



Classroom Survey of Student Engagement

Module Report 2019



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CENTRE FOR TEACHING
AND LEARNING (CTL)
ONDERRIG-EN-LEERSENTRUM
(OLS)

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Respondent Characteristics



Interpreting the CLASSE_{Student} Respondent Characteristics

The Respondent Characteristics Report provides details of the demographic profile of the CLASSE_{Student} sample.

Count (N)

The N column represents the actual number of students who responded to the particular option in each question.

Percentage (%)

This column represents the percentage of students responding to the particular options in each question.

Variable
Demographic items from the CLASSE_{Student} appear in the first column.

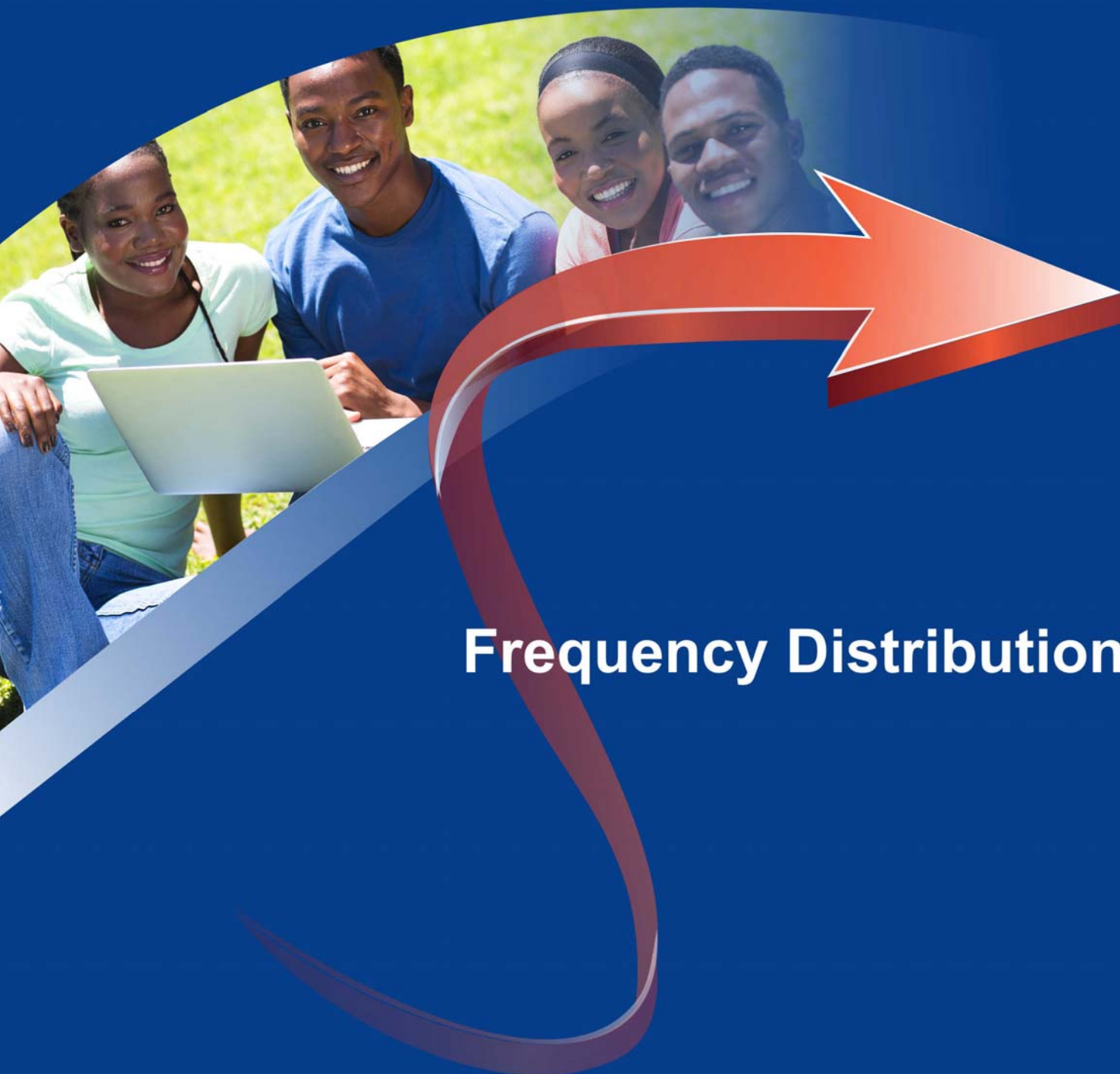
	EACC61406			EACC61406	
	N	%		N	%
Language of Instruction			CESM Category		
English	36	82	Business, Commerce, and Management	44	100
Afrikaans	7	16	Education	0	0
Both	1	2	Human and Social Sciences	0	0
			Science, Engineering, and Technology	0	0
Gender			Module Registration		
Male	22	52	First time	42	95
Female	20	48	Second time	2	5
			3 or more times	0	0

