



# South African Survey of Student Engagement

## SASSEville University



### Institutional Report 2018



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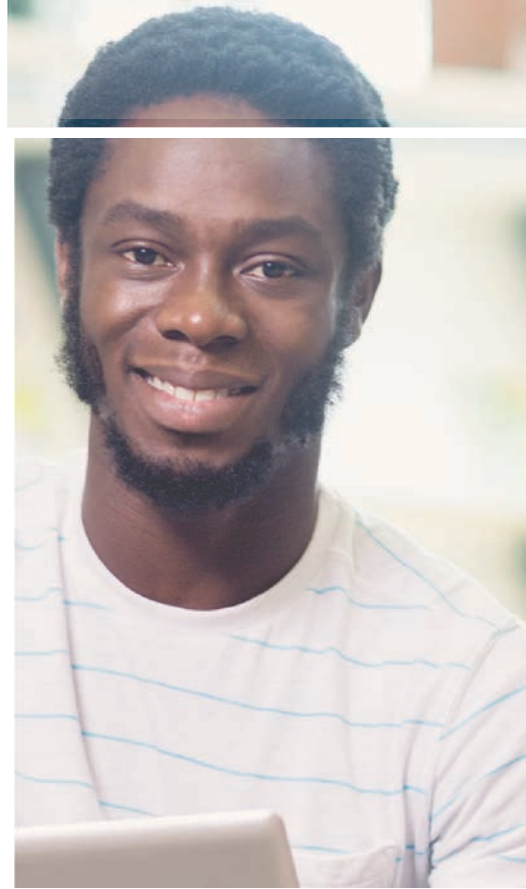
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# Snapshot





## SASSE 2018 Snapshot

SASSEville University

### Snapshot

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

This Snapshot is a concise collection of key findings from your institution's SASSE 2016 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

### Comparison Group

The comparison group featured in this report is:

### Comparison Group

The 2018 cohort is comprised of three institutions, including your institution.

### Engagement Indicators

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

Key:

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

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

— No significant difference.

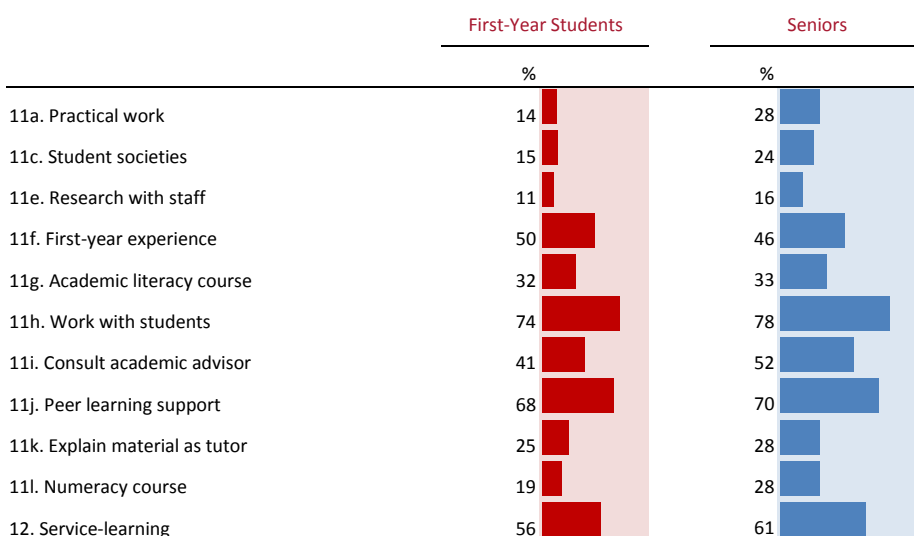
▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.

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

		Your students compared with Comparison Group	
Theme	Engagement Indicator	First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	△	△
	Reflective and Integrative Learning (RI)	▲	△
	Learning Strategies (LS)	△	△
	Quantitative Reasoning (QR)	—	△
Learning with Peers	Collaborative Learning (CL)	△	△
	Discussions with Diverse Others (DD)	—	—
Experiences with Staff	Student-Staff Interaction (SS)	▲	▲
	Effective Teaching Practices (ET)	▲	▲
Campus Environment	Quality of Interactions (QI)	—	△
	Supportive Environment (SE)	△	▲

### High-Impact Practices (HIPs)

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



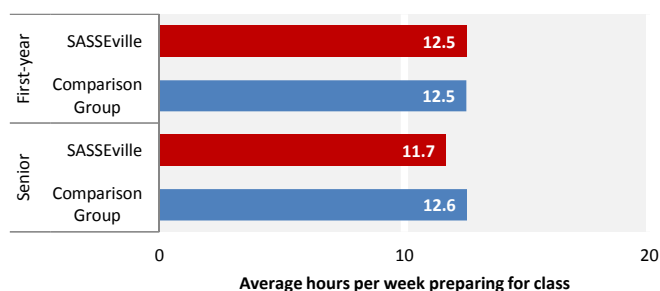


## Academic Challenge: Additional Results

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

### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



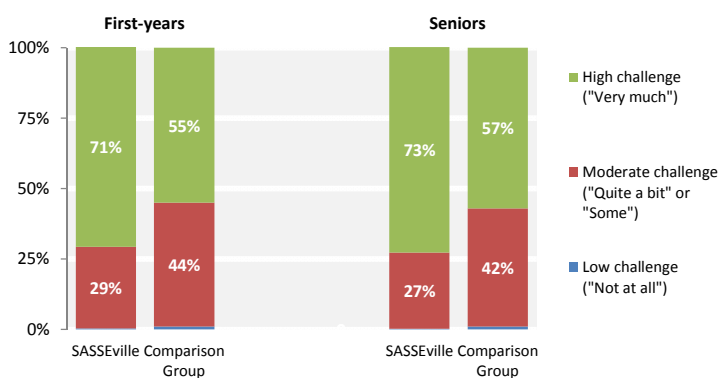
### Reading and Writing

These figures summarise the number of hours your students spent reading for their modules/subjects and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



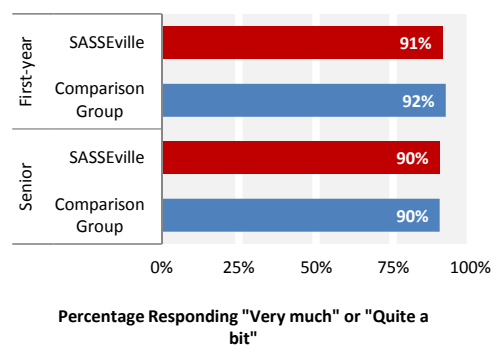
### Challenging Modules/Subjects

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



### Academic Emphasis

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





## How Students Assess their Experience

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

### Perceived Gains Among Seniors

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

#### Perceived Gains

(Sorted highest to lowest)

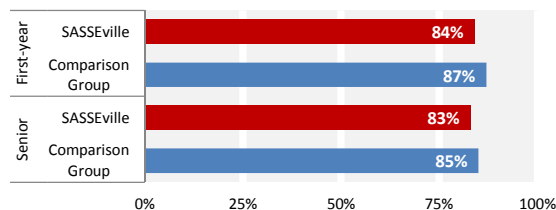
Percentage of Seniors  
Responding "Very  
much" or "Quite a bit"



