



Institutional report

Beginning University Survey of Student Engagement

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ONDERRIG-EN-LEERSENTRUM
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BUSSEville University

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Administration Details



BUSSE Institutional Report 2015

Introduction

Guide to Your Report

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

The *BUSSE Institutional Report 2015* contains three sections that highlight important characteristics related to your incoming first-year class. The first section of this report describes the background characteristics of your first-year students who responded to the survey. The second section contains the frequency distributions for all questions on the survey. Overall results for your institution are presented, as well as results by gender and first-generation status. The third section contains the overall institutional means for nine BUSSE Scales. These scales provide important information regarding high school engagement with quantitative reasoning and learning strategies, as well as expected first-year academic engagement and academic performance. Similar to the frequency distributions, the mean differences are also reported by gender and first-generation status. In total, this report provides your institution with the best estimates of your incoming first-year student academic characteristics.

Student Comparisons

As described above, your *BUSSE Institutional Report 2015* contains results by gender and first-generation status. The results are presented by student subgroup to better understand the diversity of student experiences within each campus. This allows you to effectively target important academic resources to the students who are in the most need. Though this report only examines group differences by gender and first-generation status, there are many other important subgroups to consider depending on the unique circumstances of your campus.

		Respondents ^a	
		Count	%
Number of Surveys Completed			
Mode of Completion			
	Web	460	100%
Student Characteristics			
Enrollment Status			
	Full-time	447	98%
	Part-time	7	2%
Gender			
	Male	196	43%
	Female	260	57%
Race/Ethnicity			
	Black African	341	74%
	Coloured	22	5%
	Indian	5	1%
	Asian	0	0%
	White	65	14%
	Multiracial	4	1%
	Other	1	0%
	I prefer not to answer	20	4%
High School Graduation Year			
	Before 2010	22	5%
	2010	13	3%
	2011	19	4%
	2012	38	8%
	2013	88	19%
	2014	275	60%
First-generation Status^b			
	Yes	322	70%
	No	138	30%
International Student			
	Yes	18	4%
	No	438	96%

a. Student reported characteristics for all BUSSE 2015 respondents.

b. First-generation is defined as no parent or guardian having graduated with a university degree.



Frequency Distribution

No	Question	Variable Name	Scale	Response Options	Gender								First-generation			
					All Students		Males		Females		Yes		No			
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
a	Attended class without having completed readings or assignments	hclunpre		Never	557	42	162	38	384	44	394	45	163	37		
				Sometimes	672	51	231	54	430	49	435	49	237	53		
				Often	53	4	20	5	33	4	28	3	25	6		
				Very often	43	3	12	3	31	4	24	3	19	4		
				Total	1325	100	425	100	878	100	881	100	444	100		

1 **Variables:** The items from the BUSSE survey appear in the left column of the report with the same wording as they appear on the instrument.

2 **Variable Name:** The variable name as it appears in the data file and codebook.

3 **BUSSE Scale:** Indicates which scale includes this item (if applicable)

HS_QR=Quantitative Reasoning

HS_LS=Learning Strategies

EXP_CL=Collaborative Learning

EXP_SSI=Student-Staff Interaction

EXP_DD=Expected Discussions with Diverse Others

EXP_PER=Expected Academic Perseverance

EXP_DIF=Expected Academic Difficulty

PER_PREP=Perceived Academic Preparation

IMP_CAMP=Importance of Campus Environment

4 **Response options:** Presented as they appear on the survey.

5 **Institutional Level:** Results for each item for the institution overall.

6 **Selected Student Comparisons:** Results for each item by gender and first-generation status.

7 **Count:** The actual number of students who answered within each response category.

8 **Column Percentage (%):** The percentage of students responding to the particular option in each question.



BUSSE Frequency Distributions

BUSSEville University

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
1. Please indicate the year you matriculated from high school.														
		matriculate		Before 2010	22	5%	14	7%	8	3%	14	4%	8	6%
				2010	13	3%	5	3%	7	3%	11	3%	2	1%
				2011	19	4%	7	4%	11	4%	15	5%	4	3%
				2012	38	8%	12	6%	26	10%	29	9%	9	7%
				2013	88	19%	39	20%	47	18%	63	20%	25	18%
				2014	275	60%	118	61%	157	61%	186	58%	89	65%
				Total	455	100%	195	100%	256	100%	318	100%	137	100%
2. From which type of high school did you matriculate? (Mark only one.)														
		htype		Public	330	72%	142	72%	185	71%	254	79%	76	55%
				Private	65	14%	33	17%	32	12%	35	11%	30	22%
				Former Model C	56	12%	14	7%	41	16%	27	8%	29	21%
				Farm School	2	0%	1	1%	1	0%	2	1%	0	0%
				Other	7	2%	6	3%	1	0%	4	1%	3	2%
				Total	460	100%	196	100%	260	100%	322	100%	138	100%
3. What were most of your high school marks? (Mark only one.)														
		hgrades		0-29%	0	0%	0	0%	0	0%	0	0%	0	0%
				30-39%	0	0%	0	0%	0	0%	0	0%	0	0%
				40-49%	9	2%	4	2%	5	2%	8	2%	1	1%
				50-59%	70	15%	26	13%	43	17%	53	16%	17	12%
				60-69%	176	38%	76	39%	98	38%	127	39%	49	36%
				70-79%	136	30%	60	31%	75	29%	94	29%	42	30%
				80-89%	58	13%	26	13%	32	12%	34	11%	24	17%
				90-100%	11	2%	4	2%	7	3%	6	2%	5	4%
				Total	460	100%	196	100%	260	100%	322	100%	138	100%

a. First-generation is defined as no parent or guardian having graduated with a university degree.

					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
No	Question	Variable Name	Scale	Response Options										
4. What was the main language of instruction at your school? (Mark only one.)														
		hlanginstruc		English	359	78%	149	76%	206	80%	252	79%	107	78%
				Afrikaans	68	15%	26	13%	42	16%	38	12%	30	22%
				IsiXhosa	1	0%	0	0%	1	0%	1	0%	0	0%
				IsiZulu	11	2%	6	3%	5	2%	11	3%	0	0%
				IsiNdebele	0	0%	0	0%	0	0%	0	0%	0	0%
				North Sotho	1	0%	0	0%	1	0%	1	0%	0	0%
				Sesotho	18	4%	14	7%	4	2%	17	5%	1	1%
				Setswana	0	0%	0	0%	0	0%	0	0%	0	0%
				Tshivenda	1	0%	1	1%	0	0%	1	0%	0	0%
				SiSwati	0	0%	0	0%	0	0%	0	0%	0	0%
				Xitsonga	0	0%	0	0%	0	0%	0	0%	0	0%
				Other	0	0%	0	0%	0	0%	0	0%	0	0%
				Total	459	100%	196	100%	259	100%	321	100%	138	100%
5. During your last year 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		None	17	4%	9	5%	8	4%	13	5%	4	3%
				1-2	59	15%	27	15%	32	15%	40	14%	19	16%
				3-5	140	35%	56	32%	82	37%	92	33%	48	39%
				6-10	79	20%	38	21%	40	18%	57	20%	22	18%
				11-15	29	7%	13	7%	15	7%	19	7%	10	8%
				16-20	28	7%	13	7%	15	7%	20	7%	8	7%
				More than 20	49	12%	21	12%	28	13%	38	14%	11	9%
				Total	401	100%	177	100%	220	100%	279	100%	122	100%



