



BUSSE 2015: User's Workshop BUSSEville University

T: +27(0)51 401 9111 | info@ufs.ac.za | www.ufs.ac.za

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Kopiereg voorbehou

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Expectations



Outline

- Why are we here?
- For the newcomers
- How is student engagement measured?
- BUSSE results



Enhancing the quality of South African higher education

- Access without Support is not OPPORTUNITY!
 - Vincent Tinto, 2014, QEP workshop
- ... Understanding student performance and optimising success is not just important to maintain public confidence; it is even more necessary to guide and inform academic decisions and policies. But with challenge comes opportunity.
 - Kuh, et al. 2015



Defining Student Success in University

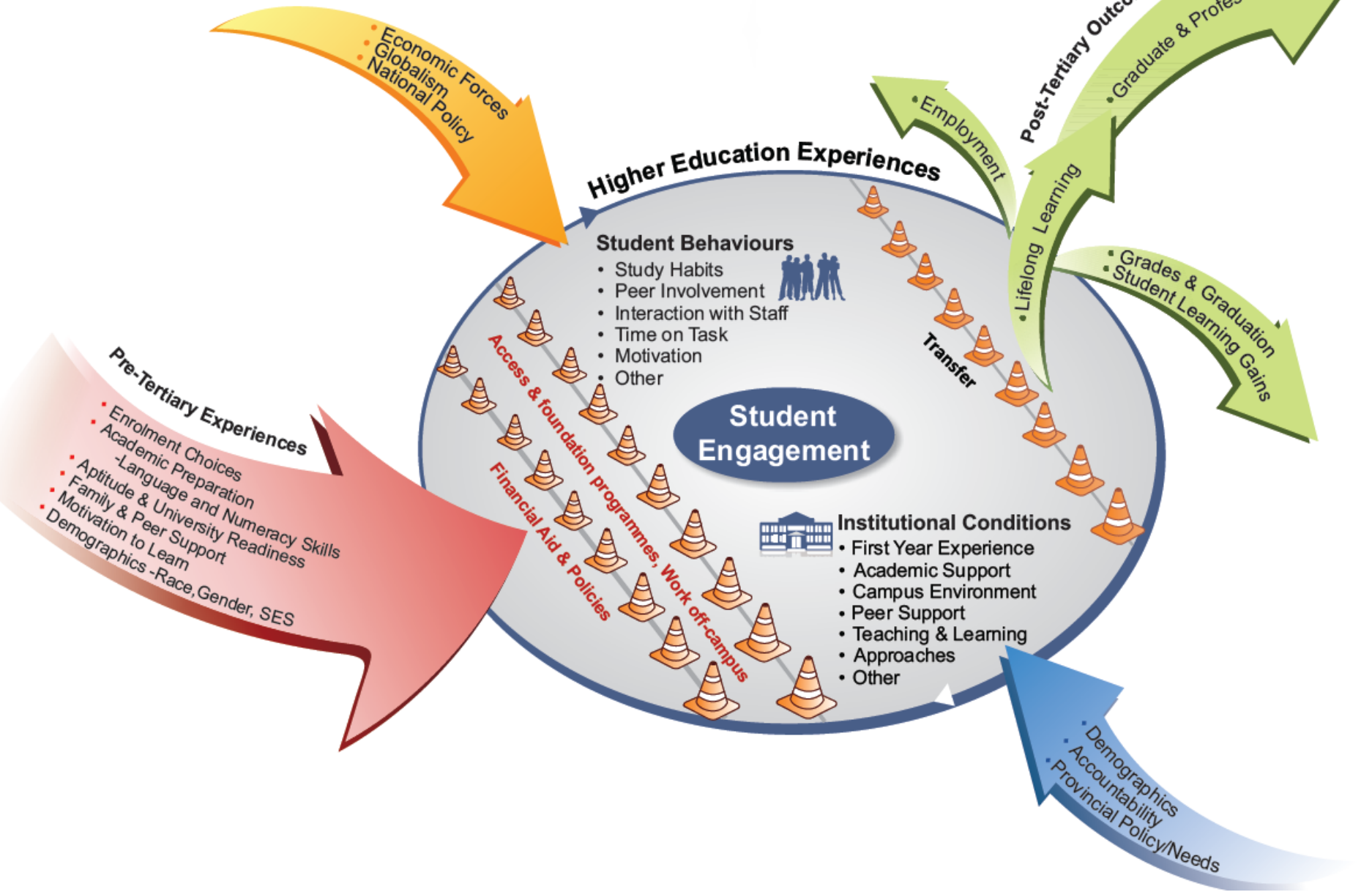
- Academic achievement;
- Engagement in educationally purposeful activities;
- Behaviours;
- Satisfaction;
- Acquisition of desired knowledge, skills and competencies;
- Persistence;
- Attainment of educational objectives; and
- Employability



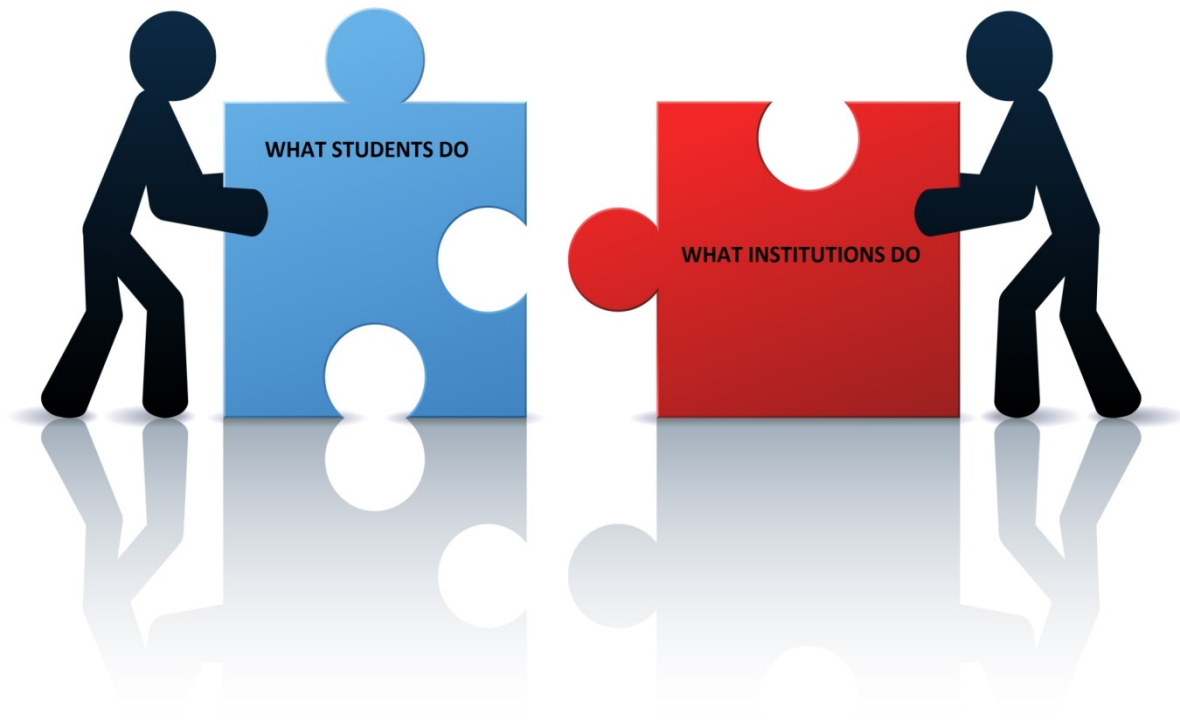
For the newcomers



What Matters to Student Success: A student engagement framework (Adapted from Kuh et al, 2007p. 11)



What is student engagement?



Strong empirical foundations of student engagement?