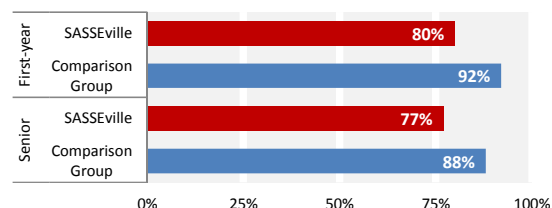
### Satisfaction with SASSEville

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

#### Percentage Rating Their Overall Experience as "Excellent" or "Good"



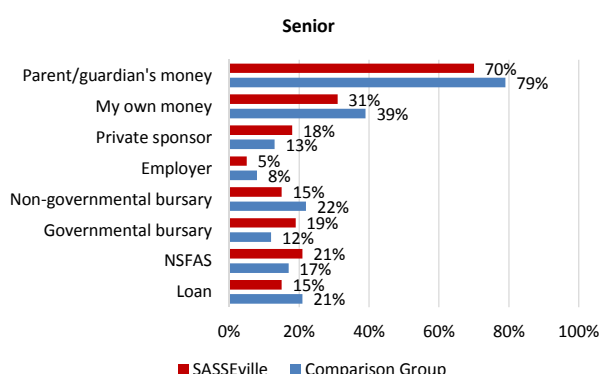
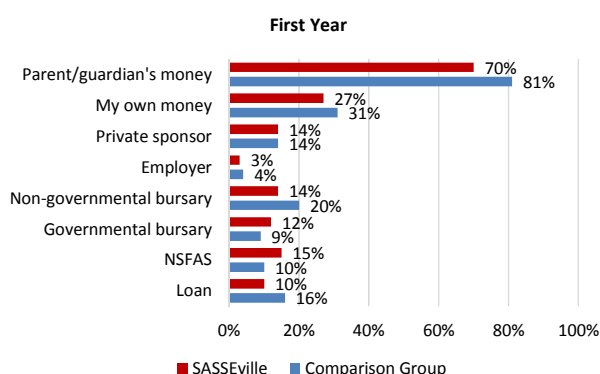
#### Percentage Who Would "Definitely" or "Probably" Attend This Institution Again



## Financial Stress Scale

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

### Sources used to pay for educational expenses



## Administration Summary

	Count	Resp. rate	Male	Female
First-year	580	7.1%	41%	59%
Senior	962	5.3%	35%	65%

See your *Respondent Profile* report for more information.

## What is SASSE?

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





# Engagement Indicators



## SASSE 2018 Engagement Indicators

### About this report

### About your Engagement Indicators report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' SASSE responses. By combining responses to related SASSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organised into four broad themes as shown at right.

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

### Report sections

#### Overview (p. 5)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 6-15)

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

##### Mean comparisons

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

##### Score distributions

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

##### Summary of indicator items

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

### Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research, on which SASSE is based, has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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

### How Engagement Indicators are computed

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

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.





## SASSE 2018 Engagement Indicators Overview SASSEville University

### Engagement Indicators: Overview

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

Use the following key:

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

#### First-year students

Your first-year students compared with

Theme	Engagement Indicator	Comparison Group	SASSE Overall
<i>Academic Challenge</i>	Higher-Order Learning	△	△
	Reflective and Integrative Learning	▲	▲
	Learning Strategies	△	—
	Quantitative Reasoning	—	—
<i>Learning with Peers</i>	Collaborative Learning	△	▽
	Discussions with Diverse Others	—	△
<i>Experiences with Staff</i>	Student-Staff Interaction	▲	△
	Effective Teaching Practices	▲	△
<i>Campus Environment</i>	Quality of Interactions	—	—
	Supportive Environment	△	△

#### Seniors

Your seniors compared with

Theme	Engagement Indicator	Comparison Group	SASSE Overall
<i>Academic Challenge</i>	Higher-Order Learning	△	△
	Reflective and Integrative Learning	△	△
	Learning Strategies	△	△
	Quantitative Reasoning	△	—
<i>Learning with Peers</i>	Collaborative Learning	△	▽
	Discussions with Diverse Others	—	△
<i>Experiences with Staff</i>	Student-Staff Interaction	▲	—
	Effective Teaching Practices	▲	△
<i>Campus Environment</i>	Quality of Interactions	△	—
	Supportive Environment	▲	▲



## Academic Challenge: First-year students

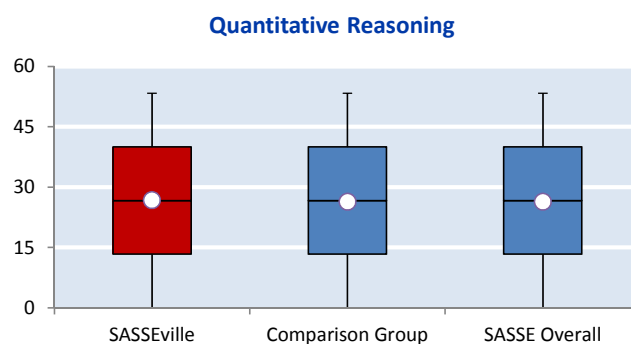
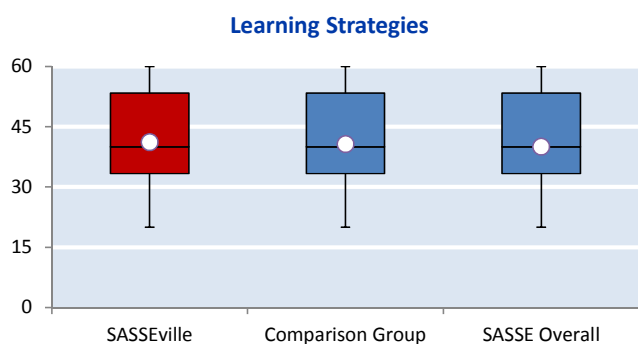
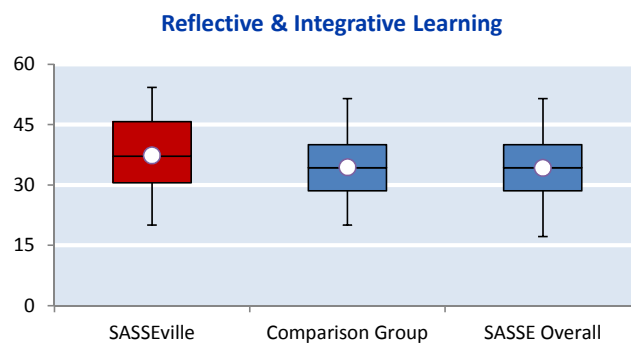
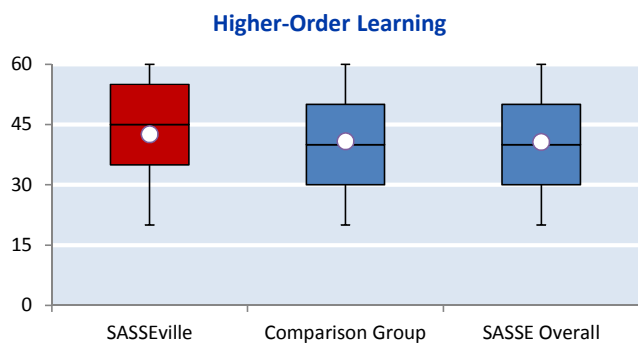
Challenging intellectual and creative work is central to student learning and collegiate quality. Universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective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