BUSSE Frequency Distributions

BUSSEville University

					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
No	Question	Variable Name	Scale	Response Options										
b	Between 6 and 10 pages	hwrite5m		None	54	15%	24	15%	30	15%	34	14%	20	18%
				1-2	90	25%	38	24%	52	26%	58	23%	32	29%
				3-5	95	26%	39	25%	56	28%	64	26%	31	28%
				6-10	68	19%	32	21%	35	17%	51	20%	17	15%
				11-15	26	7%	13	8%	12	6%	19	8%	7	6%
				16-20	17	5%	4	3%	13	6%	14	6%	3	3%
				More than 20	11	3%	6	4%	5	2%	10	4%	1	1%
				Total	361	100%	156	100%	203	100%	250	100%	111	100%
c	11 pages or more	hwrite10m		None	129	37%	56	37%	73	37%	87	37%	42	38%
				1-2	88	25%	31	21%	56	29%	56	24%	32	29%
				3-5	44	13%	25	17%	19	10%	27	11%	17	15%
				6-10	26	7%	12	8%	14	7%	17	7%	9	8%
				11-15	24	7%	11	7%	13	7%	17	7%	7	6%
				16-20	10	3%	5	3%	4	2%	9	4%	1	1%
				More than 20	27	8%	10	7%	17	9%	23	10%	4	4%
				Total	348	100%	150	100%	196	100%	236	100%	112	100%
6. During your last year of high school, about how many hours did you spend in a typical 7-day week doing each of the following?														
a	Preparing for class (studying, reading, doing homework, rehearsing, and other academic activities)	hacadpr		0	2	0%	2	1%	0	0%	1	0%	1	1%
				1-5	118	26%	60	31%	57	22%	83	26%	35	26%
				6-10	124	27%	51	27%	72	28%	91	29%	33	24%
				11-15	57	13%	20	10%	36	14%	39	12%	18	13%
				16-20	54	12%	21	11%	33	13%	35	11%	19	14%
				21-25	35	8%	11	6%	24	9%	22	7%	13	10%
				26-30	21	5%	9	5%	12	5%	13	4%	8	6%
				More than 30	44	10%	18	9%	25	10%	35	11%	9	7%
Total	455	100%	192	100%	259	100%	319	100%	136	100%				

a. First-generation is defined as no parent or guardian having graduated with a university degree.

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
b	Working for pay on or off campus	hwork	0		281	67%	111	62%	168	70%	185	63%	96	74%
				1-5	75	18%	30	17%	45	19%	60	20%	15	12%
				6-10	33	8%	18	10%	15	6%	22	8%	11	9%
				11-15	14	3%	9	5%	5	2%	11	4%	3	2%
				16-20	8	2%	2	1%	6	2%	6	2%	2	2%
				21-25	5	1%	4	2%	0	0%	4	1%	1	1%
				26-30	3	1%	1	1%	2	1%	2	1%	1	1%
				More than 30	3	1%	3	2%	0	0%	3	1%	0	0%
				Total	422	100%	178	100%	241	100%	293	100%	129	100%
c	Participating in co-curricular (extracurricular) activities (organisations, school publications, student government, sports, etc.)	hcocurr	0		73	17%	29	16%	44	18%	54	18%	19	14%
				1-5	182	42%	65	35%	116	47%	131	44%	51	38%
				6-10	86	20%	39	21%	47	19%	58	19%	28	21%
				11-15	44	10%	21	11%	22	9%	28	9%	16	12%
				16-20	16	4%	9	5%	6	2%	7	2%	9	7%
				21-25	11	3%	7	4%	4	2%	7	2%	4	3%
				26-30	6	1%	2	1%	4	2%	4	1%	2	1%
				More than 30	17	4%	13	7%	4	2%	11	4%	6	4%
				Total	435	100%	185	100%	247	100%	300	100%	135	100%
d	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	hsocial	0		15	3%	7	4%	8	3%	10	3%	5	4%
				1-5	180	41%	64	34%	116	47%	135	44%	45	34%
				6-10	113	26%	54	29%	57	23%	78	26%	35	26%
				11-15	60	14%	25	13%	35	14%	38	12%	22	16%
				16-20	25	6%	6	3%	18	7%	20	7%	5	4%
				21-25	19	4%	13	7%	6	2%	10	3%	9	7%
				26-30	8	2%	5	3%	3	1%	3	1%	5	4%
				More than 30	19	4%	13	7%	6	2%	11	4%	8	6%
				Total	439	100%	187	100%	249	100%	305	100%	134	100%



BUSSE Frequency Distributions

BUSSEville University

					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
No	Question	Variable Name	Scale	Response Options										
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	0		7	2%	4	2%	3	1%	3	1%	4	3%
			1-5		204	44%	83	43%	119	46%	142	44%	62	45%
			6-10		121	26%	61	31%	59	23%	79	25%	42	30%
			11-15		46	10%	20	10%	26	10%	37	12%	9	7%
			16-20		36	8%	14	7%	22	8%	28	9%	8	6%
			21-25		18	4%	6	3%	12	5%	11	3%	7	5%
			26-30		11	2%	3	2%	7	3%	9	3%	2	1%
			More than 30		16	3%	4	2%	12	5%	12	4%	4	3%
			Total		459	100%	195	100%	260	100%	321	100%	138	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		Never	179	39%	68	35%	111	43%	123	38%	56	41%
				Sometimes	241	53%	113	58%	126	48%	169	53%	72	52%
				Often	24	5%	9	5%	15	6%	19	6%	5	4%
				Very often	14	3%	5	3%	8	3%	9	3%	5	4%
				Total	458	100%	195	100%	260	100%	320	100%	138	100%
b	Prepared two or more drafts of an assignment before handing it in	hrewropa		Never	34	7%	16	8%	18	7%	23	7%	11	8%
				Sometimes	150	33%	59	30%	91	35%	98	31%	52	38%
				Often	184	40%	88	45%	94	36%	133	42%	51	37%
				Very often	88	19%	31	16%	56	22%	65	20%	23	17%
				Total	456	100%	194	100%	259	100%	319	100%	137	100%
c	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	bownnumin	(HS_QR)	Never	26	6%	13	7%	13	5%	19	6%	7	5%
				Sometimes	164	36%	60	31%	103	41%	110	35%	54	39%
				Often	167	37%	68	35%	97	38%	115	37%	52	38%
				Very often	93	21%	54	28%	39	15%	68	22%	25	18%
				Total	450	100%	195	100%	252	100%	312	100%	138	100%

a. First-generation is defined as no parent or guardian having graduated with a university degree.

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
d	Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	bnumreal	(HS_QR)	Never	63	14%	26	13%	36	14%	41	13%	22	16%
				Sometimes	169	37%	71	36%	98	38%	115	36%	54	39%
				Often	159	35%	65	33%	93	36%	113	36%	46	33%
				Very often	65	14%	33	17%	31	12%	49	15%	16	12%
				Total	456	100%	195	100%	258	100%	318	100%	138	100%
e	Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	bothnum	(HS_QR)	Never	86	19%	37	19%	49	19%	60	19%	26	19%
				Sometimes	225	49%	94	48%	130	50%	162	51%	63	46%
				Often	103	23%	48	25%	54	21%	67	21%	36	26%
				Very often	42	9%	16	8%	25	10%	29	9%	13	9%
				Total	456	100%	195	100%	258	100%	318	100%	138	100%
f	Identified important information from reading assignments	bidread	(HS_LS)	Never	6	1%	2	1%	4	2%	2	1%	4	3%
				Sometimes	67	15%	40	21%	26	10%	44	14%	23	17%
				Often	207	46%	88	46%	118	46%	141	45%	66	48%
				Very often	173	38%	63	33%	109	42%	128	41%	45	33%
				Total	453	100%	193	100%	257	100%	315	100%	138	100%
g	Reviewed your notes after class	brevnotes	(HS_LS)	Never	18	4%	11	6%	7	3%	11	4%	7	5%
				Sometimes	115	26%	57	30%	57	23%	66	21%	49	36%
				Often	163	37%	69	36%	93	37%	114	37%	49	36%
				Very often	150	34%	55	29%	94	37%	117	38%	33	24%
				Total	446	100%	192	100%	251	100%	308	100%	138	100%
h	Summarised what you learned in class or from subject materials	bsummat	(HS_LS)	Never	23	5%	14	7%	9	4%	13	4%	10	7%
				Sometimes	107	24%	57	30%	49	19%	67	21%	40	30%
				Often	153	34%	65	34%	87	34%	115	36%	38	28%
				Very often	169	37%	57	30%	111	43%	123	39%	46	34%
				Total	452	100%	193	100%	256	100%	318	100%	134	100%