- US Research shows that student engagement has:
 - Significant positive, though modest, relationships with **grades and persistence** for students from different racial and ethnic backgrounds.
 - Stronger effects on **first-year grades and persistence** to the second year for underprepared and historically underserved students.
 - **In other words**, engagement pays **greater dividends** with regard to outcomes for the **very populations** that higher education **most struggles to serve well**.
 - McCormick, Kinzie, & Gonyea, 2013

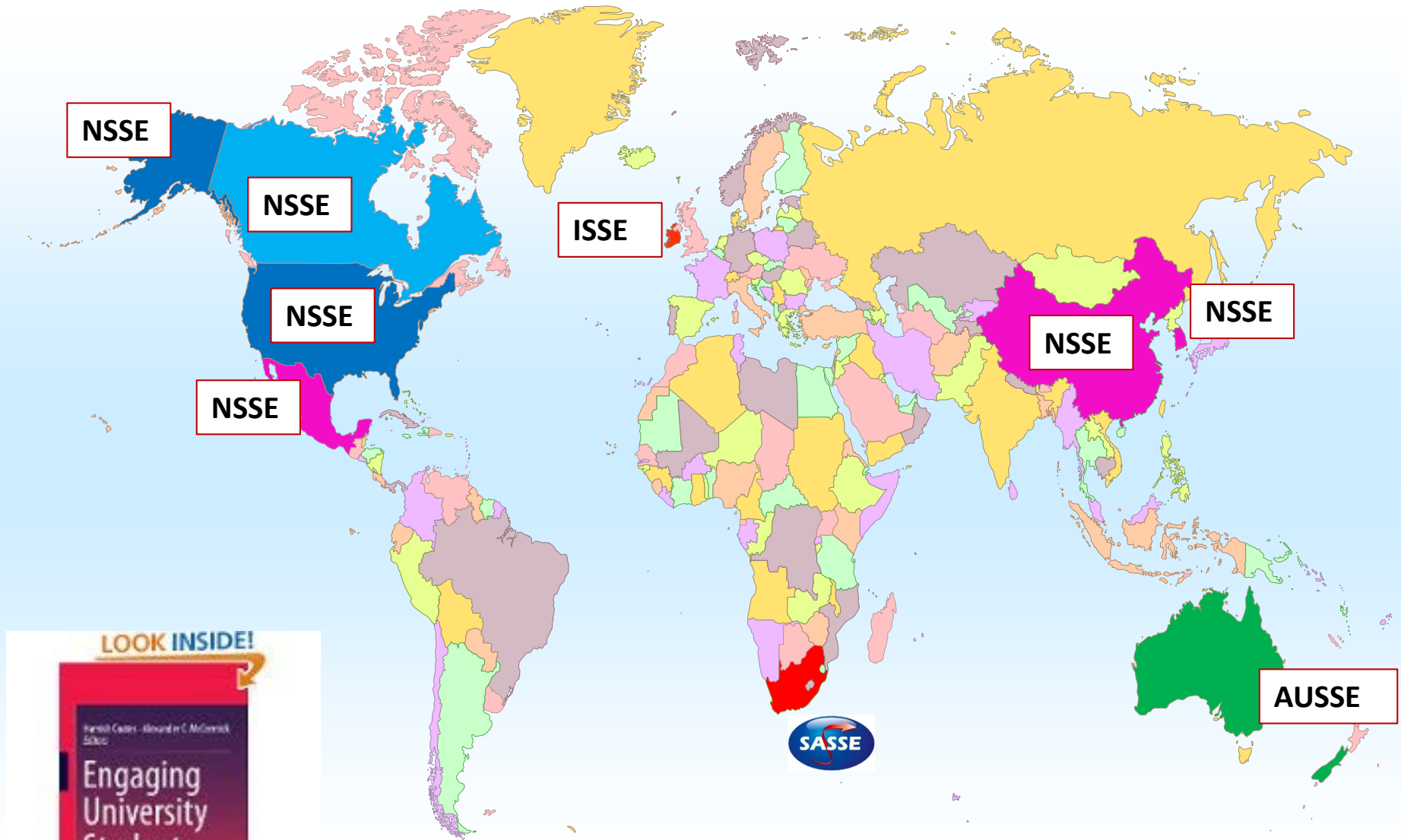


Six conditions that promote student success

- Student engagement helps to create the conditions :
 - A ‘living’ mission and ‘lived’ educational philosophy
 - **An unshakeable focus on student learning**
 - Creating learning environments that promote educational enrichment
 - **Clarify the pathways that maximise student success**
 - Facilitating an improvement-orientated institutional culture and ethos
 - **Making sure that the quality of learning and student success is owned by everyone in the institution**
- Kuh et al., 2005



Where is student engagement data used?



Coates, H. & McCormick, A.C. (Eds.) (2014). *Engaging University Students: International insights from System-wide studies*.

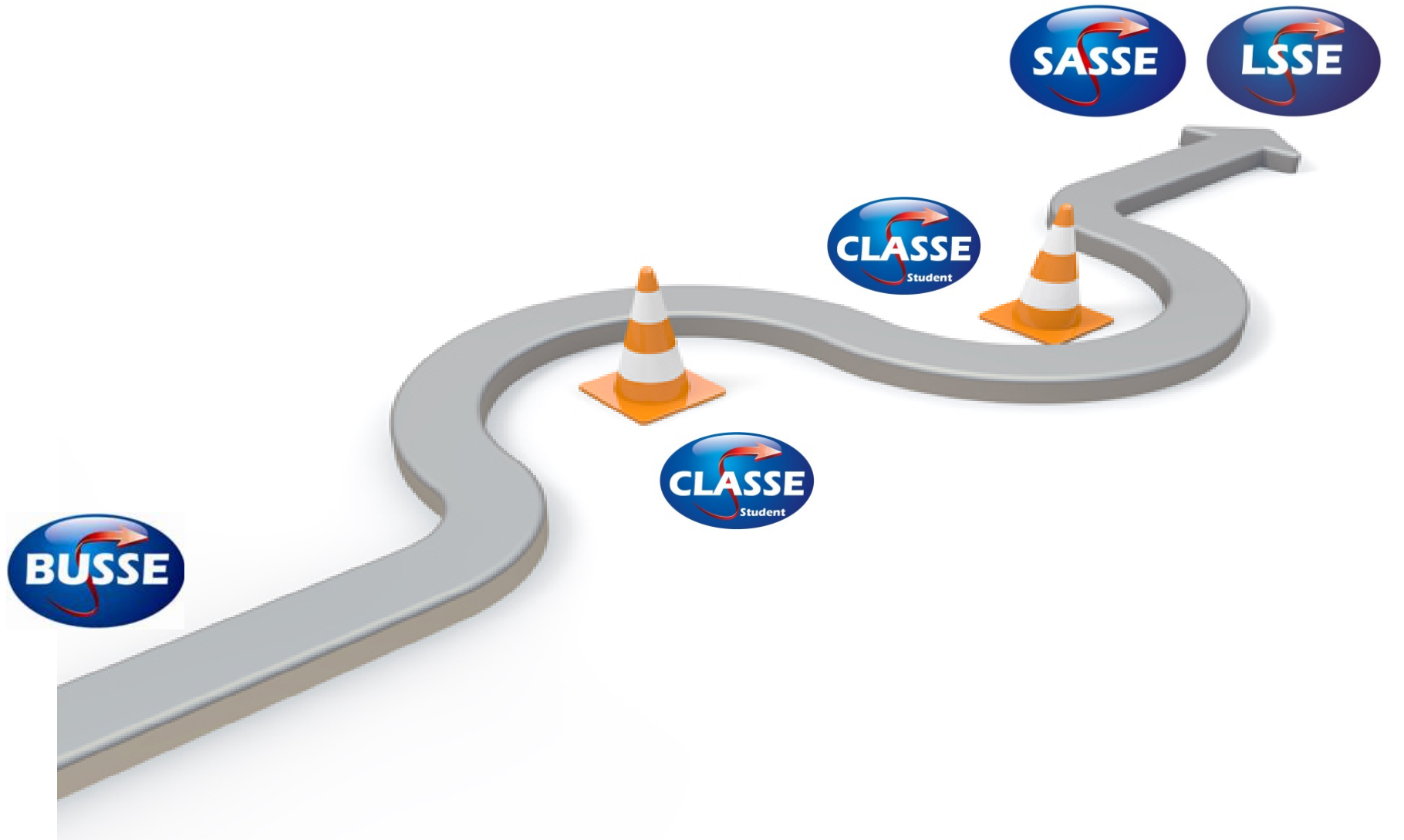
How is student engagement measured?