### Mean comparisons

Engagement Indicator	SASSEville Mean	Your first-year students compared with					
		Comparison Group			SASSE Overall		
		Mean	Effect size		Mean	Effect size	
Higher-Order Learning	42.55	40.46	**	.17	40.70	**	.14
Reflective & Integrative Learning	37.33	33.87	***	.32	34.24	***	.30
Learning Strategies	41.12	38.22	***	.22	40.03		.08
Quantitative Reasoning	26.75	26.35		.03	26.34		.03

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

### Score distributions



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



## Academic Challenge: First-year students (continued)

### Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
<b>Higher-Order Learning</b>			
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasised...</i>	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82	84	80
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	77	73	72
4d. Evaluating a point of view, decision, or information source	74	68	69
4e. Forming a new idea or understanding by putting together various pieces of information	76	68	75
<b>Reflective &amp; Integrative Learning</b>			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
2a. Combined ideas from different modules/subjects when completing assignments	56	54	57
2b. Connected their learning to societal problems or issues	55	46	43
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	51	35	34
2d. Examined the strengths and weaknesses of their own views on a topic or issue	64	58	58
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	77	71	72
2f. Learned something that changed the way they understand an issue or concept	81	76	77
2g. Connected ideas from their modules/subjects to their prior experiences and knowledge	80	78	78
<b>Learning Strategies</b>			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
9a. Identified important information from reading assignments	85	76	79
9b. Reviewed their notes after class	63	60	65
9c. Summarised what they learned in class or from module/subject materials	73	65	69
<b>Quantitative Reasoning</b>			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
6a. Reached conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)	48	51	51
6b. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	35	37
6c. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	37	35	34





## SASSE 2018 Engagement Indicators

### Academic Challenge

### SASSEville University

## Academic Challenge: Seniors

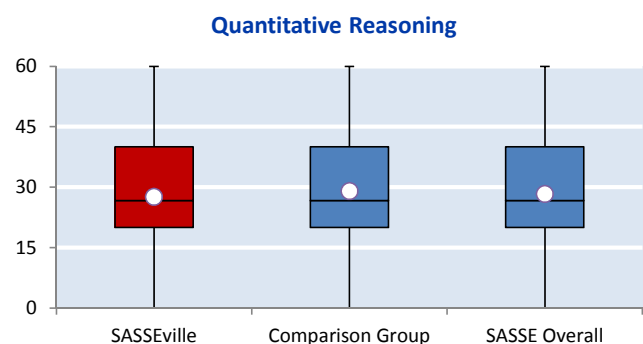
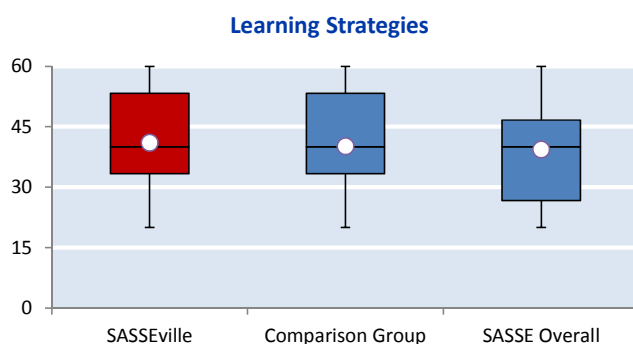
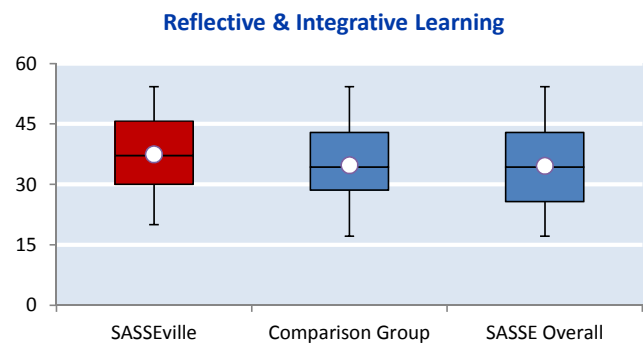
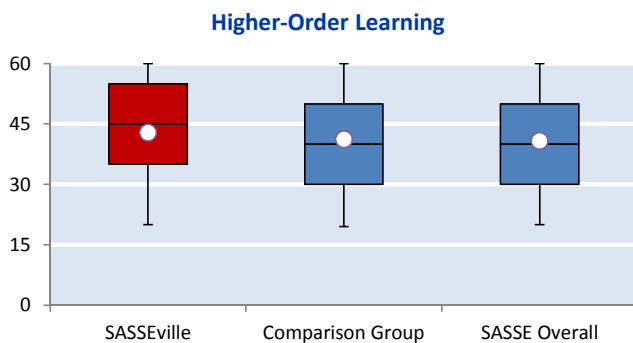
Challenging intellectual and creative work is central to student learning and collegiate quality. Universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective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

### Mean comparisons

Engagement Indicator	SASSEville Mean	Your seniors compared with					
		Comparison Group			SASSE Overall		
		Mean	Effect size		Mean	Effect size	
Higher-Order Learning	42.84	39.72 ***	.23		40.81 ***	.15	
Reflective & Integrative Learning	37.45	34.08 ***	.29		34.57 ***	.26	
Learning Strategies	41.01	37.13 ***	.28		39.33 ***	.12	
Quantitative Reasoning	27.59	26.18 *	.09		28.28	-.04	

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

### Score distributions



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



## SASSE 2018 Engagement Indicators

### Academic Challenge

### SASSEville University

## Academic Challenge: Seniors (continued)

### Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
<b>Higher-Order Learning</b>			
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasised...</i>	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	83	85	81
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	76	73	72
4d. Evaluating a point of view, decision, or information source	74	63	69
4e. Forming a new idea or understanding by putting together various pieces of information	78	66	72
<b>Reflective &amp; Integrative Learning</b>			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
2a. Combined ideas from different modules/subjects when completing assignments	60	58	60
2b. Connected their learning to societal problems or issues	57	51	48
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	52	35	35
2d. Examined the strengths and weaknesses of their own views on a topic or issue	64	52	56
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	77	70	70
2f. Learned something that changed the way they understand an issue or concept	83	73	76
2g. Connected ideas from their modules/subjects to their prior experiences and knowledge	79	77	76
<b>Learning Strategies</b>			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
9a. Identified important information from reading assignments	82	75	79
9b. Reviewed their notes after class	63	53	61
9c. Summarised what they learned in class or from module/subject materials	77	65	67
<b>Quantitative Reasoning</b>			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
6a. Reached conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)	50	50	53
6b. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	35	42
6c. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	38	36	39