BUSSE Frequency Distributions

BUSSEville University

					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
i	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in subject discussions or writing assignments	bdivclass	Never	36	8%	18	9%	17	7%	19	6%	17	13%	
				Sometimes	192	42%	80	41%	112	44%	140	44%	52	39%
				Often	153	34%	64	33%	88	34%	107	34%	46	34%
				Very often	71	16%	31	16%	39	15%	51	16%	20	15%
				Total	452	100%	193	100%	256	100%	317	100%	135	100%
j	Examined the strengths and weaknesses of your own views on a topic or issue	bownview	Never	27	6%	13	7%	14	5%	14	4%	13	9%	
				Sometimes	149	33%	55	28%	92	36%	103	32%	46	33%
				Often	171	38%	80	41%	91	35%	125	39%	46	33%
				Very often	109	24%	47	24%	61	24%	76	24%	33	24%
				Total	456	100%	195	100%	258	100%	318	100%	138	100%
k	Tried to better understand someone else’s views by imagining how an issue looks from his or her point of view	bothrview	Never	16	4%	10	5%	6	2%	9	3%	7	5%	
				Sometimes	141	31%	55	28%	85	33%	99	31%	42	31%
				Often	167	37%	75	39%	91	36%	116	37%	51	37%
				Very often	129	28%	54	28%	74	29%	92	29%	37	27%
				Total	453	100%	194	100%	256	100%	316	100%	137	100%
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	Not at all	166	36%	82	42%	82	32%	113	36%	53	39%	
				Some	106	23%	38	20%	68	26%	78	25%	28	20%
				Quite a bit	78	17%	28	14%	50	19%	54	17%	24	18%
				Very much	105	23%	46	24%	58	22%	73	23%	32	23%
				Total	455	100%	194	100%	258	100%	318	100%	137	100%
b	Athletic/sports teams	hinvathl	Not at all	126	28%	36	19%	89	35%	94	30%	32	24%	
				Some	114	25%	47	24%	66	26%	85	27%	29	21%
				Quite a bit	81	18%	38	20%	43	17%	52	17%	29	21%
				Very much	130	29%	71	37%	58	23%	84	27%	46	34%
				Total	451	100%	192	100%	256	100%	315	100%	136	100%

a. First-generation is defined as no parent or guardian having graduated with a university degree.

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
c	Student leadership (prefect, matric committee, captain, etc.)	hstugov		Not at all	110	25%	41	21%	69	27%	81	26%	29	21%
				Some	107	24%	48	25%	58	23%	74	24%	33	24%
				Quite a bit	81	18%	35	18%	46	18%	53	17%	28	21%
				Very much	150	33%	69	36%	79	31%	104	33%	46	34%
				Total	448	100%	193	100%	252	100%	312	100%	136	100%
d	Publications (school newspaper, magazine, etc.)	hinvpubs		Not at all	299	66%	131	68%	166	65%	212	67%	87	64%
				Some	91	20%	36	19%	54	21%	60	19%	31	23%
				Quite a bit	35	8%	18	9%	17	7%	26	8%	9	7%
				Very much	27	6%	8	4%	19	7%	18	6%	9	7%
				Total	452	100%	193	100%	256	100%	316	100%	136	100%
e	Academic clubs (debate, library, biology, etc.) or honorary societies	hinvhono		Not at all	146	32%	63	33%	83	33%	92	29%	54	39%
				Some	124	28%	51	27%	70	27%	90	29%	34	25%
				Quite a bit	94	21%	46	24%	48	19%	62	20%	32	23%
				Very much	86	19%	32	17%	54	21%	69	22%	17	12%
				Total	450	100%	192	100%	255	100%	313	100%	137	100%
f	Vocational clubs (photography, computer clubs, boy scouts, first aid, etc.)	hinvvcll		Not at all	281	62%	115	60%	163	63%	194	62%	87	64%
				Some	88	19%	37	19%	51	20%	65	21%	23	17%
				Quite a bit	44	10%	22	11%	22	9%	31	10%	13	9%
				Very much	39	9%	18	9%	21	8%	25	8%	14	10%
				Total	452	100%	192	100%	257	100%	315	100%	137	100%
g	Religious youth groups	hrelgrp		Not at all	155	34%	81	42%	73	29%	108	34%	47	35%
				Some	114	25%	49	25%	64	25%	90	28%	24	18%
				Quite a bit	84	19%	32	16%	51	20%	53	17%	31	23%
				Very much	99	22%	32	16%	67	26%	66	21%	33	24%
				Total	452	100%	194	100%	255	100%	317	100%	135	100%
h	Community service or volunteer work	hvolntr		Not at all	94	21%	49	25%	45	18%	65	21%	29	21%
				Some	168	37%	70	36%	97	38%	117	37%	51	38%
				Quite a bit	112	25%	44	23%	66	26%	77	24%	35	26%
				Very much	78	17%	30	16%	47	18%	57	18%	21	15%
				Total	452	100%	193	100%	255	100%	316	100%	136	100%

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BUSSE Frequency Distributions

BUSSEville University

					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
No	Question	Variable Name	Scale	Response Options										
10. During your last year of high school, to what extent have your subjects required you to do your best work?														
		hacachal		Not at all	2	0%	1	1%	1	0%	0	0%	2	1%
				Some	29	6%	12	6%	16	6%	17	5%	12	9%
				Quite a bit	128	28%	61	32%	66	25%	79	25%	49	36%
				Very much	296	65%	118	61%	176	68%	223	70%	73	54%
				Total	455	100%	192	100%	259	100%	319	100%	136	100%
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		0	0	0%	0	0%	0	0%	0	0%	0	0%
				1-5	49	11%	25	13%	24	9%	38	12%	11	8%
				6-10	100	22%	46	24%	53	21%	74	23%	26	19%
				11-15	77	17%	30	15%	47	18%	57	18%	20	15%
				16-20	68	15%	33	17%	34	13%	44	14%	24	18%
				21-25	50	11%	19	10%	31	12%	28	9%	22	16%
				26-30	48	11%	22	11%	26	10%	31	10%	17	12%
				More than 30	64	14%	20	10%	43	17%	47	15%	17	12%
				Total	456	100%	195	100%	258	100%	319	100%	137	100%
b	Working for pay on or off campus	cwork		0	189	42%	73	38%	114	45%	115	37%	74	55%
				1-5	139	31%	63	33%	76	30%	106	34%	33	24%
				6-10	51	11%	21	11%	30	12%	39	12%	12	9%
				11-15	28	6%	12	6%	16	6%	22	7%	6	4%
				16-20	17	4%	9	5%	8	3%	12	4%	5	4%
				21-25	13	3%	8	4%	5	2%	11	4%	2	1%
				26-30	4	1%	1	1%	2	1%	3	1%	1	1%
				More than 30	7	2%	3	2%	4	2%	5	2%	2	1%
				Total	448	100%	190	100%	255	100%	313	100%	135	100%

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BUSSE Frequency Distributions