Enables various evidence-based interventions levels in institutions

| | | |
|----------------------|---------------|---|
| | BUSSE | Beginning University Survey of Student Engagement |
| Institutional | SASSE | South African Survey of Student Engagement |
| | LSSE | Lecturer Survey of Student Engagement |
| Module/course | CLASSE | CLASSE-Student: Classroom Survey of Student Engagement |
| | | CLASSE-Lecturer: Classroom Survey of Student Engagement |

Student engagement timeline



JANUARY

SEPTEMBER



BUSSE

What accounts for success in the first year of study

Demographic

Gender
Race/ethnicity
SES
First-generational status

Academic Preparation

Quality of secondary education and/or post-secondary education

Individual Factors

Psychological factors
University readiness
Aptitude
Educational aspirations & goals

Other

Familial support
Commuting
Work
Financial resources

Factors outside the institution's sphere of influence

Student Engagement

Factors within the institutions sphere of influence

About BUSSE

- Collects data about entering university students'
 - high school experiences
 - expectations for participating in educationally purposeful activities during first year.
- Administered as soon as students enter university.



WHEN?

| February 2015 | | | | | | | March 2015 | | | | | | |
|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |

HOW?



WHO?

2015 Entering first-year students

WHY?

Provides In-time information on modern day student populations

BUSSE themes and scales

- High School Engagement
 - Quantitative reasoning
 - Learning strategies
- First-year expectations
 - Collaborative learning
 - Student-staff interaction
 - Academic Perseverance
 - Academic Difficulty
 - Academic Preparation
 - Interaction with diverse others
 - Importance of campus environment



Using BUSSE data

In-time information on modern day student populations

- Institutional level
 - Informing policy and planning
 - Informing institutional research processes and quality assurance systems
 - Improving support services (e.g. core curriculum project and orientation)
- Faculty level
 - Informing teaching and learning practice
- Individual level
 - Automated support (only with online administrations)
 - E.g. academic advising, counseling services



Reliability of BUSSE

| Scale | Alpha |
|----------------------------------|-------|
| Quantitative Reasoning | 0.619 |
| Learning Strategies | 0.680 |
| Collaborative Learning | 0.648 |
| Student-staff Interaction | 0.787 |
| Academic Perseverance | 0.777 |
| Academic Difficulty | 0.706 |
| Academic Preparation | 0.867 |
| Interaction with Diverse Others | 0.862 |
| Importance of Campus Environment | 0.779 |

Participating Institutions

- 2015 Sample: 3055



RHODES UNIVERSITY
Where leaders learn



UNIVERSITY OF THE WITWATERSRAND,
JOHANNESBURG



Vaal University of Technology

Your world to a better future

2015 BUSSEville Sample

– First-year students

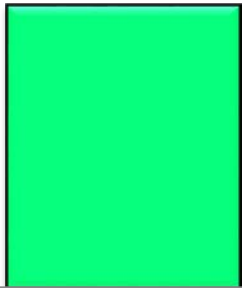


43%



57%

70%



First-generation

30%



Second-generation



74%



Black African

14%



White

11%



Other







Interpreting your BUSSE results

BUSSEville University

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**What do you know about your
first-year students?**

How do you know this?

Outline

- Purpose of BUSSE data
- Results are split by: Gender and First-generation status
- Administration details
- Frequency distribution
- Mean first-year scale scores
- Respondent characteristics



Purpose of BUSSE data

- Collects data about entering university students'
 - high school experiences
 - expectations for participating in educationally purposeful activities during first year.
- Paints a picture of incoming first-year students.
- Valuable and timely information.



Where to start?

Approaching your BUSSE data

- 1. What do you most want to know?**
 - Burning questions about your students
 - Hot topics on your campus/strategic plan
 - What does BUSSE say about these topics?
- 2. Scan the results**
 - Are there trends that you did not expect?
 - What is your institution doing well?
 - Where is your institution lacking?



Your BUSSE report

Administration detail

- Provides a snapshot of your BUSSE sample.
- Guide to your report.





| | | Respondents ^a | |
|--|------------------------|--------------------------|------|
| | | Count | % |
| Number of Surveys Completed | | | |
| <i>Mode of Completion</i> | | | |
| | Web | 460 | 100% |
| Student Characteristics | | | |
| <i>Enrollment Status</i> | | | |
| | Full-time | 447 | 98% |
| | Part-time | 7 | 2% |
| <i>Gender</i> | | | |
| | Male | 196 | 43% |
| | Female | 260 | 57% |
| <i>Race/Ethnicity</i> | | | |
| | 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% |
| <i>High School Graduation Year</i> | | | |
| | Before 2010 | 22 | 5% |
| | 2010 | 13 | 3% |
| | 2011 | 19 | 4% |
| | 2012 | 38 | 8% |
| | 2013 | 88 | 19% |
| | 2014 | 275 | 60% |
| <i>First-generation Status^b</i> | | | |
| | Yes | 322 | 70% |
| | No | 138 | 30% |
| <i>International Student</i> | | | |
| | Yes | 18 | 4% |
| | No | 438 | 96% |

Frequency distribution

- Reports on all items on the survey.
- Results split by gender and first-generation status.



**Browse through the frequency
distribution section in your
report
Pages 4 - 24**



BUSSE Frequency Distributions

Interpreting Frequency Results

| No | Question | Variable Name | Scale | Response Options | Selected Student Comparisons | | | | | | | | | |
|----|---|---------------|-------|---|------------------------------|---|---------|---|-------|---|-------|---|-------|---|
| | | | | | All Students | | Females | | Males | | Yes | | No | |
| | | | | | Count | % | Count | % | Count | % | Count | % | Count | % |
| a | Attended class without having completed readings or assignments | hclunpre | 3 | 4 Never Sometimes Often Very often Total | | | | | | | | | | |

- 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.
- Variable Name:** The variable name as it appears in the data file and codebook.
- First-Year Indicator Scale:** Indicates which scale includes this item (if applicable)
 HS_QR=Quantitative Reasoning
 HS_LS=Learning Strategies
 EXP_CL=Collaborative Learning
 EXP_SFI=Student-Faculty Interaction
 EXP_IDO=Interactions with Diverse Others
 EXP_PER=Expected Academic Perseverance
 EXP_DIF=Expected Academic Difficulty
 PER_PREP=Perceived Academic Preparation
 IMP_CAMP=Importance of Campus Environment

- Response options:** Presented as they appear on the survey.
- Institutional Level:** Results for each item for the institution overall.
- Selected Student Comparisons:** Results for each item by gender and first-generation status.
- Count:** The actual number of students who answered within each response category.
- Column Percentage (%):** The percentage of students responding to the particular option in each question.

BUSSE themes and scales

- High School Engagement
 - Quantitative reasoning
 - Learning strategies
- First-year expectations
 - Collaborative learning
 - Student-staff interaction
 - Academic Perseverance
 - Academic Difficulty
 - Academic Preparation
 - Interaction with diverse others
 - Importance of campus environment



High School Engagement

Quantitative Reasoning (HS_QR)

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

| | | | |
|----|-----------|---|---|
| 8c | bownnumin | Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 1 = Never 2 = Sometimes 3 = Often 4 = Very often |
| 8d | bnumreal | Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | |
| 8e | bothnum | Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) | |

Learning Strategies (HS_LS)

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

| | | | |
|----|-----------|--|---|
| 8f | bidread | Identified important information from reading assignments | 1 = Never 2 = Sometimes 3 = Often 4 = Very often |
| 8g | brevnotes | Reviewed your notes after class | |
| 8h | bsummat | Summarised what you learned in class or from subject materials | |

Academic Difficulty (EXP_DIF)

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").

| | | | |
|-----|----------|---------------------------------|--------------------------|
| 16a | clearnma | Learning subject material | 1 = Not at all difficult |
| | | | 2 = 2 |
| 16b | cmantime | Managing your time | 3 = 3 |
| | | | 4 = 4 |
| 16d | cgethelp | Getting help with academic work | 5 = 5 |
| | | | 6 = Very difficult |
| 16f | cintfac | Interacting with staff | |

Academic Preparation (PER_PREP)

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").

| | | | |
|-----|----------|---|-------------------|
| 18a | cgnwrite | Write clearly and effectively | 1 = Not at all |
| 18b | cgnspeak | Speak clearly and effectively | prepared |
| 18c | cgnanaly | Think critically and analytically | 2 = 2 |
| 18d | cgnquant | Analyse numerical and statistical information | 3 = 3 |
| 18e | cgncompt | Work effectively with others | 4 = 4 |
| 18f | cgnother | Use computing and information technology | 5 = 5 |
| 18g | cgninq | Learn effectively on your own | 6 = Very prepared |

Mean first-year scale scores

- Mean scores are reported out of 60.
- Significance is indicated.
- Effect size is reported.
- Results split by gender and first-generation status.