	Module XYZ			Module XYZ	
	N	%		N	%
Home Language			Race		
Afrikaans	13	39%	Black African	6	19%
English	14	42%	Coloured	1	3%
IsiNdebele	0	0%	Indian	1	3%
IsiXhosa	0	0%	Asian	0	0%
IsiZulu	1	3%	White	24	75%
North Sotho	3	9%	Other	0	0%
Sesotho	0	0%	Campus		
Setswana	2	6%	Campus 1	4	12%
SiSwati	0	0%	Campus 2	29	88%
Tshivenda	0	0%	Campus 3	0	0%
Xitsonga	0	0%	Campus 4	0	0%
Other	0	0%	Campus 5	0	0%
Age			Gender		
18 years old	0	0%	Male	14	42%
19 years old	0	0%	Female	19	58%
20 years old	11	34%	Another gender identity	0	0%
21 years old	9	28%	I prefer not to respond	0	0%
22 years old	3	9%	Module Registration		
23 years old	7	22%	First time	21	66%
24 years old	1	3%	Second time	5	16%
25 years old or older	1	3%	3 or more times	6	19%
Language of Instruction			Diagnosed with a disability		
Afrikaans	0	0%	Yes	4	12%
English	33	100%	No	28	85%
IsiNdebele	0	0%	I prefer not to respond	1	3%
IsiXhosa	0	0%	If yes, which disability		
IsiZulu	0	0%	Sensory impairment	2	40%
North Sotho	0	0%	Mobility impairment	0	0%
Sesotho	0	0%	Learning disability	0	0%
Setswana	0	0%	Mental health disorder	1	20%
SiSwati	0	0%	Other disability	2	40%
Tshivenda	0	0%			
Xitsonga	0	0%			



2019 CLASSE Respondent Characteristics
SASSEville University

	Module XYZ			Module XYZ	
	N	%		N	%
CESM Category					
Business, Commerce, and Management	0	0%			
Education	4	12%			
Human and Social Sciences	2	6%			
Science, Engineering, and Technology	27	82%			



Frequency Distribution



Interpreting the CLASSE Frequency Distribution Report

Sample

The Frequency Distribution for the CLASSE report is based on the responses of students in your specific module. The frequency (count and percentage) is given for the overall sample of students.

The response options for student ratings and lecturer ratings can be compared to examine the frequency of participation by students, compared to importance judgments by lecturer.