BUSSEville University

					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
No	Question	Variable Name	Scale	Response Options										
c	Participating in co-curricular activities (organisations, campus publications, student government, SRC projects, intervarsity or inter-residence sports, etc.)	ccocurr	0		86	19%	33	17%	52	20%	60	19%	26	19%
				1-5	171	38%	73	38%	98	38%	120	38%	51	37%
				6-10	105	23%	47	24%	57	22%	74	23%	31	23%
				11-15	47	10%	22	11%	24	9%	30	10%	17	12%
				16-20	23	5%	6	3%	17	7%	14	4%	9	7%
				21-25	8	2%	6	3%	2	1%	8	3%	0	0%
				26-30	4	1%	2	1%	2	1%	4	1%	0	0%
				More than 30	8	2%	4	2%	4	2%	5	2%	3	2%
				Total	452	100%	193	100%	256	100%	315	100%	137	100%
d	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	csocial	0		22	5%	8	4%	14	5%	14	4%	8	6%
				1-5	228	50%	96	49%	131	51%	174	55%	54	39%
				6-10	124	27%	50	26%	73	28%	79	25%	45	33%
				11-15	43	9%	18	9%	24	9%	29	9%	14	10%
				16-20	16	4%	11	6%	5	2%	10	3%	6	4%
				21-25	8	2%	5	3%	3	1%	4	1%	4	3%
				26-30	6	1%	2	1%	4	2%	3	1%	3	2%
				More than 30	7	2%	4	2%	3	1%	4	1%	3	2%
				Total	454	100%	194	100%	257	100%	317	100%	137	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	0		1	0%	1	1%	0	0%	0	0%	1	1%
				66	15%	28	15%	37	15%	44	14%	22	16%	
				117	26%	47	24%	69	27%	82	26%	35	26%	
				89	20%	43	22%	46	18%	56	18%	33	24%	
				68	15%	28	15%	40	16%	48	15%	20	15%	
				54	12%	23	12%	31	12%	41	13%	13	9%	
				36	8%	14	7%	21	8%	29	9%	7	5%	
				19	4%	8	4%	11	4%	13	4%	6	4%	
				450	100%	192	100%	255	100%	313	100%	137	100%	

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					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
No	Question	Variable Name	Scale	Response Options										
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	(EXP_CL)	Never	9	2%	4	2%	5	2%	6	2%	3	2%
				Sometimes	200	44%	84	43%	116	45%	143	45%	57	41%
				Often	154	34%	66	34%	85	33%	107	34%	47	34%
				Very often	94	21%	41	21%	53	20%	63	20%	31	22%
				Total	457	100%	195	100%	259	100%	319	100%	138	100%
b	Explain subject material to other students	btutor	(EXP_CL)	Never	5	1%	3	2%	2	1%	4	1%	1	1%
				Sometimes	134	30%	61	32%	73	28%	97	31%	37	27%
				Often	214	47%	87	45%	125	48%	147	47%	67	49%
				Very often	99	22%	41	21%	58	22%	67	21%	32	23%
				Total	452	100%	192	100%	258	100%	315	100%	137	100%
c	Prepare for exams by discussing or working through subject material with other students	bprepexam	(EXP_CL)	Never	17	4%	7	4%	10	4%	12	4%	5	4%
				Sometimes	114	25%	51	26%	63	25%	72	23%	42	30%
				Often	164	36%	77	39%	86	33%	123	39%	41	30%
				Very often	160	35%	60	31%	98	38%	110	35%	50	36%
				Total	455	100%	195	100%	257	100%	317	100%	138	100%
d	Work with other students on projects or assignments	cclassgr	(EXP_CL)	Never	4	1%	3	2%	1	0%	1	0%	3	2%
				Sometimes	127	28%	53	28%	74	29%	84	27%	43	32%
				Often	172	38%	78	41%	93	36%	125	40%	47	35%
				Very often	148	33%	57	30%	89	35%	105	33%	43	32%
				Total	451	100%	191	100%	257	100%	315	100%	136	100%
e	Talk about your career plans with a lecturer	bfacplans	(EXP_SSI)	Never	55	12%	25	13%	30	12%	35	11%	20	15%
				Sometimes	222	49%	94	48%	128	50%	149	47%	73	54%
				Often	109	24%	47	24%	61	24%	79	25%	30	22%
				Very often	68	15%	28	14%	38	15%	55	17%	13	10%
				Total	454	100%	194	100%	257	100%	318	100%	136	100%



BUSSE Frequency Distributions

BUSSEville University

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
f	Work with a staff member on activities other than academic work (committees, projects, student groups, etc.)	cfacoth	(EXP_SSI)	Never	65	14%	30	16%	35	14%	47	15%	18	13%
				Sometimes	220	49%	105	54%	114	44%	151	48%	69	50%
				Often	118	26%	40	21%	76	30%	78	25%	40	29%
				Very often	50	11%	18	9%	32	12%	40	13%	10	7%
				Total	453	100%	193	100%	257	100%	316	100%	137	100%
g	Discuss your academic performance with a lecturer	cfacgrad	(EXP_SSI)	Never	36	8%	17	9%	19	7%	21	7%	15	11%
				Sometimes	152	33%	62	32%	90	35%	96	30%	56	41%
				Often	165	36%	74	38%	90	35%	127	40%	38	28%
				Very often	102	22%	41	21%	59	23%	74	23%	28	20%
				Total	455	100%	194	100%	258	100%	318	100%	137	100%
h	Discuss subject topics, ideas, or concepts with a lecturer outside of class	cfacidea	(EXP_SSI)	Never	63	14%	19	10%	44	17%	41	13%	22	16%
				Sometimes	215	48%	98	52%	116	45%	143	46%	72	53%
				Often	108	24%	52	27%	55	21%	78	25%	30	22%
				Very often	64	14%	21	11%	42	16%	51	16%	13	9%
				Total	450	100%	190	100%	257	100%	313	100%	137	100%
i	Prepare two or more drafts of a paper or assignment before handing it in	brewropap		Never	20	4%	6	3%	14	5%	14	4%	6	4%
				Sometimes	102	23%	53	28%	49	19%	72	23%	30	22%
				Often	184	41%	83	43%	100	39%	121	38%	63	46%
				Very often	147	32%	50	26%	95	37%	109	34%	38	28%
				Total	453	100%	192	100%	258	100%	316	100%	137	100%
j	Attend class without having completed readings or assignments	bclunprep		Never	332	73%	138	72%	192	74%	241	76%	91	66%
				Sometimes	98	22%	46	24%	52	20%	60	19%	38	28%
				Often	13	3%	3	2%	10	4%	8	3%	5	4%
				Very often	11	2%	5	3%	5	2%	7	2%	4	3%
				Total	454	100%	192	100%	259	100%	316	100%	138	100%

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BUSSE Frequency Distributions

BUSSEville University

					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
No	Question	Variable Name	Scale	Response Options										
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	(EXP_DD)	Never	7	2%	3	2%	4	2%	5	2%	2	1%
				Sometimes	75	17%	39	20%	35	14%	64	20%	11	8%
				Often	167	37%	67	35%	100	39%	112	35%	55	40%
				Very often	204	45%	84	44%	118	46%	136	43%	68	50%
				Total	453	100%	193	100%	257	100%	317	100%	136	100%
b	People from an economic background other than your own	bdiffecon	(EXP_DD)	Never	7	2%	3	2%	4	2%	7	2%	0	0%
				Sometimes	82	18%	40	21%	42	16%	62	20%	20	15%
				Often	190	42%	83	43%	106	42%	134	42%	56	41%
				Very often	173	38%	68	35%	103	40%	113	36%	60	44%
				Total	452	100%	194	100%	255	100%	316	100%	136	100%
c	People with religious beliefs other than your own	bdiffstu2	(EXP_DD)	Never	8	2%	4	2%	4	2%	8	3%	0	0%
				Sometimes	121	27%	56	29%	63	25%	87	27%	34	25%
				Often	173	38%	69	36%	104	40%	125	39%	48	36%
				Very often	151	33%	64	33%	86	33%	98	31%	53	39%
				Total	453	100%	193	100%	257	100%	318	100%	135	100%
d	People with political views other than your own	bdiffview	(EXP_DD)	Never	29	6%	12	6%	17	7%	23	7%	6	4%
				Sometimes	126	28%	51	26%	75	29%	90	28%	36	26%
				Often	149	33%	62	32%	85	33%	102	32%	47	34%
				Very often	149	33%	69	36%	79	31%	101	32%	48	35%
				Total	453	100%	194	100%	256	100%	316	100%	137	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	(EXP_PER)	1 Not at all certain	17	4%	10	5%	7	3%	16	5%	1	1%
				2	18	4%	12	6%	6	2%	10	3%	8	6%
				3	66	14%	23	12%	43	17%	44	14%	22	16%
				4	106	23%	45	23%	60	23%	65	20%	41	30%
				5	121	26%	54	28%	65	25%	77	24%	44	32%
				6 Very certain	129	28%	51	26%	78	30%	107	34%	22	16%
				Total	457	100%	195	100%	259	100%	319	100%	138	100%