What is a significance test?

- t-test for independent groups
 - Compares the mean for one group with the mean for another
- Mean differences that are larger than would be expected by chance alone
 - * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$
- The smaller the significance level, the smaller the likelihood that the difference is due to chance.



What are effect sizes?

- Significant difference vs. Practical significance
 - dividing the difference between the means by their pooled SD
- Cohen's d
 - Small: $d=0.2$
 - Medium: $d=0.5$
 - Large: $d=0.8$
- What does the sign mean
 - Negative (your mean is lower)
 - Positive (your mean is higher)



Mean Comparisons

- Identify items that are highly significant
 - What does this tell you?
 - Is this expected?
 - Is this positive or negative?
- Identify an item with a large effect size
 - What does this tell you?
 - Is this expected?
 - Is this positive or negative?



**Browse through the mean scale
scores section in your report
Pages 26 - 27**



BUSSE Mean Scale Scores and Selected Student Comparisons

Interpreting Mean Results

| 1 BUSSE Scales ^a | 2 Variable | 4 All Students | | | | 5 Gender Comparisons | | | | 5 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.

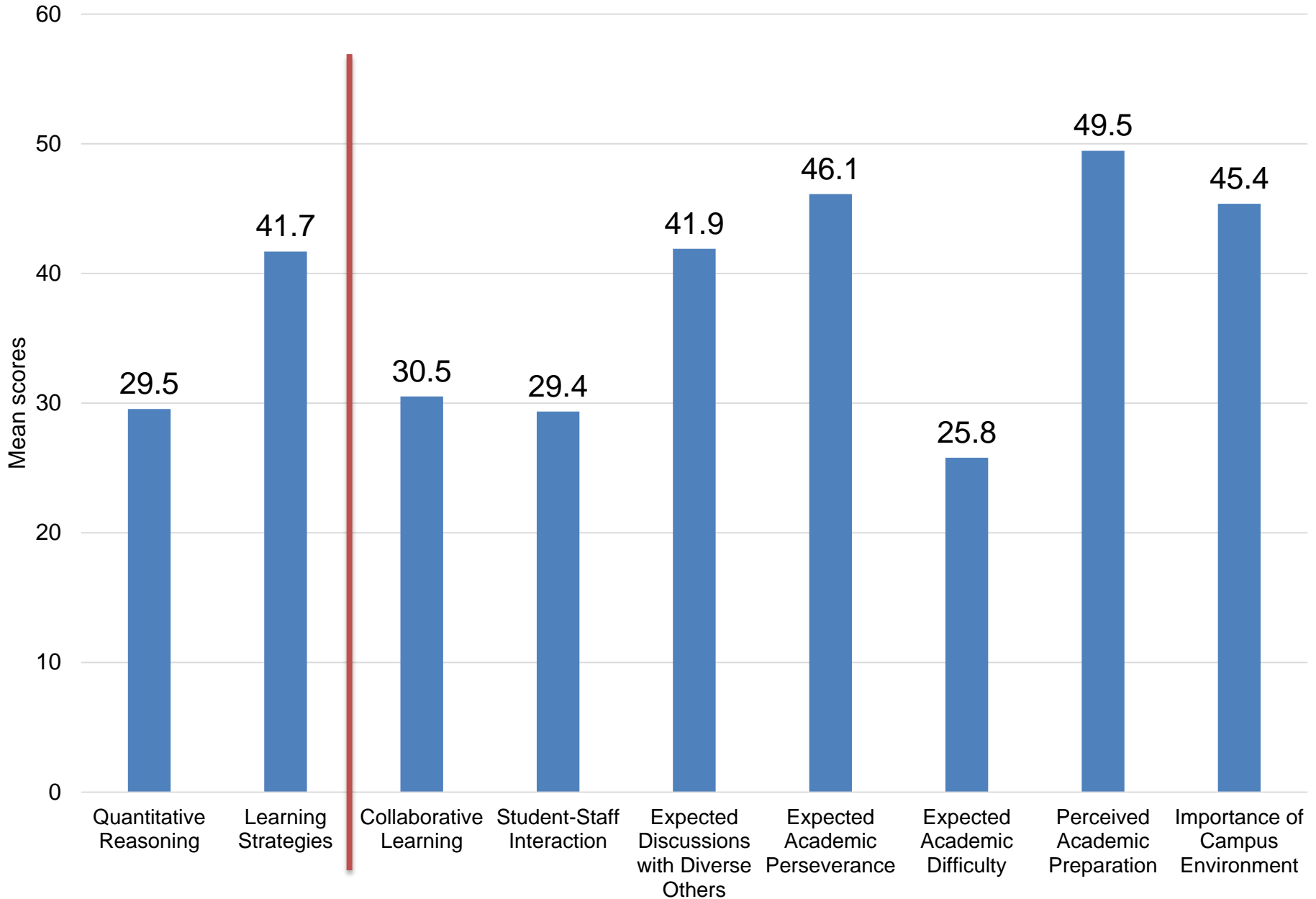
4. **Institutional Level:** Results for each item for the institution overall.