## SASSE 2018 Engagement Indicators

### Learning with Peers

### SASSEville University

## Learning with peers: First-year students

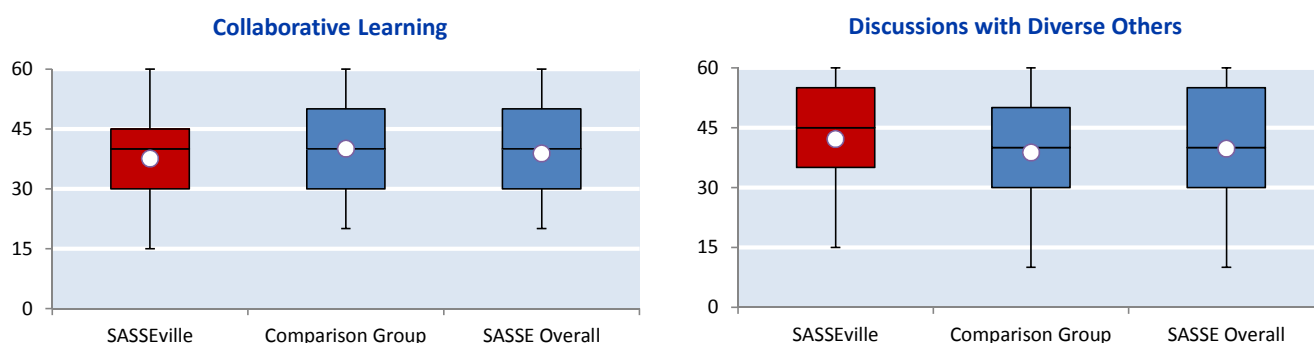
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepares students to deal with complex, unscripted problems they will encounter during and after university. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean comparisons

Engagement Indicator	SASSEville Mean	Your first-year students compared with			
		Comparison Group		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Collaborative Learning	37.56	35.61 **	.15	38.82 *	-.10
Discussions with Diverse Others	42.14	42.46	-.02	39.76 ***	.16

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

### Score distributions



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

### Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
<b>Collaborative Learning</b>			
Percentage of students who responded that they "Very often" or "Often"...	%	%	%
1e. Asked another student to help them understand module/subject material	58	62	63
1f. Explained module/subject material to other students	65	67	66
1g. Prepared for exams by discussing or working through module/subject material with other students	61	52	64
1h. Worked with other students on projects or assignments	74	63	75
<b>Discussions with Diverse Others</b>			
Percentage of students who responded that they "Very often" or "Often" had discussions with...			
8a. People of a race or ethnicity other than their own	71	77	63
8b. People from an economic background other than their own	79	80	72
8c. People with religious beliefs other than their own	68	69	67
8d. People with political views other than their own	73	69	70





## SASSE 2018 Engagement Indicators Learning with Peers SASSEville University

### Learning with peers: Seniors

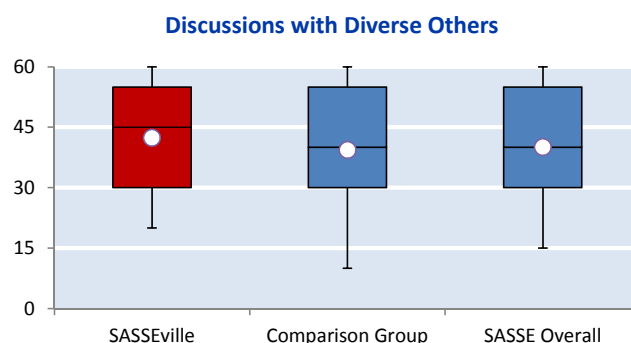
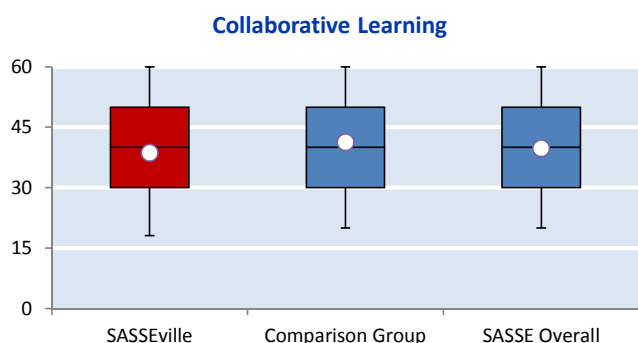
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#### Mean comparisons

Engagement Indicator	SASSEville Mean	Your seniors compared with			
		Comparison Group		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Collaborative Learning	38.67	35.57 ***	.24	39.73 *	-.08
Discussions with Diverse Others	42.41	42.15	.02	40.11 ***	.15

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

#### Score distributions



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

#### Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
<b>Collaborative Learning</b>			
Percentage of students who responded that they "Very often" or "Often"...	%	%	%
1e. Asked another student to help them understand module/subject material	63	59	65
1f. Explained module/subject material to other students	69	65	68
1g. Prepared for exams by discussing or working through module/subject material with other students	65	53	64
1h. Worked with other students on projects or assignments	75	68	79
<b>Discussions with Diverse Others</b>			
Percentage of students who responded that they "Very often" or "Often" had discussions with...			
8a. People of a race or ethnicity other than their own	73	76	64
8b. People from an economic background other than their own	78	79	73
8c. People with religious beliefs other than their own	70	70	69
8d. People with political views other than their own	74	69	69



## SASSE 2018 Engagement Indicators

### Experiences with Staff

### SASSEville University

## Experiences with Staff: First-year students

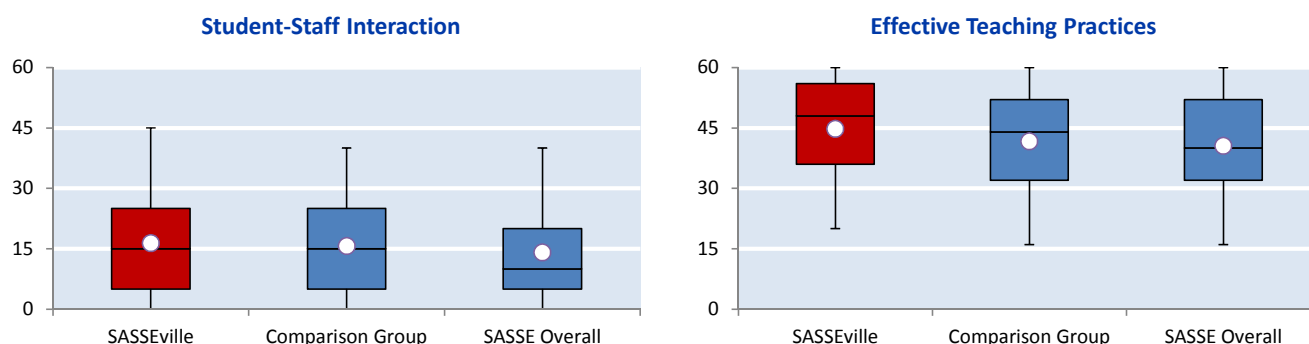
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver course material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