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No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
b	Find additional information for subject assignments when you don't understand the material	cfindinfo	(EXP_PER)	1 Not at all certain	6	1%	3	2%	3	1%	6	2%	0	0%
				2	8	2%	4	2%	4	2%	6	2%	2	1%
				3	33	7%	10	5%	23	9%	19	6%	14	10%
				4	64	14%	31	16%	33	13%	39	12%	25	18%
				5	115	25%	56	29%	58	22%	79	25%	36	26%
				6 Very certain	231	51%	91	47%	138	53%	170	53%	61	44%
				Total	457	100%	195	100%	259	100%	319	100%	138	100%
c	Participate regularly in subject discussions, even when you don't feel like it	ccourdis	(EXP_PER)	1 Not at all certain	12	3%	5	3%	7	3%	8	3%	4	3%
				2	37	8%	19	10%	18	7%	24	8%	13	9%
				3	90	20%	43	22%	47	18%	63	20%	27	20%
				4	100	22%	50	26%	49	19%	67	21%	33	24%
				5	137	30%	49	25%	86	33%	95	30%	42	30%
				6 Very certain	77	17%	27	14%	50	19%	58	18%	19	14%
				Total	453	100%	193	100%	257	100%	315	100%	138	100%
d	Ask lecturers for help when you struggle with subject assignments	caskinst	(EXP_PER)	1 Not at all certain	5	1%	0	0%	5	2%	3	1%	2	1%
				2	22	5%	9	5%	13	5%	14	4%	8	6%
				3	42	9%	18	9%	24	9%	23	7%	19	14%
				4	70	15%	34	17%	36	14%	47	15%	23	17%
				5	104	23%	54	28%	50	19%	79	25%	25	18%
				6 Very certain	213	47%	81	41%	129	50%	152	48%	61	44%
				Total	456	100%	196	100%	257	100%	318	100%	138	100%
e	Finish something you have started when you encounter challenges	cfinish	(EXP_PER)	1 Not at all certain	4	1%	2	1%	2	1%	4	1%	0	0%
				2	11	2%	7	4%	4	2%	8	3%	3	2%
				3	26	6%	11	6%	15	6%	20	6%	6	4%
				4	63	14%	26	13%	37	14%	41	13%	22	16%
				5	138	30%	63	32%	74	29%	99	31%	39	28%
				6 Very certain	214	47%	86	44%	126	49%	147	46%	67	49%
				Total	456	100%	195	100%	258	100%	319	100%	137	100%



BUSSE Frequency Distributions

BUSSEville University

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
f	Stay positive, even when you do poorly on a test or assignment	cstaypos	(EXP_PER)	1 Not at all certain	12	3%	5	3%	7	3%	10	3%	2	1%
				2	7	2%	2	1%	5	2%	5	2%	2	1%
				3	33	7%	12	6%	21	8%	14	4%	19	14%
				4	41	9%	20	10%	21	8%	20	6%	21	15%
				5	91	20%	41	21%	49	19%	59	19%	32	23%
				6 Very certain	270	59%	114	59%	154	60%	209	66%	61	45%
				Total	454	100%	194	100%	257	100%	317	100%	137	100%
16. During the coming academic year, how difficult do you expect the following to be?														
a	Learning subject material	clearnma	(EXP_DIF)	1 Not at all difficult	55	12%	20	10%	34	13%	48	15%	7	5%
				2	79	17%	31	16%	48	19%	54	17%	25	18%
				3	125	27%	55	28%	69	27%	86	27%	39	28%
				4	98	22%	42	22%	56	22%	64	20%	34	25%
				5	67	15%	30	15%	36	14%	44	14%	23	17%
				6 Very difficult	31	7%	16	8%	15	6%	22	7%	9	7%
				Total	455	100%	194	100%	258	100%	318	100%	137	100%
b	Managing your time	cmantime	(EXP_DIF)	1 Not at all difficult	73	16%	27	14%	46	18%	61	19%	12	9%
				2	81	18%	36	18%	44	17%	66	21%	15	11%
				3	81	18%	32	16%	48	19%	51	16%	30	22%
				4	77	17%	31	16%	45	17%	50	16%	27	20%
				5	79	17%	40	21%	39	15%	51	16%	28	20%
				6 Very difficult	66	14%	29	15%	37	14%	41	13%	25	18%
				Total	457	100%	195	100%	259	100%	320	100%	137	100%
c	Paying university expenses	cpaycoll		1 Not at all difficult	58	13%	24	12%	32	12%	36	11%	22	16%
				2	58	13%	26	13%	32	12%	38	12%	20	15%
				3	62	14%	30	16%	32	12%	42	13%	20	15%
				4	60	13%	27	14%	33	13%	44	14%	16	12%
				5	67	15%	26	13%	41	16%	38	12%	29	21%
				6 Very difficult	148	33%	60	31%	87	34%	118	37%	30	22%
				Total	453	100%	193	100%	257	100%	316	100%	137	100%

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BUSSEville University

					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
No	Question	Variable Name	Scale	Response Options										
d	Getting help with academic work	cgethelp	(EXP_DIF)	1 Not at all difficult	110	24%	37	19%	71	28%	81	25%	29	21%
				2	109	24%	50	26%	59	23%	75	24%	34	25%
				3	112	25%	50	26%	61	24%	73	23%	39	28%
				4	56	12%	24	12%	32	12%	36	11%	20	15%
				5	42	9%	17	9%	25	10%	32	10%	10	7%
				6 Very difficult	26	6%	16	8%	10	4%	21	7%	5	4%
				Total	455	100%	194	100%	258	100%	318	100%	137	100%
e	Making new friends	cmakefr		1 Not at all difficult	138	30%	57	29%	81	31%	100	31%	38	28%
				2	77	17%	39	20%	37	14%	55	17%	22	16%
				3	78	17%	31	16%	46	18%	48	15%	30	22%
				4	57	13%	22	11%	35	14%	36	11%	21	15%
				5	49	11%	25	13%	24	9%	28	9%	21	15%
				6 Very difficult	56	12%	20	10%	35	14%	51	16%	5	4%
				Total	455	100%	194	100%	258	100%	318	100%	137	100%
f	Interacting with staff	cintfac	(EXP_DIF)	1 Not at all difficult	83	18%	39	20%	43	17%	62	19%	21	15%
				2	101	22%	48	25%	53	20%	66	21%	35	26%
				3	106	23%	39	20%	65	25%	68	21%	38	28%
				4	74	16%	34	18%	40	15%	54	17%	20	15%
				5	40	9%	18	9%	22	8%	29	9%	11	8%
				6 Very difficult	52	11%	16	8%	36	14%	40	13%	12	9%
				Total	456	100%	194	100%	259	100%	319	100%	137	100%
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		None	9	2%	5	3%	4	2%	6	2%	3	2%
				1-2	35	8%	14	8%	21	9%	27	9%	8	6%
				3-5	110	26%	50	27%	57	24%	73	24%	37	29%
				6-10	105	24%	44	24%	61	25%	75	25%	30	23%
				11-15	63	15%	30	16%	33	14%	45	15%	18	14%
				16-20	47	11%	18	10%	29	12%	29	10%	18	14%
				More than 20	61	14%	25	13%	36	15%	47	16%	14	11%
Total	430	100%	186	100%	241	100%	302	100%	128	100%				

a. First-generation is defined as no parent or guardian having graduated with a university degree.