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

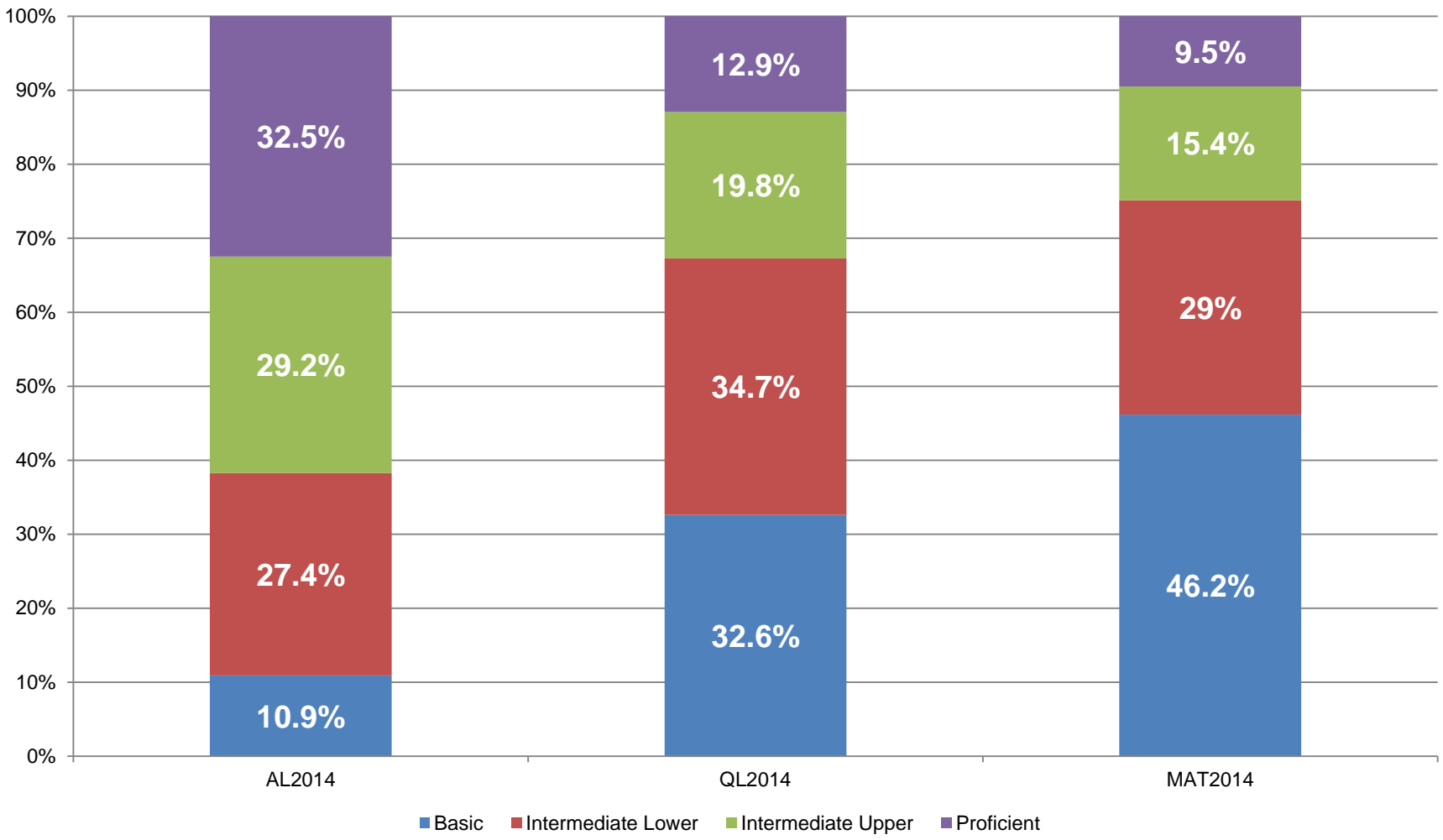
6. **Statistical Significance:** Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood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