### Mean comparisons

Engagement Indicator	SASSEville Mean	Your first-year students compared with					
		Comparison Group			SASSE Overall		
		Mean	Effect size		Mean	Effect size	
Student-Staff Interaction	16.42	9.94 ***	.57		14.12 ***	.18	
Effective Teaching Practices	44.76	37.76 ***	.56		40.59 ***	.30	

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

### Score distributions



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

### Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
<b>Student-Staff Interaction</b>			
Percentage of students who responded that they "Very often" or "Often"...			
3a. Talked about their career plans with a lecturer	19	8	13
3b. Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	18	10	17
3c. Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	23	13	20
3d. Discussed their academic performance with a lecturer	23	9	18
<b>Effective Teaching Practices</b>			
Percentage responding "Very much" or "Quite a bit" about how much lecturers have...			
5a. Clearly explained module/subject outcomes and requirements	83	75	76
5b. Presented module/subject sessions in an organised way	86	84	81
5c. Used examples or illustrations to explain difficult points	86	84	79
5d. Provided feedback on a draft or work in progress	72	44	60
5e. Provided detailed feedback shortly after they completed tests or assignments	71	50	61



## SASSE 2018 Engagement Indicators Experiences with Staff SASSEville University

### Experiences with Staff: Seniors

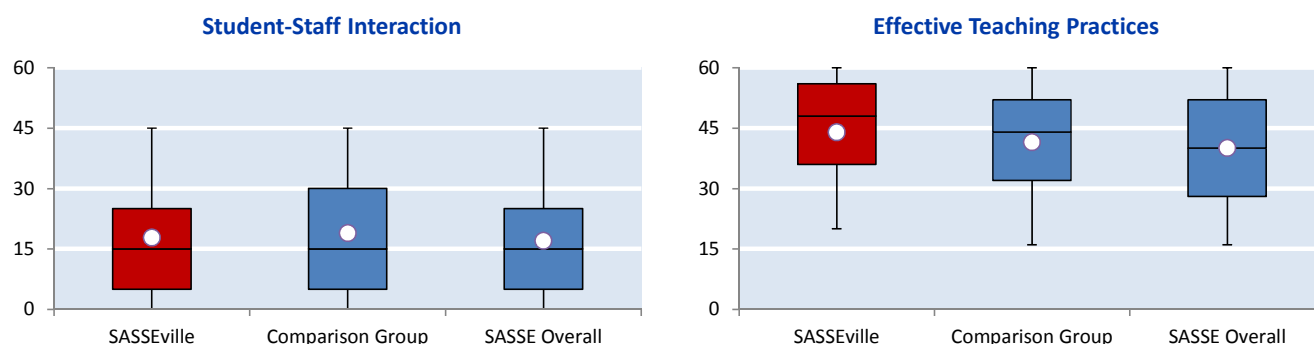
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver course material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

#### Mean comparisons

Engagement Indicator	SASSEville Mean	Your seniors compared with				
		Comparison Group			SASSE Overall	
		Mean	Effect size		Mean	Effect size
<a href="#">Student-Staff Interaction</a>	17.85	11.78 ***	.50		17.01	.06
<a href="#">Effective Teaching Practices</a>	44.00	36.28 ***	.57		40.10 ***	.28

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

#### Score distributions



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

#### Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
<b>Student-Staff Interaction</b>			
Percentage of students who responded that they "Very often" or "Often"...	%	%	%
3a. Talked about their career plans with a lecturer	19	12	18
3b. Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	22	13	22
3c. Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	26	14	25
3d. Discussed their academic performance with a lecturer	23	12	23
<b>Effective Teaching Practices</b>			
Percentage responding "Very much" or "Quite a bit" about how much lecturers have...			
5a. Clearly explained module/subject outcomes and requirements	81	72	75
5b. Presented module/subject sessions in an organised way	84	80	79
5c. Used examples or illustrations to explain difficult points	83	78	79
5d. Provided feedback on a draft or work in progress	70	41	59
5e. Provided detailed feedback shortly after they completed tests or assignments	74	48	61





## SASSE 2018 Engagement Indicators Campus Environment SASSEville University

### Campus Environment: First-year students

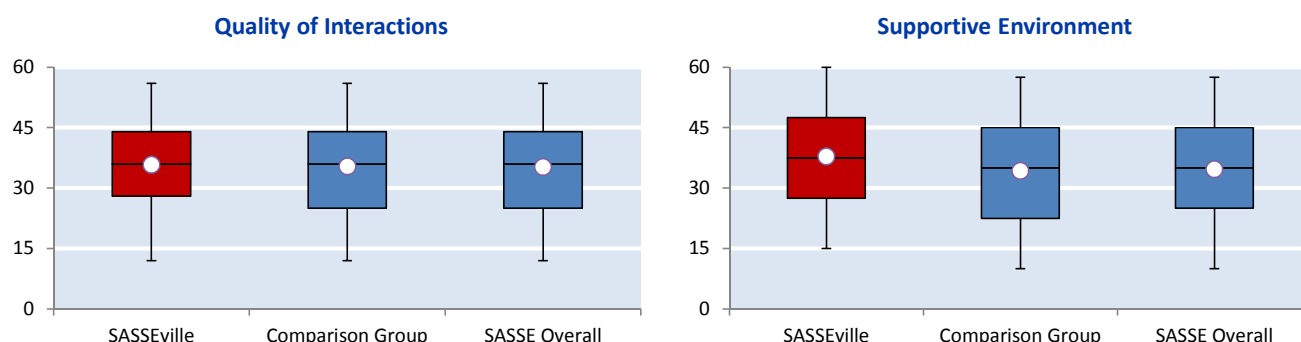
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of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

#### Mean comparisons

Engagement Indicator	SASSEville Mean	Your first-year students compared with			
		Comparison Group		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Quality of Interactions	35.79	34.90	.07	35.23	.04
Supportive Environment	37.85	35.73 **	.15	34.68 ***	.22

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

#### Score distributions



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

#### Summary of indicator items

##### Quality of Interaction

Percentage students responding "Excellent" or "Good" about their interactions with...

13a. Other students

13b. Peer learning support (e.g. tutors, mentors, facilitators)

13c. Lecturers and academic staff

13d. Student support services (e.g. counselling, health, disability, career)

13e. Other administrative services (e.g. registration, financial aid)

##### Supportive Environment

Percentage students responding "Very much" or "Quite a bit" about how much the institution emphasised...

15b. Providing support to help students succeed academically

15c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)

15d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)

15e. Providing opportunities to be involved socially (not related to academic work)

15f. Providing support for their overall well-being (recreation, health care, counselling, etc.)

15g. Helping them manage their non-academic responsibilities (family, work, etc.)

15h. Attending campus events and activities (artistic/cultural performances, sports events, etc.)