BUSSE Frequency Distributions

BUSSEville University

					Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
No	Question	Variable Name	Scale	Response Options										
b	Between 6 and 10 pages	bwritemid		None	13	3%	9	5%	4	2%	7	2%	6	5%
				1-2	59	14%	24	13%	35	15%	41	14%	18	14%
				3-5	93	22%	49	27%	44	18%	64	22%	29	22%
				6-10	116	27%	47	26%	68	28%	77	26%	39	30%
				11-15	68	16%	26	14%	42	18%	46	16%	22	17%
				16-20	41	10%	14	8%	25	10%	34	12%	7	5%
				More than 20	32	8%	11	6%	21	9%	24	8%	8	6%
				Total	422	100%	180	100%	239	100%	293	100%	129	100%
c	11 pages or more	bwritemor		None	40	10%	21	12%	19	8%	27	9%	13	10%
				1-2	81	19%	37	21%	43	18%	55	19%	26	21%
				3-5	86	21%	39	22%	47	20%	61	21%	25	20%
				6-10	70	17%	33	19%	37	15%	47	16%	23	18%
				11-15	52	12%	19	11%	32	13%	38	13%	14	11%
				16-20	38	9%	11	6%	27	11%	27	9%	11	9%
				More than 20	52	12%	17	10%	34	14%	39	13%	13	10%
				Total	419	100%	177	100%	239	100%	294	100%	125	100%
18. How prepared are you to do the following in your academic work at this university?														
a	Write clearly and effectively	cgnwrite	(PER_PREP)	1 Not at all prepared	5	1%	3	2%	2	1%	3	1%	2	1%
				2	10	2%	4	2%	6	2%	6	2%	4	3%
				3	22	5%	14	7%	8	3%	14	4%	8	6%
				4	68	15%	37	19%	31	12%	43	13%	25	18%
				5	94	21%	39	20%	54	21%	62	19%	32	23%
				6 Very prepared	259	57%	98	50%	159	61%	192	60%	67	49%
				Total	458	100%	195	100%	260	100%	320	100%	138	100%

a. First-generation is defined as no parent or guardian having graduated with a university degree.

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
b	Speak clearly and effectively	cgnspeak	(PER_PREP)	1 Not at all prepared	2	0%	1	1%	1	0%	0	0%	2	1%
				2	7	2%	3	2%	4	2%	5	2%	2	1%
				3	31	7%	17	9%	14	5%	24	8%	7	5%
				4	74	16%	38	19%	36	14%	51	16%	23	17%
				5	121	26%	46	24%	72	28%	79	25%	42	30%
				6 Very prepared	222	49%	90	46%	132	51%	160	50%	62	45%
				Total	457	100%	195	100%	259	100%	319	100%	138	100%
c	Think critically and analytically	cgnanaly	(PER_PREP)	1 Not at all prepared	1	0%	0	0%	1	0%	1	0%	0	0%
				2	4	1%	2	1%	2	1%	3	1%	1	1%
				3	29	6%	15	8%	14	5%	18	6%	11	8%
				4	74	16%	32	17%	42	16%	43	14%	31	23%
				5	132	29%	49	26%	81	32%	96	31%	36	26%
				6 Very prepared	210	47%	94	49%	115	45%	152	49%	58	42%
				Total	450	100%	192	100%	255	100%	313	100%	137	100%
d	Analyse numerical and statistical information	cgquant	(PER_PREP)	1 Not at all prepared	7	2%	3	2%	4	2%	4	1%	3	2%
				2	21	5%	9	5%	12	5%	12	4%	9	7%
				3	49	11%	19	10%	30	12%	32	10%	17	13%
				4	108	24%	41	21%	66	25%	74	23%	34	25%
				5	123	27%	50	26%	71	27%	86	27%	37	27%
				6 Very prepared	147	32%	71	37%	76	29%	111	35%	36	26%
				Total	455	100%	193	100%	259	100%	319	100%	136	100%
e	Work effectively with others	cgnother	(PER_PREP)	1 Not at all prepared	3	1%	0	0%	3	1%	1	0%	2	1%
				2	6	1%	2	1%	4	2%	3	1%	3	2%
				3	30	7%	17	9%	13	5%	24	8%	6	4%
				4	78	17%	38	20%	39	15%	43	14%	35	26%
				5	123	27%	53	27%	70	27%	89	28%	34	25%
				6 Very prepared	215	47%	83	43%	130	50%	158	50%	57	42%
				Total	455	100%	193	100%	259	100%	318	100%	137	100%

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
f	Use computing and information technology	cgncmpt	(PER_PREP)	1 Not at all prepared	3	1%	1	1%	2	1%	2	1%	1	1%
				2	12	3%	3	2%	9	3%	9	3%	3	2%
				3	20	4%	7	4%	13	5%	14	4%	6	4%
				4	58	13%	30	16%	28	11%	36	11%	22	16%
				5	111	24%	44	23%	66	25%	83	26%	28	20%
				6 Very prepared	251	55%	107	56%	142	55%	174	55%	77	56%
				Total	455	100%	192	100%	260	100%	318	100%	137	100%
g	Learn effectively on your own	cgning	(PER_PREP)	1 Not at all prepared	1	0%	0	0%	1	0%	1	0%	0	0%
				2	6	1%	3	2%	3	1%	4	1%	2	1%
				3	15	3%	7	4%	8	3%	8	3%	7	5%
				4	44	10%	16	8%	27	11%	27	8%	17	13%
				5	115	25%	58	30%	57	22%	72	23%	43	32%
				6 Very prepared	273	60%	111	57%	160	63%	206	65%	67	49%
				Total	454	100%	195	100%	256	100%	318	100%	136	100%
19. How important is it to you that the university provides each of the following?														
a	A challenging academic experience	cenvscho	(IMP_CAMP)	1 Not important	11	2%	7	4%	4	2%	10	3%	1	1%
				2	19	4%	7	4%	12	5%	13	4%	6	4%
				3	62	14%	18	9%	44	17%	43	14%	19	14%
				4	102	22%	44	23%	58	23%	66	21%	36	26%
				5	101	22%	44	23%	55	21%	72	23%	29	21%
				6 Very important	159	35%	75	38%	84	33%	112	35%	47	34%
				Total	454	100%	195	100%	257	100%	316	100%	138	100%
b	Support to help you succeed academically	cenvsupr	(IMP_CAMP)	1 Not important	0	0%	0	0%	0	0%	0	0%	0	0%
				2	2	0%	2	1%	0	0%	1	0%	1	1%
				3	15	3%	8	4%	7	3%	13	4%	2	1%
				4	26	6%	10	5%	16	6%	18	6%	8	6%
				5	83	18%	40	21%	43	17%	56	18%	27	20%
				6 Very important	327	72%	134	69%	190	74%	229	72%	98	72%
				Total	453	100%	194	100%	256	100%	317	100%	136	100%



BUSSE Frequency Distributions

BUSSEville University

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
c	Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	cenvdivr	(IMP_CAMP)	1 Not important	4	1%	0	0%	4	2%	2	1%	2	1%
				2	11	2%	8	4%	3	1%	7	2%	4	3%
				3	33	7%	12	6%	21	8%	25	8%	8	6%
				4	62	14%	26	13%	36	14%	48	15%	14	10%
				5	124	27%	56	29%	67	26%	76	24%	48	35%
				6 Very important	220	48%	94	48%	124	49%	158	50%	62	45%
				Total	454	100%	196	100%	255	100%	316	100%	138	100%
d	Help managing your non-academic responsibilities (work, family, etc.)	cenvnaca	(IMP_CAMP)	1 Not important	35	8%	12	6%	23	9%	27	9%	8	6%
				2	35	8%	17	9%	18	7%	22	7%	13	9%
				3	70	15%	33	17%	37	14%	45	14%	25	18%
				4	75	16%	26	13%	47	18%	53	17%	22	16%
				5	110	24%	49	25%	61	24%	78	25%	32	23%
				6 Very important	130	29%	57	29%	72	28%	92	29%	38	28%
				Total	455	100%	194	100%	258	100%	317	100%	138	100%
e	Opportunities to be involved socially (not related to academic work)	cenvsoca	(IMP_CAMP)	1 Not important	30	7%	7	4%	23	9%	24	8%	6	4%
				2	46	10%	20	10%	26	10%	33	10%	13	9%
				3	60	13%	27	14%	33	13%	41	13%	19	14%
				4	102	22%	39	20%	62	24%	70	22%	32	23%
				5	104	23%	41	21%	63	24%	70	22%	34	25%
				6 Very important	112	25%	59	31%	52	20%	78	25%	34	25%
				Total	454	100%	193	100%	259	100%	316	100%	138	100%
f	Opportunities to attend campus events and activities	cenveven	(IMP_CAMP)	1 Not important	23	5%	11	6%	12	5%	18	6%	5	4%
				2	33	7%	15	8%	18	7%	22	7%	11	8%
				3	73	16%	28	14%	45	18%	49	16%	24	18%
				4	87	19%	36	19%	51	20%	57	18%	30	22%
				5	102	23%	42	22%	59	23%	69	22%	33	24%
				6 Very important	135	30%	62	32%	72	28%	101	32%	34	25%
				Total	453	100%	194	100%	257	100%	316	100%	137	100%