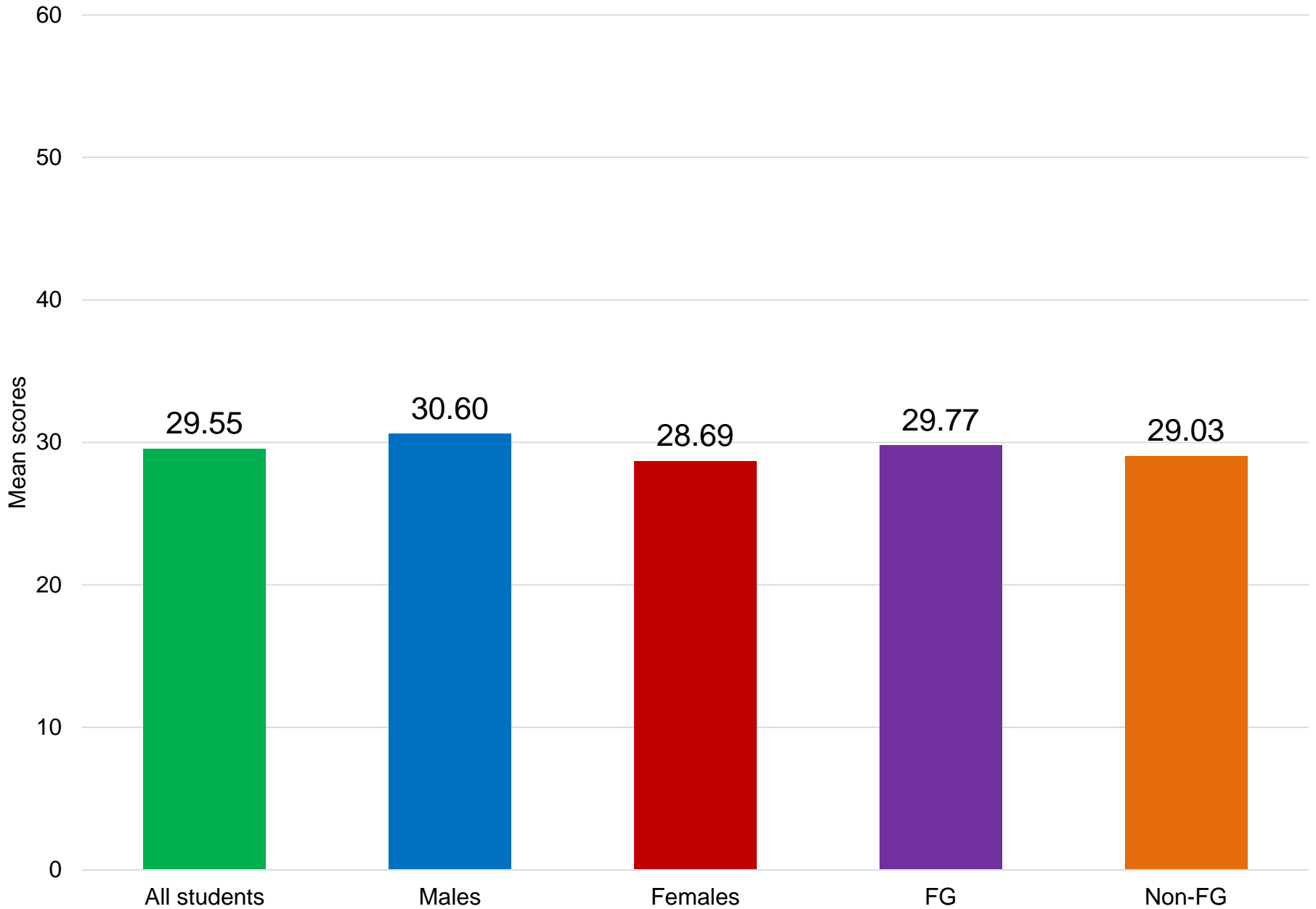
BUSSEville mean scale scores



Number of writers within NBT performance levels for AL, QL and MAT, NBT 2014



Quantitative Reasoning

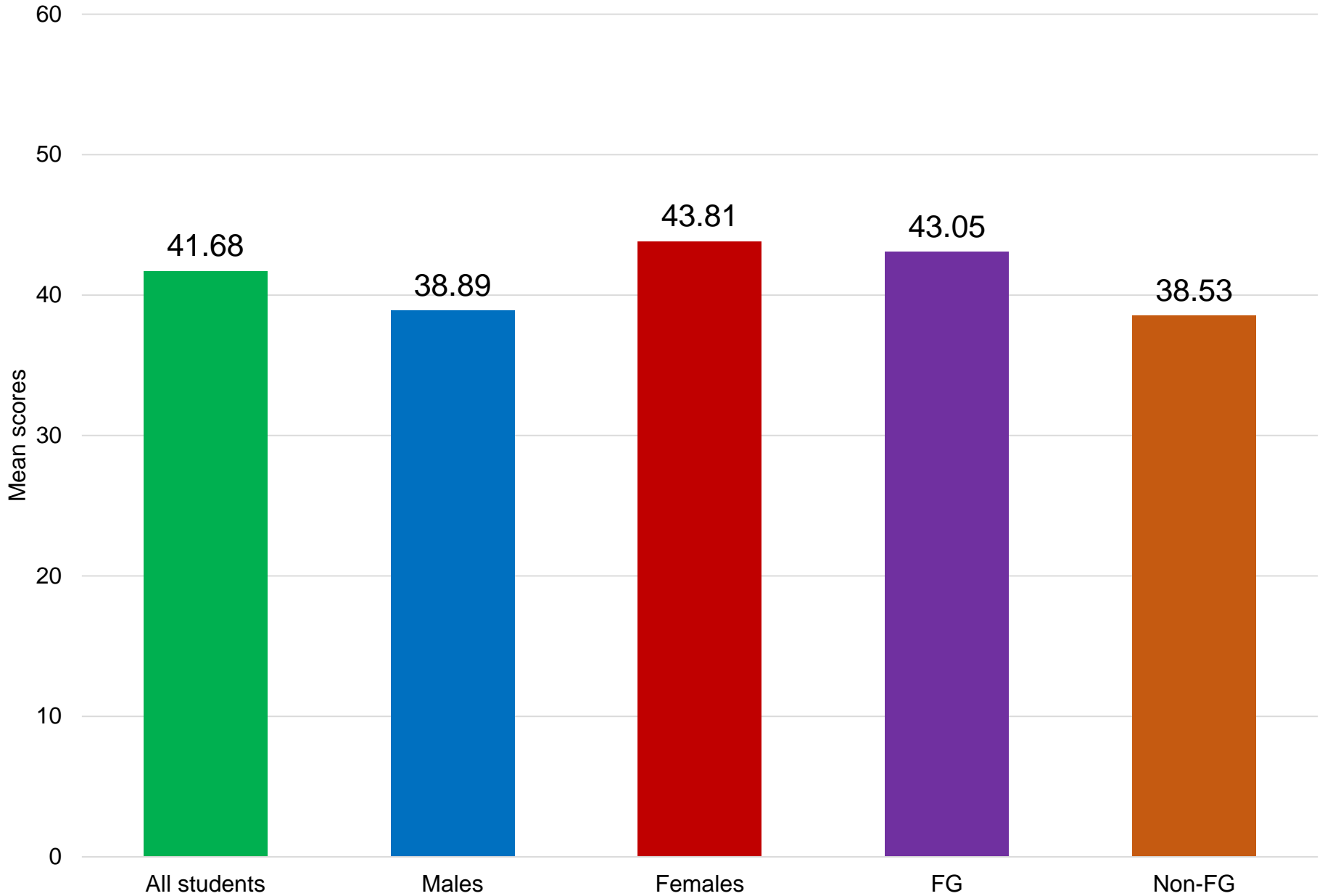




BUSSE Frequency Distributions BUSSEville University

| No | Question | Variable Name | Scale | Response Options | Gender | | | | | | First-generation ^a | | | |
|---|---|---------------|---------|------------------|--------------|-----|-------|-----|---------|-----|-------------------------------|-----|-------|-----|
| | | | | | All Students | | Males | | Females | | Yes | | No | |
| | | | | | Count | % | Count | % | Count | % | Count | % | Count | % |
| 8. During your last year of high school, about how often did you do each of the following? | | | | | | | | | | | | | | |
| 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% | |
| 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% | |

Learning Strategies

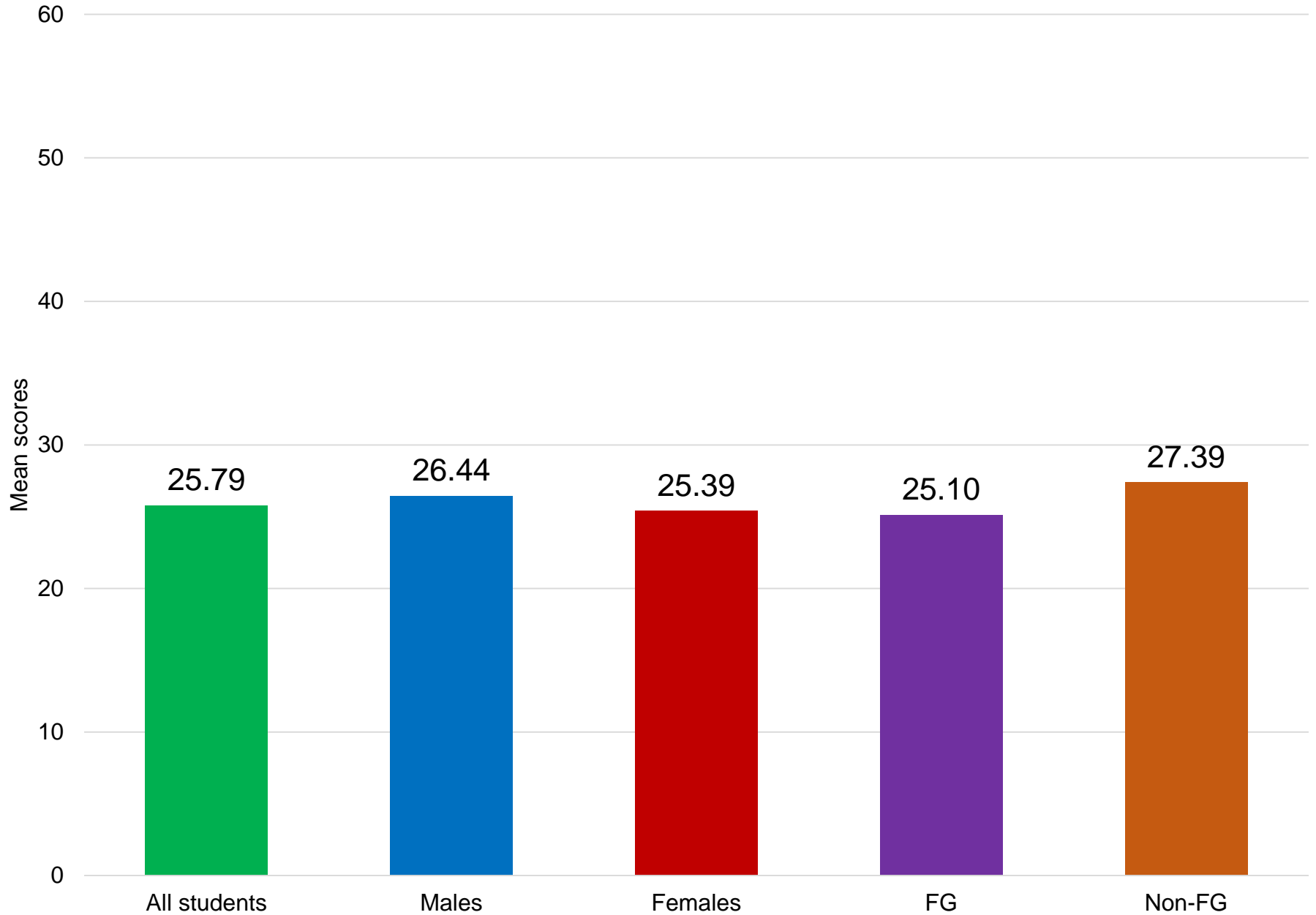




BUSSE Frequency Distributions BUSSEville University

| No | Question | Variable Name | Scale | Response Options | Gender | | | | | | First-generation ^a | | | |
|---|--|---------------|---------|------------------|--------------|-----|-------|-----|---------|-----|-------------------------------|-----|-------|----|
| | | | | | All Students | | Males | | Females | | Yes | | No | |
| | | | | | Count | % | Count | % | Count | % | Count | % | Count | % |
| 8. During your last year of high school, about how often did you do each of the following? | | | | | | | | | | | | | | |
| 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% | |