15i. Attending events that address important economic, political, or societal issues

SASSEville	Comparison Group	SASSE Overall
%	%	%
86	85	85
76	68	66
64	59	67
44	47	47
52	52	50
83	79	74
85	83	80
73	60	60
62	63	56
63	66	63
41	39	38
58	55	57
54	49	49



## SASSE 2018 Engagement Indicators Campus Environment SASSEville University

### Campus Environment: Seniors

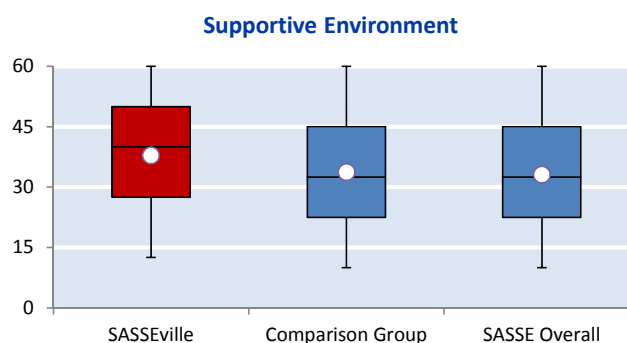
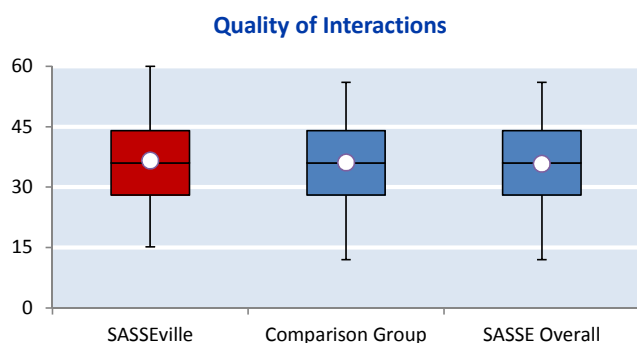
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of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

#### Mean comparisons

Engagement Indicator	SASSEville Mean	Your seniors compared with				
		Comparison Group		SASSE Overall		
		Mean	Effect size	Mean	Effect size	
Quality of Interactions	36.58	34.85 ***	.13	35.79	.06	
Supportive Environment	37.83	31.52 ***	.44	33.09 ***	.32	

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

#### Score distributions



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

#### Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
<b>Quality of Interaction</b>			
Percentage students responding "Excellent" or "Good" about their interactions with...	%	%	%
13a. Other students	86	85	86
13b. Peer learning support (e.g. tutors, mentors, facilitators)	72	66	66
13c. Lecturers and academic staff	68	62	68
13d. Student support services (e.g. counselling, health, disability, career)	47	43	50
13e. Other administrative services (e.g. registration, financial aid)	52	53	51
<b>Supportive Environment</b>			
Percentage students responding "Very much" or "Quite a bit" about how much the institution emphasised...			
15b. Providing support to help students succeed academically	81	71	71
15c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	85	77	76
15d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)	70	54	59
15e. Providing opportunities to be involved socially (not related to academic work)	62	51	53
15f. Providing support for their overall well-being (recreation, health care, counselling, etc.)	66	56	58
15g. Helping them manage their non-academic responsibilities (family, work, etc.)	43	27	35
15h. Attending campus events and activities (artistic/cultural performances, sports events, etc.)	58	49	50
15i. Attending events that address important economic, political, or societal issues	59	42	45



# High-Impact Practices





## SASSE 2018 High-Impact Practices

### About this report

#### About Your High-Impact Practices Report

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

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

#### High-Impact Practices in SASSE

##### Practical work

Internship, work integrated learning, field experience, etc.

##### Leadership position

In student organisation or group on campus

##### Student societies

Engage in topics related to students' modules/subjects

##### International perspective

Develop through campus initiatives

##### Research with staff

Work with a lecturer on a research project

##### First-year experience

Including orientation and student learning groups

##### Academic literacy course

Register for language development course

##### Work with students

On a group project or assignment

##### Consult academic advisor

Help planning studies and education

##### Peer learning support

E.g. tutors, mentors, facilitators

##### Explain material as tutor

Learning facilitator to other students

##### Numeracy course

Register for mathematics development course

##### Service-learning

Modules/subjects including a community-based project

#### Report Sections

##### Participation Comparisons (p. 17)

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

##### Response Detail (pp. 18-21)

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

##### Participation by Student Characteristics (pp. 22-23)

Displays your students' participation in each HIP by selected student characteristics.

#### Interpreting Comparisons

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

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

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

Rocconi, L., & Gonyea, R. M. (2015, May). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.



## SASSE 2018 High-Impact Practices Statistical Comparisons SASSEville University

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

<i>Your students' participation compared with:</i>					
	SASSEville	Comparison Group	SASSE Overall		
<i>First-Year</i>	%	%	<i>ES<sup>b</sup></i>	%	<i>ES<sup>b</sup></i>
11a. Practical work	16	18	-.07	17	-.04
11b. Leadership position	11	12	-.04	12	-.05
11c. Student societies	16	14	.05	14	.06
11d. International perspective	12	14	-.06	14	-.05
11e. Research with staff	10	4	*** .30	7	** .13
11f. First-year experience	51	52	-.02	52	-.01
11g. Academic literacy course	33	28	*** .13	26	*** .18
11h. Work with students	73	72	.02	71	.04
11i. Consult academic advisor	41	31	*** .21	30	*** .24
11j. Peer learning support	67	66	.02	66	.02
11k. Explain material as tutor	29	23	*** .14	25	** .09
11l. Numeracy course	20	19	.00	18	.03
12. Service-learning	59	48	*** .23	54	** .11
<i>Senior</i>					
11a. Practical work	28	39	*** -.23	37	*** -.19
11b. Leadership position	20	29	*** -.19	25	*** -.11
11c. Student societies	21	22	-.01	20	.04
11d. International perspective	17	20	** -.07	18	-.01
11e. Research with staff	18	16	* .06	19	-.03
11f. First-year experience	43	42	.02	43	.00
11g. Academic literacy course	33	25	*** .18	23	*** .24
11h. Work with students	77	80	** -.08	78	-.03
11i. Consult academic advisor	49	40	*** .18	39	*** .21
11j. Peer learning support	68	63	*** .09	63	*** .10
11k. Explain material as tutor	35	32	* .07	32	* .06
11l. Numeracy course	25	22	** .08	20	*** .12
12. Service-learning	65	55	*** .20	61	** .07

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

b. Cohen's *d* (standardised difference between two proportions). Effect sizes indicate the practical importance of observed differences. NSSE research, on which SASSE is based, has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