		Response Options		Student Rating Count and Percentage (%)		
		Response options appear in the fourth column just as they appear on the instrument.		The Count and Percentage columns represent the actual number and percentage of students who responded to the particular option in each question.		
Variable		Variable Name	Response Options	EACC61406 Sample		Lecturer rating
				Count	%	
2	Asked questions in class	clquest	Never	2	5	Very important
			1 or 2 times	14	32	
			3 to 5 times	8	18	
			More than 5 times	20	45	
			Total	44	100	
3	Contributed to discussions in class	clcontrb	Never	0	0	Very important
			1 or 2 times	6	14	
			3 to 5 times	6	14	
			More than 5 times	32	73	
			Total	44	100	

Variable
The items from the CLASSE_{Student} survey appear in the left column in the same order and wording as they appear on the survey instrument.

Variable Name
The name of each variable appears in the third column for easy reference to your data.

Lecturer Rating
Lecturer responses have been assigned a rating of importance as reported by the lecturer(s) and appears in this column next to the student ratings.

		Variable Name	Response Options	Module XYZ sample		Lecturer rating
				Count	%	
2	Asked questions in class	clquest	Never 1 or 2 times 3 to 5 times More than 5 times Total	13 11 7 2 33	39% 33% 21% 6% 100%	Very important
3	Contributed to discussions in class	clcontrb	Never 1 or 2 times 3 to 5 times More than 5 times Total	6 18 7 2 33	18% 55% 21% 6% 100%	Very important
4	Prepared two or more drafts of a paper or assignment before handing it in	rewropap	Never 1 or 2 times 3 to 5 times More than 5 times Total	14 13 1 4 32	44% 41% 3% 13% 100%	Not important
5	Worked on a paper or a project that requires combining ideas or information from various sources (e.g. books, internet, class notes, or other)	integrat	Never 1 or 2 times 3 to 5 times More than 5 times Total	8 15 7 3 33	24% 45% 21% 9% 100%	Important
6	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in class discussions or papers	divclass	Never 1 or 2 times 3 to 5 times More than 5 times Total	23 7 2 0 32	72% 22% 6% 0% 100%	Important
7	Attended class without having completed readings or assignments *	clunprep	Never 1 or 2 times 3 to 5 times More than 5 times Total	10 12 6 5 33	30% 36% 18% 15% 100%	Important
8	Worked with classmates on projects or assignments during class	classgrp	Never 1 or 2 times 3 to 5 times More than 5 times Total	11 13 8 1 33	33% 39% 24% 3% 100%	Somewhat important
9	Worked with classmates outside of class to prepare assignments	occgrp	Never 1 or 2 times 3 to 5 times More than 5 times Total	8 11 7 6 32	25% 34% 22% 19% 100%	Somewhat important

*Wording used for lecturer question: For students to be successful in your Module XYZ class, how important is it that they do the following? Come to class having completed readings or assignments

			Variable Name	Response Options	Module XYZ Sample		Lecturer rating
					Count	%	
10	Combined ideas from different modules/subjects when completing assignments or participating in class discussions	intideas	Never	1 or 2 times	9	27%	Important
			3 to 5 times	12	36%		
			More than 5 times	8	24%		
		Total		4	12%		
					33	100%	
11	Explained subject content of this module to other students	tutor	Never	1 or 2 times	4	12%	Important
			3 to 5 times	10	30%		
			More than 5 times	10	30%		
		Total		9	27%		
					33	100%	
12	Used an electronic medium (SMS, internet, e.g. Facebook, Twitter, Blackboard, Google, Yahoo, other) to discuss or complete an assignment	itacadem	Never	1 or 2 times	6	18%	Important
			3 to 5 times	10	30%		
			More than 5 times	6	18%		
		Total		11	33%		
					33	100%	
13	Used email and/or SMS to communicate with the lecturer	email	Never	1 or 2 times	11	33%	Somewhat important
			3 to 5 times	14	42%		
			More than 5 times	5	15%		
		Total		3	9%		
					33	100%	
14	Discussed grades, assignments, or tests with the lecturer	facgrade	Never	1 or 2 times	18	55%	Important
			3 to 5 times	13	39%		
			More than 5 times	0	0%		
		Total		2	6%		
					33	100%	
15	Discussed ideas from this module/subject with others (students, family members, friends, etc.) outside of class	oocideas	Never	1 or 2 times	2	6%	Very important
			3 to 5 times	11	33%		
			More than 5 times	6	18%		
		Total		14	42%		
					33	100%	
16	Gave a presentation	clpresen	Never	Once	30	91%	Not important
			Twice	3	9%		
			More than twice	0	0%		
		Total		0	0%		
					33	100%	
17	Participated in a community-based project (service-learning)	commproj	Never	Once	32	97%	Not important
			Twice	0	0%		
			More than twice	0	0%		
		Total		1	3%		
					33	100%	