Expected Academic Difficulty



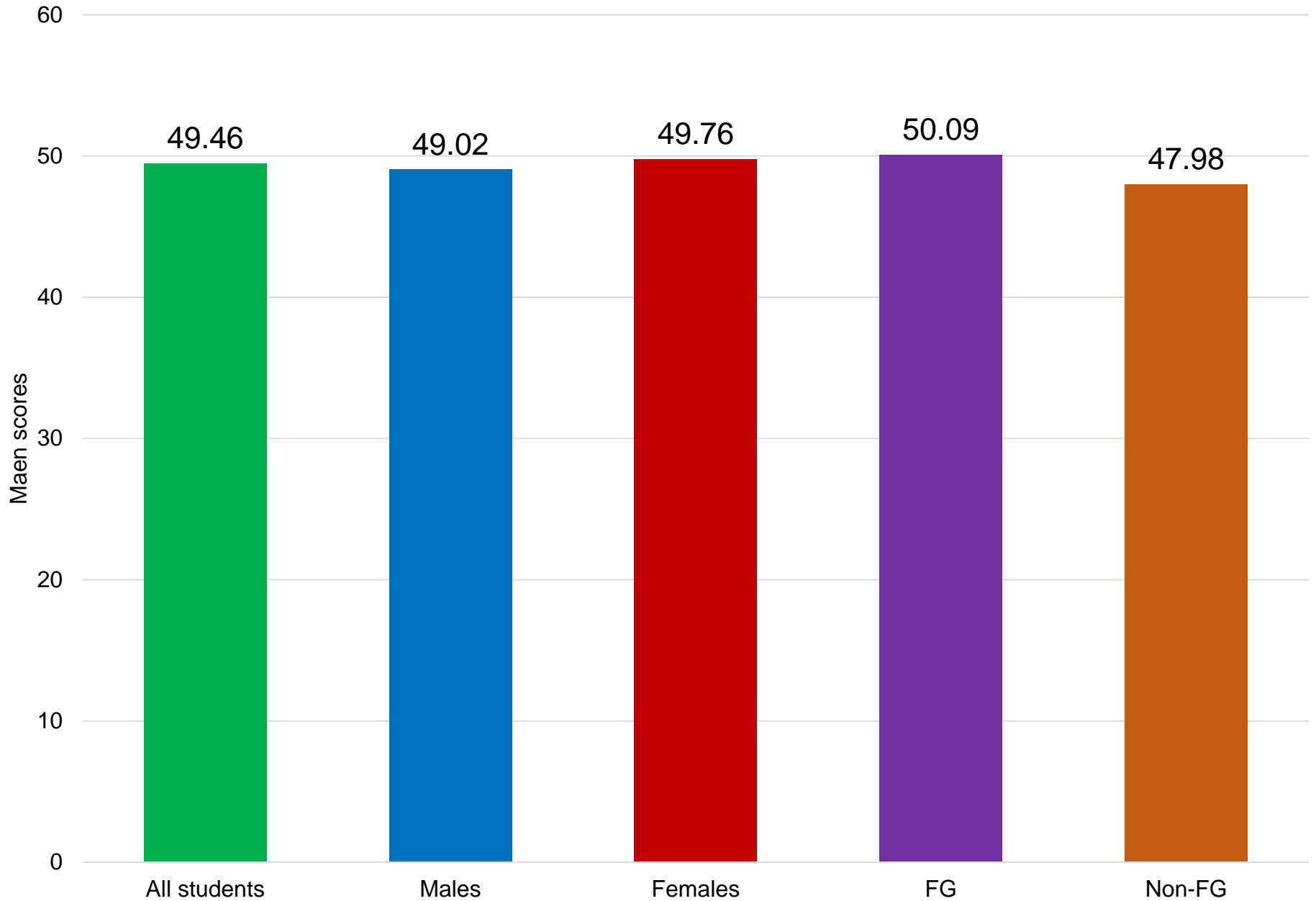


BUSSE Frequency Distributions

BUSSEville University

| No | Question | Variable Name | Scale | Response Options | Gender | | | | | | First-generation ^a | | | |
|--|---------------------------------|---------------|-----------|------------------------|--------------|------|-------|------|---------|------|-------------------------------|------|-------|------|
| | | | | | All Students | | Males | | Females | | Yes | | No | |
| | | | | | Count | % | Count | % | Count | % | Count | % | Count | % |
| 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% |
| 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% |
| 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% |

Perceived Academic Preparation





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 | % |
| 18. How prepared are you to do the following in your academic work at this university? | | | | | | | | | | | | | | |
| a | Write clearly and effectively | cgfwrite | (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% |
| 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% |



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 | % |
| 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 | cgnothr | (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% |
| 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% |

Respondent characteristics

- Results split by gender and first-generation status.



**Browse through the respondent
characteristics section in your
report
Pages 28 - 32**



2015 BUSSE Respondent Characteristics BUSSEville University

| | 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% |



Using your data: Introduction to the BUSSE data tool

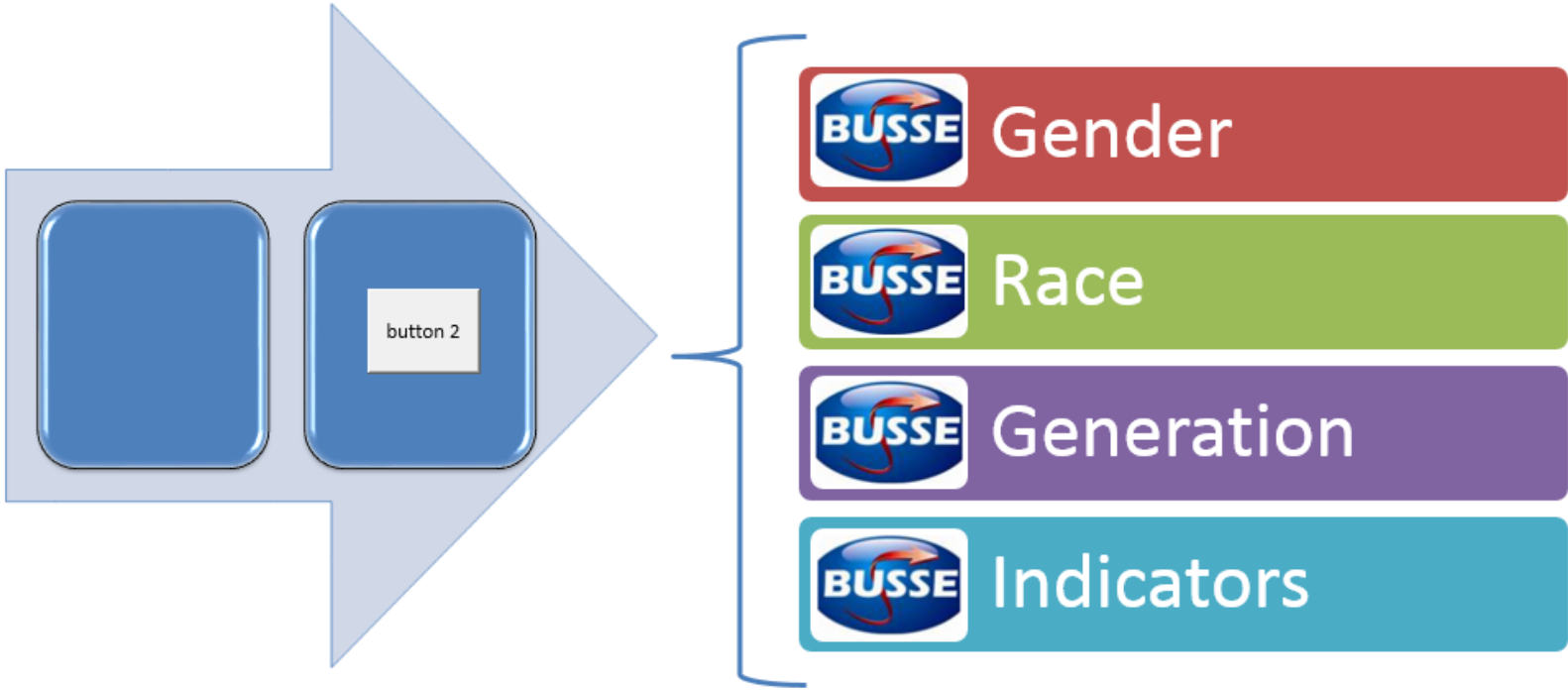
Data tool

- Sophisticated programming making working with data user-friendly
- Interact with own data
- Drill down to small cohort of students
- Look at what is interesting in your context within the institution
- Provide direction on where to launch interventions



Institutional dashboard

| Step1 | Copy data from combined sheet into BUSSE_DATA | <input type="checkbox"/> Check Box |
|-------|---|------------------------------------|
| Step2 | Click on "button1" | <input type="checkbox"/> Check Box |
| Step3 | Click on "button2" | <input type="checkbox"/> Check Box |



Future research



A closer look at the entering University student

- **Incorporating data analysed from the data tool in an effort to gain more insight on the entering student at the UFS in the following six themes:**
 - **Academic Activities**
 - **First-Year Expectations for Effective Educational Practice**
 - **Expected Transition Difficulty**
 - **Academic Perseverance**
 - **Academic Preparation**
 - **Importance of Campus Support**



A closer look at the entering University student

- **Making sense of data**
 - **Creating individual reports**
- **Using these reports in a sensible way**
 - **Help students prepare for university**
 - **Help the institution better prepare for a new generation of students**



Building a BUSSE report

Student Services Center

Enter any information you have and click Search. Leave fields blank for a list of all values.