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

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



# SASSE 2018 High-Impact Practices

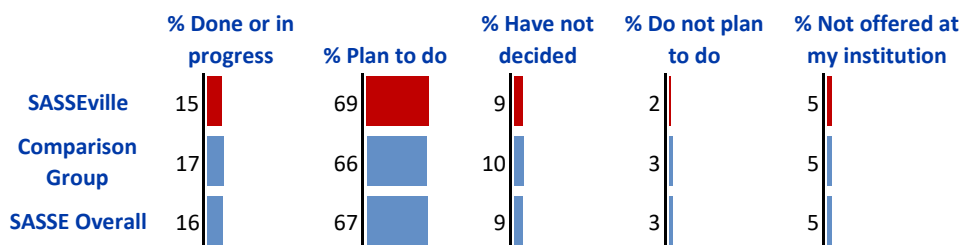
## Response Detail

### SASSEville University

#### First-Year Students

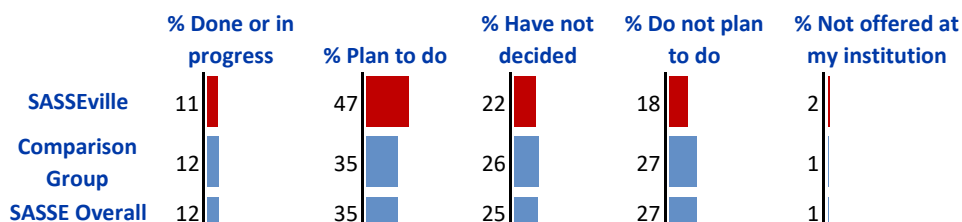
##### Practical work

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



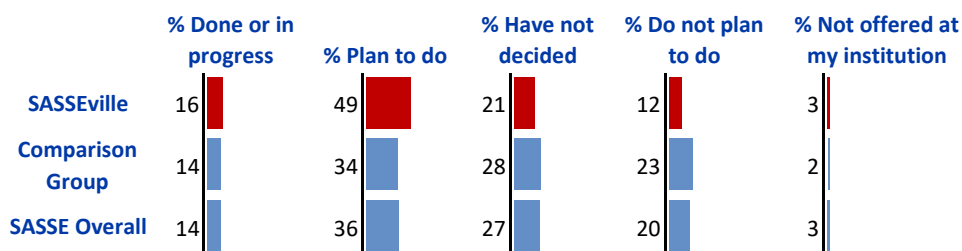
##### Leadership position

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



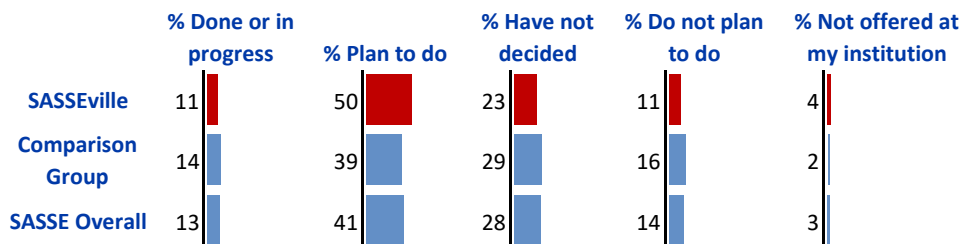
##### Student societies

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



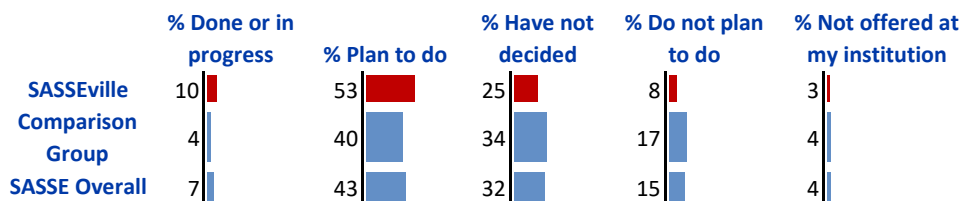
##### International perspective

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



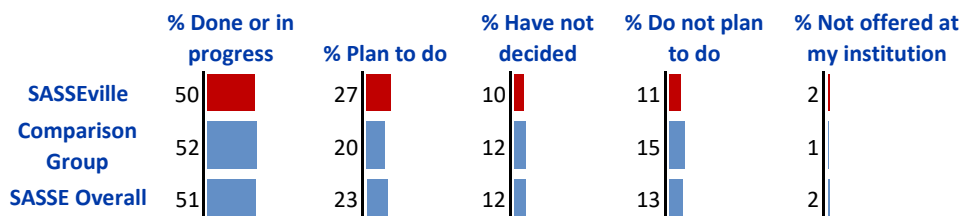
##### Research with a staff member

Work with a lecturer on a research project



##### First-year experience

Participate in first-year experience seminars, including orientation and student learning groups