	Variable Name	Response Options	Module XYZ Sample		Lecturer rating
			Count	%	
18	Discussed ideas from this module's/subject's readings or classes with the lecturer outside of class	facideas Never Once Twice More than twice Total	24 5 3 1 33	73% 15% 9% 3% 100%	Somewhat important
19	Received prompt written or oral feedback from the lecturer on your academic performance (e.g. marks from assignments, tests, and exams)	facfeed Never Sometimes Often Very often Total	16 7 4 6 33	48% 21% 12% 18% 100%	Very important
20	Worked harder than you thought you could to meet the standards or expectations of the lecturer	workhard Never Sometimes Often Very often Total	7 15 4 7 33	21% 45% 12% 21% 100%	Somewhat important
21	Received clear and detailed information at the beginning of this module/subject about learning outcomes and expectations	communic Never Sometimes Often Very often Total	0 12 9 12 33	0% 36% 27% 36% 100%	Very important
22	Received motivating and engaging interaction from the lecturer of this module/subject	motivate Never Sometimes Often Very often Total	0 12 12 9 33	0% 36% 36% 27% 100%	Very important
23	Memorise module/subject content (facts, ideas, etc.)	memorise Very little Some Quite a bit Very much Total	0 3 10 20 33	0% 9% 30% 61% 100%	Important
24	Identify the different parts of an idea, experience, or argument in detail (analyse)	analyse Very little Some Quite a bit Very much Total	1 11 12 9 33	3% 33% 36% 27% 100%	Very important
25	Form a new idea or understanding by putting together various pieces of information	synthess Very little Some Quite a bit Very much Total	6 12 10 5 33	18% 36% 30% 15% 100%	Very important

	Variable Name	Response Options	Module XYZ Sample		Lecturer rating
			Count	%	
26	Evaluate a point of view, decision, or information source	evaluate	Very little Some Quite a bit Very much Total	6 10 12 5 33 18% 30% 36% 15% 100%	Important
27	Apply facts, theories, or methods to practical problems or new situations	applying	Very little Some Quite a bit Very much Total	5 8 11 9 33 15% 24% 33% 27% 100%	Very important
28	How often have you been required to prepare written papers or reports of more than five pages?	writtenp	Never Once Twice 3 or more times Total	31 1 1 0 33 94% 3% 3% 0% 100%	Not important
29	To what extent did the assessment tasks (tests, assignments, exams, etc.) require you to do your best?	assessm	Very little Some Quite a bit Very much Total	1 4 15 13 33 3% 12% 45% 39% 100%	Very important
30	How many homework assignments (e.g. problem sets, questions, assignments) that took more than one hour each to complete have you received in a typical week?	homework	None 1 or 2 3 or 4 5 or more Total	12 18 2 1 33 36% 55% 6% 3% 100%	Important
31	In a typical week, how often have you spent more than three hours preparing for classes (studying, reading, homework or lab work, analysing data, rehearsing, and other academic matters)?	preparing	Never Sometimes Often Very often Total	3 12 12 6 33 9% 36% 36% 18% 100%	Important
32	How many times have you been absent from class?	absent	None 1 to 2 absences 3 to 4 absences 5 or more absences Total	16 14 2 0 32 50% 44% 6% 0% 100%	Very important
33	How frequently have you taken notes in this module/subject?	notes	Never Sometimes Often Very often Total	0 3 7 23 33 0% 9% 21% 70% 100%	Very important