a. First-generation is defined as no parent or guardian having graduated with a university degree.

No	Question	Variable Name	Scale	Response Options	Gender						First-generation ^a			
					All Students		Males		Females		Yes		No	
					Count	%	Count	%	Count	%	Count	%	Count	%
g	Learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	benvlear	(IMP_CAMP)	1 Not important	1	0%	1	1%	0	0%	1	0%	0	0%
				2	10	2%	8	4%	2	1%	7	2%	3	2%
				3	18	4%	9	5%	9	4%	10	3%	8	6%
				4	51	11%	23	12%	28	11%	34	11%	17	13%
				5	87	19%	42	22%	45	18%	57	18%	30	22%
				6 Very important	283	63%	111	57%	169	67%	207	66%	76	57%
				Total	450	100%	194	100%	253	100%	316	100%	134	100%

a. First-generation is defined as no parent or guardian having graduated with a university degree.



Mean First-Year Indicator Scores and Selected Student Comparisons

1 BUSSE Scales ^a	2 Variable	4 All Students			5 Gender Comparisons				First-generation ^d Comparisons			
		3 Mean	SD	N	Means		Tests of mean differences		Means		Tests of mean differences	
					Males	Females	Sig ^b	Effect size ^c	FG	Non-FG	Sig ^b	Effect size ^c
Quantitative Reasoning <i>High school engagement with analysis and numerical information</i>	HS_QR	40.41	12.79	1324	38.50	41.31	***	-0.23	41.46	38.33	***	0.24

1. **Scale:** The BUSSE Scale appears in the left column of the report.

2. **Variable Name:** The variable name as it appears in the data file and codebook.

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

4. **Institutional Level:** Results for each item for the institution overall.

5. **Selected Student Comparisons:** Results for each item by gender and first-generation status.

6. **Statistical Significance:** Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the 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. It is recommended to consult effect sizes to judge the practical meaning of the results.

7. **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 Mean Scale Scores and Selected Student Comparisons

BUSSEville University

BUSSE Scales ^a	Variable	All Students			Gender Comparisons				First-generation ^d Comparisons			
		Mean	SD	N	Means		Tests of mean differences		Means		Tests of mean differences	
					Males	Females	Sig ^b	Effect size ^c	FG	Non-FG	Sig ^b	Effect size ^c
Quantitative Reasoning												
<i>High school engagement with analysis and numerical information</i>	HS_QR	29.55	13.43	457	30.60	28.69		0.15	29.77	29.03		0.06
Learning Strategies												
<i>Use of effective learning strategies in high school</i>	HS_LS	41.68	13.13	457	38.89	43.81	***	-0.41	43.05	38.53	***	0.34
Collaborative Learning												
<i>Expectation to interact and collaborate with peers</i>	EXP_CL	30.51	10.12	457	30.05	30.72		-0.07	30.67	30.14		0.05
Student-Staff Interaction												
<i>Expectation to interact and engage with staff</i>	EXP_SSI	29.35	13.73	457	28.69	29.67		-0.07	30.39	26.96	*	0.27
Expected Discussions with Diverse Others												
<i>Expectation to engage in discussions with diverse others</i>	EXP_DD	41.90	13.55	455	41.44	42.20		-0.06	40.95	44.10	*	-0.25
Expected Academic Perseverance												
<i>Student certainty that they will persist in the face of academic adversity</i>	EXP_PER	46.12	9.87	457	45.41	46.58		-0.12	46.78	44.60	*	0.22
Expected Academic Difficulty												
<i>Expected academic difficulty during the first year of university</i>	EXP_DIF	25.79	13.51	456	26.44	25.39		0.08	25.10	27.39		-0.19
Perceived Academic Preparation												
<i>Student perception of their academic preparation</i>	PER_PREP	49.46	9.40	458	49.02	49.76		-0.08	50.09	47.98	*	0.21
Importance of Campus Environment												
<i>Student-rated importance that the institution provides a challenging and supportive environment</i>	IMP_CAMP	45.37	9.70	456	45.65	45.11		0.06	45.45	45.20		0.03

a. Scale scores are expressed in 0 (minimum) to 60 (maximum) point scales. See the following page for complete scale descriptions and component items

b. T-test results (2-tailed): * p<.05, ** p<.01, *** p<.001. The smaller the significance level, the less likely that the difference is due to chance

c. Effect size is the mean difference divided by pooled standard deviation. It indicates the practical significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large)

d. First generation is defined as no parent or guardian having graduated with a university degree



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 ^e
<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, cfacothe, cfacgrad, cfacidea
Discussions with Diverse Others (EXP_DD)	Expectation to engage in discussions with diverse others	cdivrstu, bdiffecon, bdiffstu2, bdiffview
Expected Academic Perseverance (EXP_PER)	Student certainty that they will persist in the face of academic adversity	cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos
<i>Expected Academic Difficulty (EXP_DIF)</i>	Expected academic difficulty during the first year of university	clearnma, cmantime, cgethelp, cintfac
<i>Perceived Academic Preparation (PER_PREP)</i>	Student perception of their academic preparation	cgnwrite, cgnspeak, cgnanaly, cgnquant, cgncompt, cgnother, cgnonq
<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

e. Please refer to the Frequency Distribution or BUSSE Codebook for a full explanation of the scale items.



Respondent Characteristics

	Gender						First-generation			
	All students		Males		Females		Yes		No	
	Count	%	Count	%	Count	%	Count	%	Count	%
Gender										
Male	196	43%					138	43%	58	42%
Female	260	57%					180	57%	80	58%
Race										
Black African	341	74%	146	74%	192	74%	258	81%	83	60%
Coloured	22	5%	8	4%	14	5%	15	5%	7	5%
Indian	5	1%	3	2%	2	1%	2	1%	3	2%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%
White	65	14%	29	15%	36	14%	31	10%	34	25%
Multiracial	4	1%	1	1%	3	1%	3	1%	1	1%
Other	1	0%	0	0%	1	0%	1	0%	0	0%
Prefer not to answer	20	4%	9	5%	11	4%	10	3%	10	7%
Disability										
None	423	92%	178	90%	242	93%	297	92%	126	91%
Sensory impairment	18	4%	7	4%	11	4%	10	3%	8	6%
Mobility impairment	1	0%	1	1%	0	0%	1	0%	0	0%
Learning impairment	3	1%	3	2%	0	0%	1	0%	2	1%
Mental health disorder	2	0%	1	1%	1	0%	1	0%	1	1%
Other disability	2	0%	2	1%	0	0%	2	1%	0	0%
Prefer not to answer	11	2%	5	3%	6	2%	10	3%	1	1%
Home Language										
English	42	9%	20	10%	22	9%	21	7%	21	15%
Afrikaans	72	16%	29	15%	43	17%	39	12%	33	24%
IsiXhosa	51	11%	21	11%	29	11%	39	12%	12	9%
IsiZulu	68	15%	24	12%	44	17%	56	18%	12	9%
IsiNdebele	3	1%	2	1%	1	0%	0	0%	3	2%
North Sotho	21	5%	6	3%	15	6%	12	4%	9	7%
Sesotho	141	31%	67	35%	73	28%	116	37%	25	18%
Setswana	33	7%	14	7%	18	7%	22	7%	11	8%
Tshivenda	9	2%	5	3%	4	2%	8	3%	1	1%
SiSwati	4	1%	1	1%	3	1%	3	1%	1	1%
Xitsonga	5	1%	1	1%	4	2%	1	0%	4	3%
Other	5	1%	4	2%	1	0%	0	0%	5	4%

