studying at this institution?	1 = 2019 2 = 2018 3 = 2017 4 = 2016 5 = Before 2016
41	chighdeg		What is the highest level of education you plan to complete?	1 = Certificate 2 = Diploma 3 = Bachelor's degree (B.A., B.Sc., B.Tech., etc.) 4 = Honours degree 5 = Master's degree (M.A., M.Sc., M.Tech., etc.) 6 = Doctoral degree (Ph.D., M.D., D.Tech., etc.) 7 = Not enrolled for Degree purposes



No.	BUSSE variable name	Engagement indicator	Variable Label	Responses and Coding
<b>The following 3 variables are recoded based on student responses on the BUSSE, and are not direct questions.</b>				
	age_recode	<b>Age</b>	<p>This variable is calculated by recoding student responses to Question 33 (age).</p> <p>All students who responded 1 were recoded as "18 years", 2 as "19 years", 3 as "20 years", 4 as "21 years", 5 as "22 years", 6 as "23 years", 7 as "24 years", 8-10 as "25 and older".</p>	<p>1 = 18 years 2 = 19 years 3 = 20 years 4 = 21 years 5 = 22 years 6 = 23 years 7 = 24 years 8 = 25 and older</p>
	res_recode	<b>Residential Status</b>	<p>This variable is calculated by recoding student responses to Question 31 (res).</p> <p>All students who responded 1 were recoded as "On-campus". All students who responded 2 or 3 were recoded as "Off-campus".</p>	<p>1 = On-campus 2 = Off-campus</p>
	FGbac	<b>First Generation Students (neither parent has obtained a B-degree)</b>	<p>This variable is calculated by recoding student responses to Question 30 (bfamembergradN to bfamembergradO).</p> <p>Students who indicated that either their father or mother have graduated from university were recoded as "Not First Generation Student".</p> <p>Students who indicated that neither their mother nor their father have graduated from university were recoded as "First Generation Student".</p>	<p>1 = Not First Generation Student 2 = First Generation Student</p>
<b>BUSSE Scale scores are the mean of the component items after all individual item values have been converted to 0-60 point scales.</b>				
	HS_QR	High School engagement in quantitative reasoning		
	HS_LS	High School engagement in learning strategies		
	EXP_CL	Expected engagement in collaborative learning		
	EXP_SSI	Expected engagement with staff		
	EXP_DD	Expected discussions with diverse others		
	EXP_PER	Expected Academic Perseverance Scale: Student certainty that they will persist in the face of academic adversity		
	EXP_DIF	Expected Academic Difficulty Scale: Expected academic difficulty during the first year of university		
	PER_PREP	Perceived Academic Preparation Scale: Student perception of their academic preparation		
	IMP_CAMP	Importance of Campus Environment Scale: Student-rated importance that the institution provides a challenging and supportive environment		