	Variable Name	Response Options	Module XYZ Sample		Lecturer rating
			Count	%	
34	How often have you reviewed your notes before the next scheduled class?	review	Never Sometimes Often Very often Total	18% 48% 9% 24% 100%	Very important
35	How often have you studied with classmates to prepare for a quiz or a test?	classmat	Never Once Twice 3 or more times Total	42% 15% 15% 27% 100%	Important
36	How often have you attended a review session or tutor session to enhance your understanding of the module/subject content?	attend	Never Once Twice 3 or more times Total	15% 24% 24% 36% 100%	Very important
37	How interested have you been in learning the module/subject content?	learning	Very uninterested Uninterested Interested Very interested Total	3% 15% 33% 48% 100%	Very important
38	How comfortable have you been with talking to the lecturer?	talking	Very uncomfortable Uncomfortable Comfortable Very comfortable Total	6% 6% 70% 18% 100%	Very important
39	How much have you enjoyed group work with your classmates?	groupwork	Not at all Somewhat Quite a bit Very much Total	33% 33% 30% 3% 100%	Important
40	How challenging have you found the module/subject content?	challeng	Not at all challenging Somewhat challenging Challenging Very challenging Total	3% 34% 44% 19% 100%	Important
41	How easy has it been to follow the lectures?	follow	Not at all easy Somewhat easy Easy Very easy Total	6% 34% 38% 22% 100%	Important

	Variable Name	Response Options	Module XYZ Sample		Lecturer rating
			Count	%	
42	Experiential learning (working specific hours in a subject-related workplace to earn credits for this module)	Never	20	61%	Not important
		1 or 2 times	7	21%	
		3 or 4 times	5	15%	
		5 or more times	1	3%	
		Total	33	100%	
43	Service-learning (learning and/or assessment activities that address service needs in a community)	Never	29	88%	Not important
		1 or 2 times	3	9%	
		3 or 4 times	1	3%	
		5 or more times	0	0%	
		Total	33	100%	
44	Fieldwork (structured learning and/or assessment activities that take place outside the classroom)	Never	30	91%	Not important
		1 or 2 times	1	3%	
		3 or 4 times	2	6%	
		5 or more times	0	0%	
		Total	33	100%	
45	Laboratory work (conducting or learning about scientific experiments)	Never	22	67%	Not important
		1 or 2 times	7	21%	
		3 or 4 times	3	9%	
		5 or more times	1	3%	
		Total	33	100%	
46	Clinical learning experiences (observing or participating in the diagnosis, treatment, and care of patients in a clinical environment while studying)	Never	30	91%	Not important
		1 or 2 times	3	9%	
		3 or 4 times	0	0%	
		5 or more times	0	0%	
		Total	33	100%	