Find an Existing Value

Search Criteria

ID: begins with

Campus ID: begins with

National ID: begins with

Last Name: begins with

First Name: begins with

Case Sensitive

Academics

[Application Status Tracking](#)
[Enrollment](#)
[Student Documentation](#)
[Test Results](#)
[Gradebook](#)

This Week's Schedule

| | Class | Schedule |
|----------------------------------|---------------------------|----------|
| <input type="button" value="B"/> | UFS 101-BFN LEC (2365) | TBA |

[weekly schedule](#)

Student Documentation

[Print Proof of Registration](#)

[Print Class Timetable](#)

[Print Academic Record](#)

[Print Account](#)

[Print Enrollment Document](#)

[Print Busse Profile](#)

BUSSE Academic Advising Report

This report is derived from the **Beginning of University Survey of Student Engagement** you completed at the start of your first year at the UFS. This report provides you with engagement data of your high school experiences versus university expectations. Please provide this report to your academic advisor when seeking assistance; the academic advisors are listed at the bottom of the report.

This report is CONFIDENTIAL and can only be viewed by you and an academic advisor

The Report is divided into the following themes:

Student Information

High School Behaviours

High School Academic Activities and effective educational practises

Expected Transitional Difficulty

Academic Perseverance

Academic Preparation

Importance of Campus Support

Fully automated USER profile

| Student Information | High School Behaviours and First-Year Expectations | | |
|---------------------|--|-------------|--------------|
| Name | How many hours per week do you spend on the following? | High School | First - Year |
| Student number | Studying | 1 to 5 | 11 to 15 |
| Age | Working | 0 | 0 |

For any further information regarding Academic Advising please contact the advisor associated with your faculty:

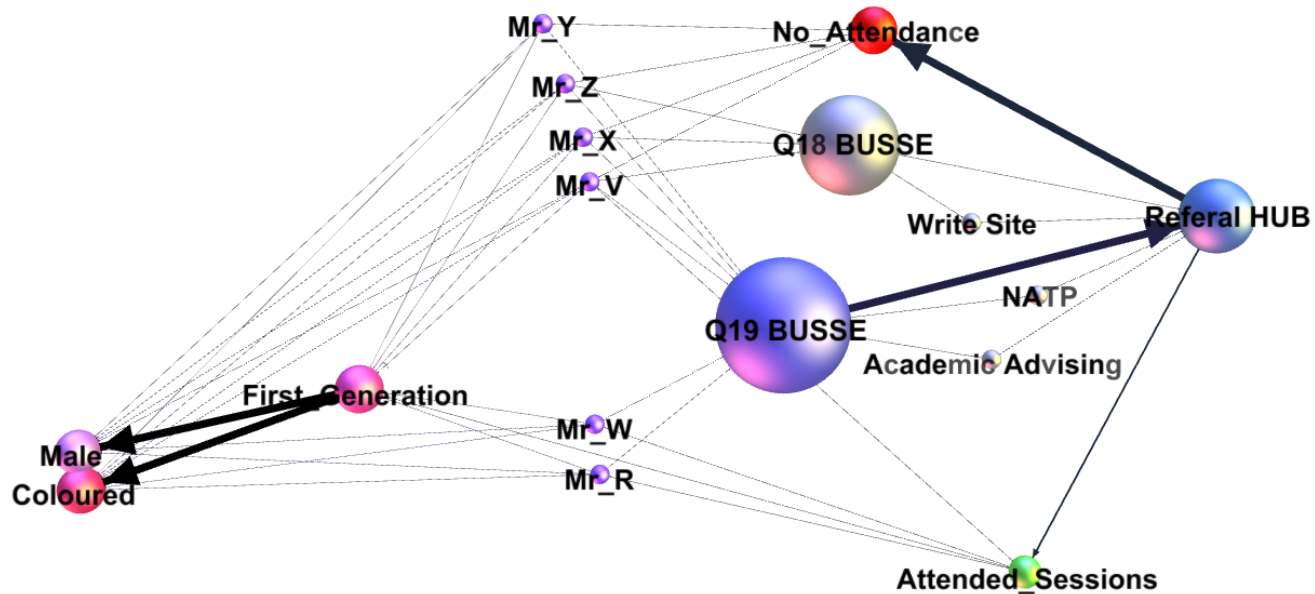
| Faculty | Academic Advisor | Contact details |
|-----------------------------------|---------------------------------|--|
| Humanities | Schoeman, Monique | DuToitM2@ufs.ac.za |
| Natural and Agricultural Sciences | Schoeman, Monique | DuToitM2@ufs.ac.za |
| Law | Rossouw, Natalie | RossouwN@ufs.ac.za |
| Theology | Rossouw, Natalie | RossouwN@ufs.ac.za |
| Economic and Management Sciences | Shuping, Chwaro | ShupingCN@ufs.ac.za |
| Education | Shuping, Chwaro | ShupingCN@ufs.ac.za |

| |
|---|
| High School Academic Activities and effective educational practises |
| Expected Transitional Difficulty |
| Academic Perseverance |
| Academic Preparation |
| Importance of Campus Support |

| Academic Preparation | |
|--|--|
| How prepared are you to do the following: | 1 = Not at all prepared to 6 = Very prepared |
| Write clearly and effectively | Very prepared |
| Speak clearly and effectively | 5 |
| Think critically and analytically | 5 |
| Analyse numerical or statistical information | Very prepared |
| Use computing and information technology | Very prepared |
| Work effectively with others | 5 |
| Learn effectively on your own | Very prepared |

Very Difficult

Developmental work: Recommendation model



Developmental work: Recommendation model

Pivot Grid

Faculty: MHUM Institutional ch...: First choice
 Home language: Sesotho Residential sta...: off campus
 Managing time ...: Very difficult subjects requir...: Very much
 Importance of ...: (All) Peer Collabora...: (Multiple items)

BUSSE Data

| | Attendee (Count) |
|---------------------|------------------|
| First Generation... | |
| ECD112 | |
| [-] All | 6 |
| KOM114 | |
| [-] All | 7 |
| 2013094012 | 3 |
| 2013101783 | 4 |
| PSIN1514 | |
| [-] All | 5 |
| SSML1514 | |
| [-] All | 2 |

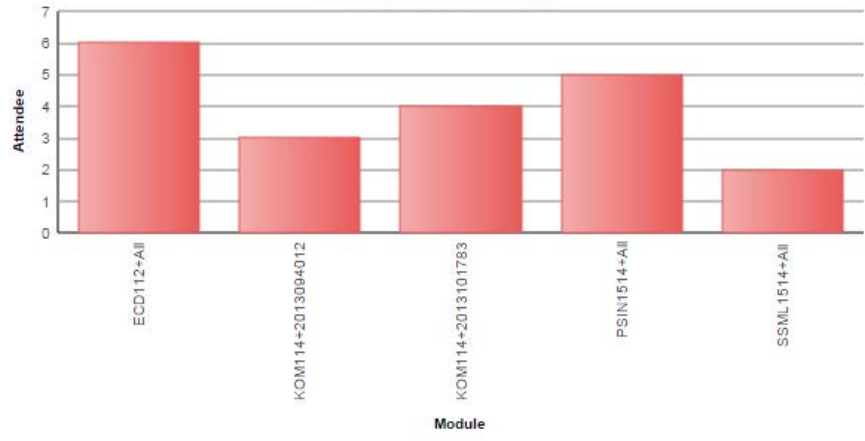
Tutorial Data

Student attended four KOM114 Tutorials

Student Indicators:

- Commuter
- Sesotho
- Managing time = very difficult
- Subject required best work = Very much
- First Generation

Tutorial Engagement Tracking





Thank you

Dankie

T: +27(0)51 401 9111 | info@ufs.ac.za | www.ufs.ac.za

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YUNIVESITHI YA
FREISTATA