Totals may not add up to 100% due to rounding

Institutional profiles have been provided by your institution

	Gender						First-generation			
	All students		Males		Females		Yes		No	
	Count	%	Count	%	Count	%	Count	%	Count	%
Citizenship										
South African	438	96%	185	95%	250	97%	311	97%	127	93%
International	18	4%	9	5%	9	3%	8	3%	10	7%
Province lived during matric										
Eastern Cape	38	8%	16	8%	22	9%	23	7%	15	11%
Free State	213	47%	94	48%	118	46%	169	53%	44	32%
Gauteng	35	8%	14	7%	21	8%	17	5%	18	13%
Kwazulu Natal	72	16%	27	14%	44	17%	53	17%	19	14%
Limpopo	28	6%	11	6%	17	7%	14	4%	14	10%
Mpumalanga	9	2%	4	2%	5	2%	6	2%	3	2%
Northern Cape	20	4%	9	5%	11	4%	14	4%	6	4%
North West	18	4%	8	4%	9	3%	10	3%	8	6%
Western Cape	9	2%	4	2%	5	2%	7	2%	2	1%
Was not living in South Africa	13	3%	7	4%	6	2%	5	2%	8	6%
Enrolment Status										
Full-time students	447	98%	193	99%	251	98%	314	99%	133	98%
Part-time students	7	2%	2	1%	5	2%	4	1%	3	2%
Planned highest qualification										
Certificate	7	2%	3	2%	4	2%	3	1%	4	3%
Diploma	2	0%	1	1%	1	0%	1	0%	1	1%
Bachelor's degree	85	19%	36	18%	47	18%	71	22%	14	10%
Honours degree	85	19%	35	18%	49	19%	55	17%	30	22%
Master's degree	115	25%	52	27%	63	24%	81	25%	34	25%
Doctoral degree	158	35%	68	35%	90	35%	104	33%	54	39%
Not enrolled for Degree purposes	4	1%	0	0%	4	2%	3	1%	1	1%
Language of Instruction										
English	405	89%	173	88%	229	89%	294	92%	111	80%
Afrikaans	29	6%	9	5%	20	8%	11	3%	18	13%
Both	23	5%	14	7%	9	3%	14	4%	9	7%
Residential Status										
On-campus students	131	29%	60	31%	70	27%	92	29%	39	29%
Off-campus students	326	71%	135	69%	189	73%	229	71%	97	71%

Totals may not add up to 100% due to rounding

Institutional profiles have been provided by your institution



2015 BUSSE Respondent Characteristics BUSSEville University

	Gender						First-generation			
	All students		Males		Females		Yes		No	
	Count	%	Count	%	Count	%	Count	%	Count	%
First-generational Status										
First-generation	322	70%	138	70%	180	69%				
Not first-generation student	138	30%	58	30%	80	31%				
CESM Category										
Business, Economics and Management	146	32%	69	36%	76	30%	98	31%	48	35%
Education	66	15%	25	13%	41	16%	54	17%	12	9%
Human and Social Sciences	142	32%	50	26%	91	36%	95	30%	47	34%
Science, Engineering and Technology	96	21%	49	25%	46	18%	66	21%	30	22%
Institution choice ranking										
First choice	304	66%	130	66%	172	66%	224	70%	80	58%
Second choice	121	26%	49	25%	71	27%	77	24%	44	32%
Third choice	19	4%	12	6%	7	3%	8	2%	11	8%
Fourth choice	5	1%	3	2%	2	1%	4	1%	1	1%
Fifth choice or lower	9	2%	2	1%	7	3%	8	2%	1	1%
Age										
18 years old	32	7%	8	4%	24	9%	23	7%	9	7%
19 years old	206	46%	76	40%	130	51%	135	42%	71	53%
20 years old	89	20%	52	27%	36	14%	67	21%	22	16%
21 years old	58	13%	23	12%	34	13%	44	14%	14	10%
22 years old	25	6%	8	4%	16	6%	20	6%	5	4%
23 years old	13	3%	4	2%	9	4%	10	3%	3	2%
24 years old	6	1%	4	2%	2	1%	3	1%	3	2%
25 years and older	23	5%	17	9%	6	2%	16	5%	7	5%
Campus										
Campus A	273	61%	120	63%	153	61%	175	56%	98	74%
Campus B	101	23%	43	23%	56	22%	91	29%	10	8%
Campus C	71	16%	28	15%	42	17%	46	15%	25	19%



2015 BUSSE Respondent Characteristics BUSSEville University

	Gender						First-generation			
	All students		Males		Females		Yes		No	
	Count	%	Count	%	Count	%	Count	%	Count	%
Faculty										
Faculty A	96	21%	45	23%	51	20%	64	20%	32	23%
Faculty B	60	13%	23	12%	37	14%	49	16%	11	8%
Faculty C	13	3%	6	3%	7	3%	3	1%	10	7%
Faculty D	57	13%	22	11%	35	14%	32	10%	25	18%
Faculty E	94	21%	50	26%	43	17%	64	20%	30	22%
Faculty F	133	29%	47	24%	84	33%	103	33%	30	22%
Faculty G	0	0%	0	0%	0	0%	0	0%	0	0%
Sources of financial support										
Own money	25	12%	13	14%	12	10%	13	9%	12	18%
Parent/guardian's money	16	8%	9	10%	7	6%	14	10%	2	3%
Partner/spouse's money	21	10%	9	10%	12	10%	15	11%	6	9%
Family member and other (anyone else)	44	21%	17	19%	27	23%	30	21%	14	21%
Employer	30	14%	13	14%	17	14%	20	14%	10	15%
Bursaries	40	19%	15	17%	25	21%	26	18%	14	21%
Student loans (bank, etc.)	33	16%	14	16%	19	16%	24	17%	9	13%
Expected marks at this institution										
0-29%	0	0%	0	0%	0	0%	0	0%	0	0%
30-39%	0	0%	0	0%	0	0%	0	0%	0	0%
40-49%	0	0%	0	0%	0	0%	0	0%	0	0%
50-59%	11	2%	6	3%	5	2%	8	2%	3	2%
60-69%	70	15%	36	18%	33	13%	42	13%	28	20%
70-79%	222	48%	83	42%	138	53%	142	44%	80	58%
80-89%	124	27%	58	30%	65	25%	100	31%	24	17%
90-100%	32	7%	13	7%	19	7%	29	9%	3	2%
Plan to graduate from this university										
Yes	447	98%	193	99%	251	98%	313	99%	134	98%
No	2	0%	1	1%	1	0%	1	0%	1	1%
Uncertain	5	1%	1	1%	4	2%	3	1%	2	1%



2015 BUSSE Respondent Characteristics BUSSEville University

	Gender						First-generation			
	All students		Males		Females		Yes		No	
	Count	%	Count	%	Count	%	Count	%	Count	%
Close friends attending this university										
None	144	32%	57	29%	86	33%	106	33%	38	28%
1	73	16%	26	13%	46	18%	51	16%	22	16%
2	68	15%	28	14%	40	15%	51	16%	17	12%
3	55	12%	25	13%	29	11%	38	12%	17	12%
4 or more	117	26%	59	30%	58	22%	73	23%	44	32%