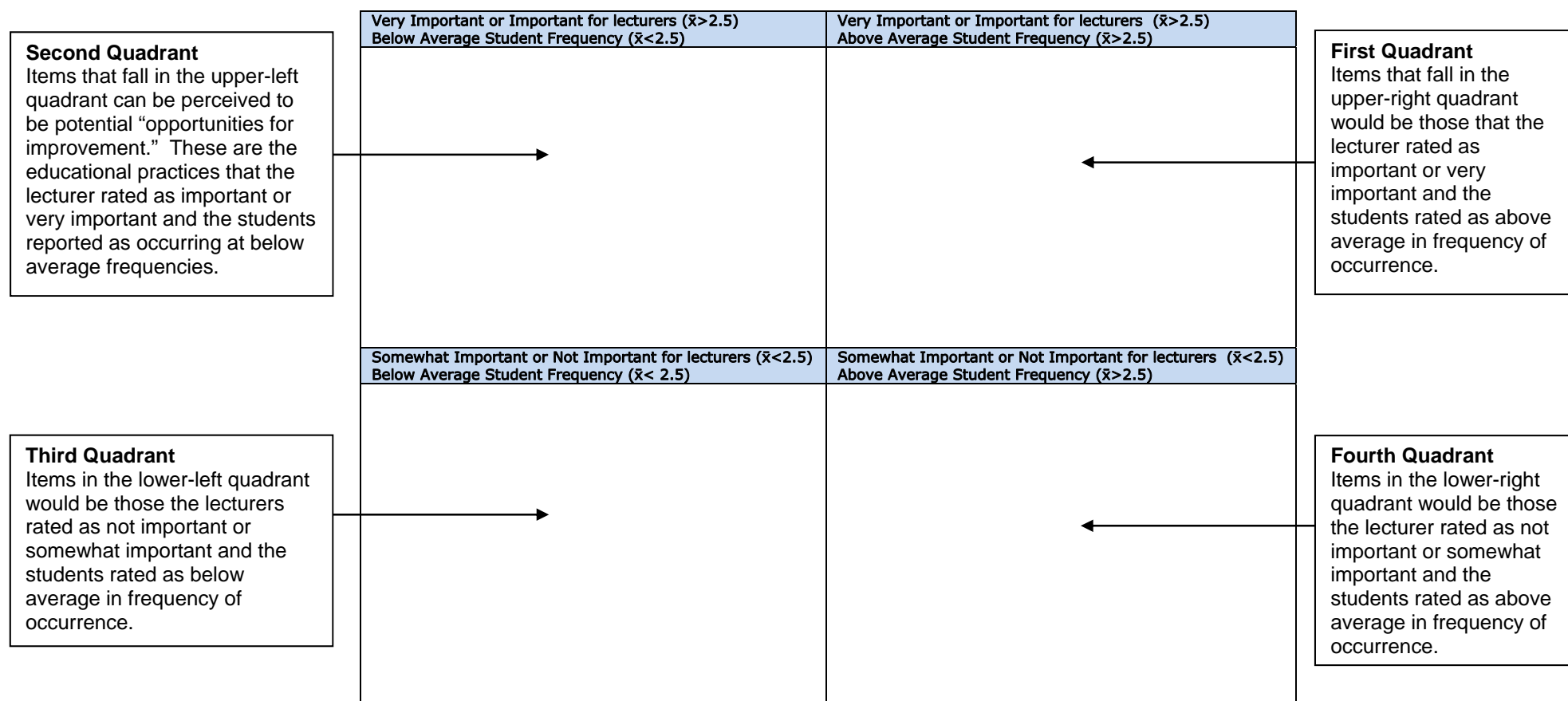
Quadrant Analysis





Interpreting the Quadrant Analysis Report

The Quadrant Analysis Report compares items related to student participation in educationally purposive activities while enrolled for this specific module. Here average student frequency of participation is compared to the lecturer's perception of how important such activities are to the success of students in that module. The Quadrant Analysis Report compares the responses from both lecturers and students in your specific module who completed the CLASSE_{Lecturer} and CLASSE_{Student}.



Importance (Lecturer Ratings)	<p>Very Important or Important for lecturers ($\bar{x} > 2.5$)</p> <p>Below Average Student Frequency ($\bar{x} < 2.5$)</p> <p>(2) Asked questions in class ($\bar{x} = 1.94$)</p> <p>(3) Participated in class discussions ($\bar{x} = 2.15$)</p> <p>(5) Project requires using various sources ($\bar{x} = 2.15$)</p> <p>(6) Included diverse perspectives in making points ($\bar{x} = 1.34$)</p> <p>(10) Combined ideas from different modules/subjects ($\bar{x} = 2.21$)</p> <p>(14) Discussed grades/assignments with the lecturer ($\bar{x} = 1.58$)</p> <p>(19) Received prompt/informative feedback ($\bar{x} = 2$)</p> <p>(25) Work required synthesising ($\bar{x} = 2.42$)</p> <p>(26) Work required making judgements ($\bar{x} = 2.48$)</p> <p>(30) Assignments requiring more than one hour to complete ($\bar{x} = 1.76$)</p> <p>(34) Reviewed class notes before class ($\bar{x} = 2.39$)</p> <p>(35) Studied with classmates ($\bar{x} = 2.27$)</p> <p>(39) Enjoyed group work ($\bar{x} = 2.03$)</p>	<p>Very Important or Important for lecturers ($\bar{x} > 2.5$)</p> <p>Above Average Student Frequency ($\bar{x} > 2.5$)</p> <p>(7) Attended class prepared ($\bar{x} = 2.82$)</p> <p>(11) Tutored/taught other students ($\bar{x} = 2.73$)</p> <p>(12) Used email to discuss assignments with classmates ($\bar{x} = 2.67$)</p> <p>(15) Discussed ideas from class with others ($\bar{x} = 2.97$)</p> <p>(21) Received detailed information about learning outcomes ($\bar{x} = 3$)</p> <p>(22) Received motivating interaction from the lecturer ($\bar{x} = 2.91$)</p> <p>(23) Work required memorising ($\bar{x} = 3.52$)</p> <p>(24) Work required analysing ($\bar{x} = 2.88$)</p> <p>(27) Work required applying theories and concepts ($\bar{x} = 2.73$)</p> <p>(29) Challenging assessment tasks ($\bar{x} = 3.21$)</p> <p>(31) Spent more than 3 hours preparing for classes ($\bar{x} = 2.64$)</p> <p>(32) Attended class ($\bar{x} = 3.44$)</p> <p>(33) Took notes in class ($\bar{x} = 3.61$)</p> <p>(36) Attended a review session ($\bar{x} = 2.82$)</p> <p>(37) Interested in learning module/subject content ($\bar{x} = 3.27$)</p> <p>(38) Comfortable talking to the lecturer ($\bar{x} = 3$)</p> <p>(40) Challenging module/subject content ($\bar{x} = 2.78$)</p> <p>(41) Easy to follow lectures ($\bar{x} = 2.75$)</p>
	<p>Somewhat Important or Not Important for lecturers ($\bar{x} < 2.5$)</p> <p>Below Average Student Frequency ($\bar{x} < 2.5$)</p> <p>(4) Prepared 2 or more drafts of a paper/assignment ($\bar{x} = 1.84$)</p> <p>(8) Worked with classmates on projects during class ($\bar{x} = 1.97$)</p> <p>(9) Worked with classmates on assignments outside of class ($\bar{x} = 2.34$)</p> <p>(13) Emailed lecturer ($\bar{x} = 2$)</p> <p>(16) Gave a presentation ($\bar{x} = 1.09$)</p> <p>(17) Participated in a service-learning project ($\bar{x} = 1.09$)</p> <p>(18) Discussed ideas with the lecturer outside class ($\bar{x} = 1.42$)</p> <p>(20) Perceived the need to work hard ($\bar{x} = 2.33$)</p> <p>(28) Wrote papers longer than 5 pages ($\bar{x} = 1.09$)</p> <p>(42) Participated in experiential learning ($\bar{x} = 1.61$)</p> <p>(43) Participated in service-learning ($\bar{x} = 1.15$)</p> <p>(44) Participated in fieldwork ($\bar{x} = 1.15$)</p> <p>(45) Participated in laboratory work ($\bar{x} = 1.48$)</p> <p>(46) Participated in clinical teaching ($\bar{x} = 1.09$)</p>	<p>Somewhat Important or Not Important for lecturers ($\bar{x} < 2.5$)</p> <p>Above Average Student Frequency ($\bar{x} > 2.5$)</p>
Frequency (Student Ratings)		