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



# SASSE 2018 High-Impact Practices

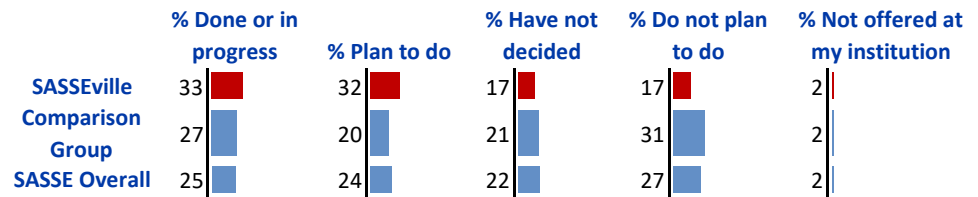
## Response Detail

### SASSEville University

#### First-Year Students (continued)

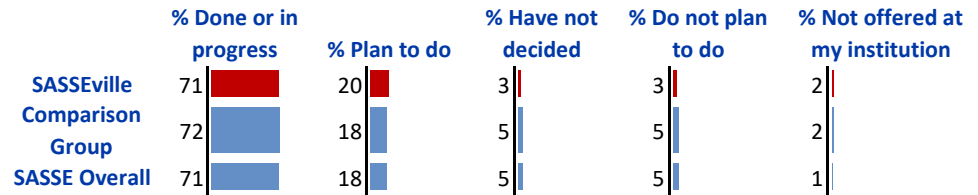
##### Academic literacy course

Register for an academic literacy or language development course



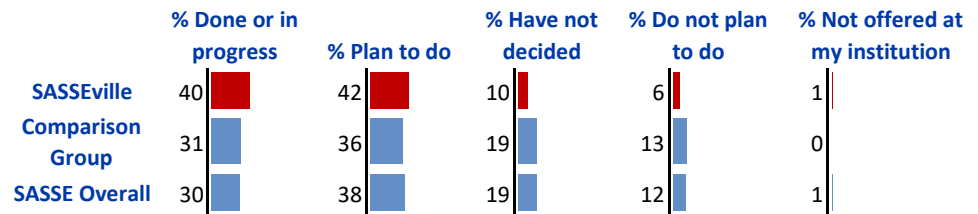
##### Work with students

Work with other students on a group project or assignment



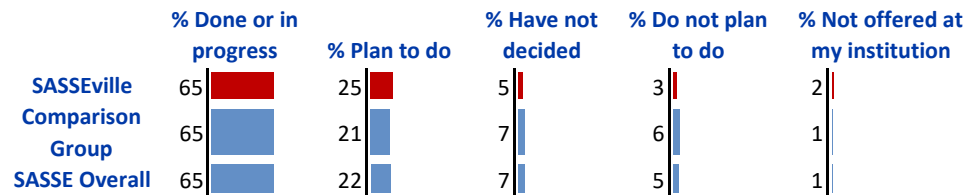
##### Consult academic advisor

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



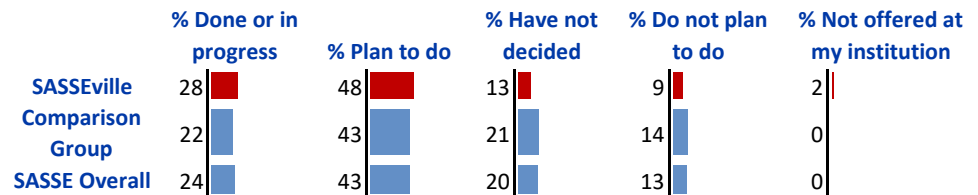
##### Peer learning support

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



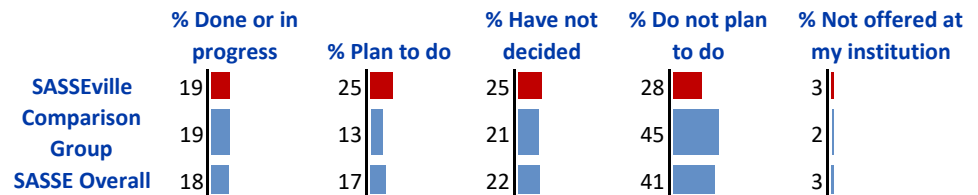
##### Explain material as tutor

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



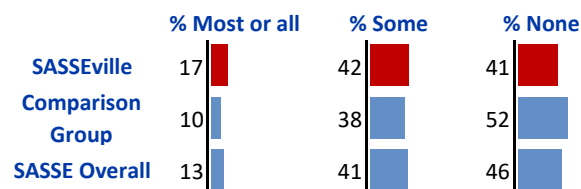
##### Numeracy course

Register for a mathematics or numeracy development course



##### Service-learning

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



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



# SASSE 2018 High-Impact Practices

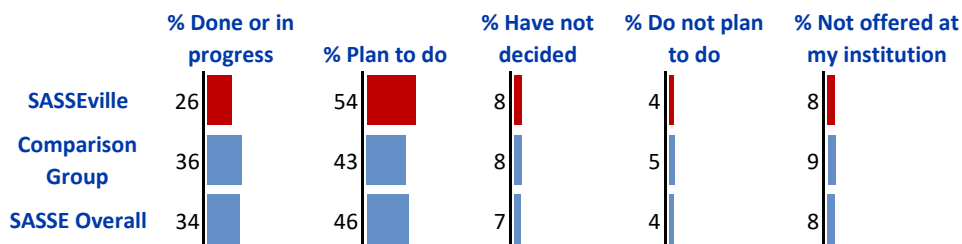
## Response Detail

### SASSEville University

#### Seniors

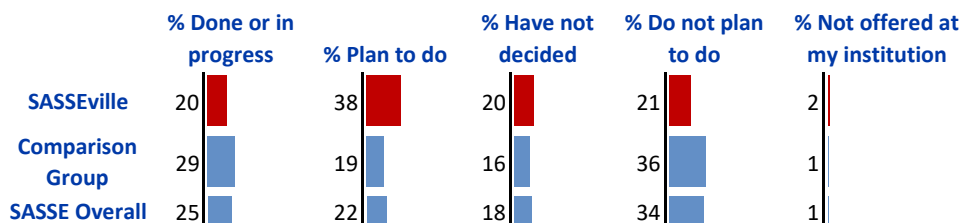
##### Practical work

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



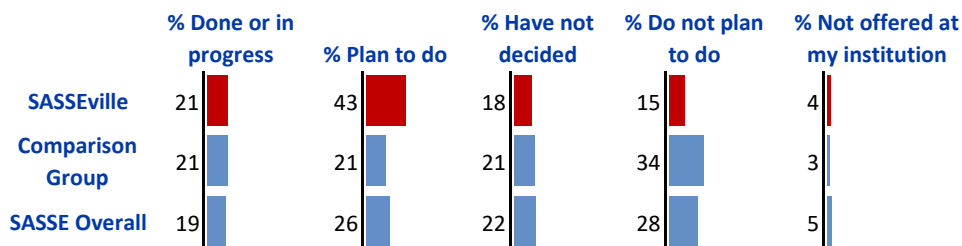
##### Leadership position

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



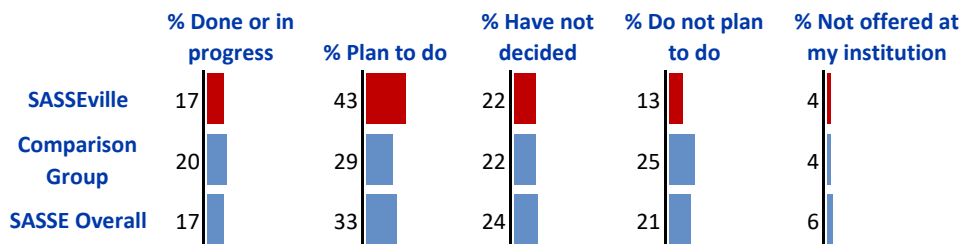
##### Student societies

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



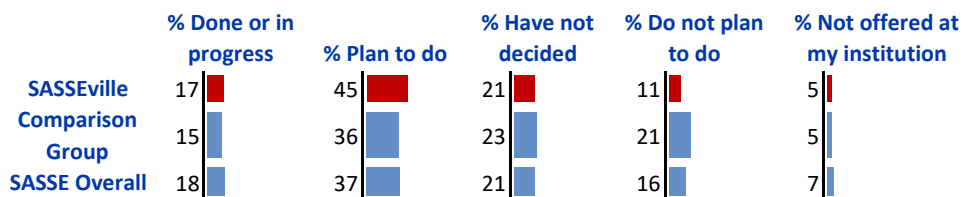
##### International perspective

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



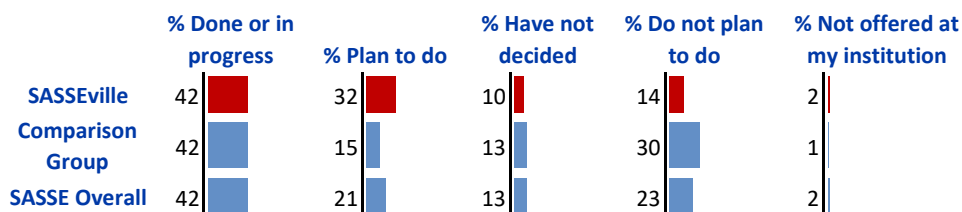
##### Research with a staff member

Work with a lecturer on a research project



##### First-year experience

Participate in first-year experience seminars, including orientation and student learning groups



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





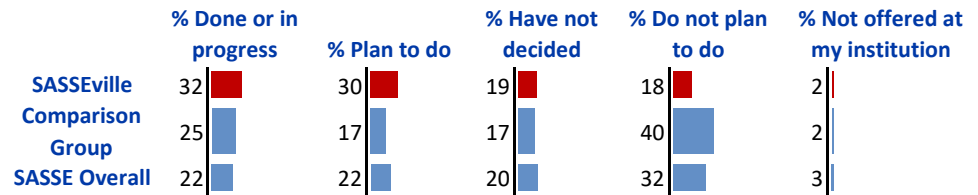
# SASSE 2018 High-Impact Practices

## Response Detail SASSEville University

### Seniors (continued)

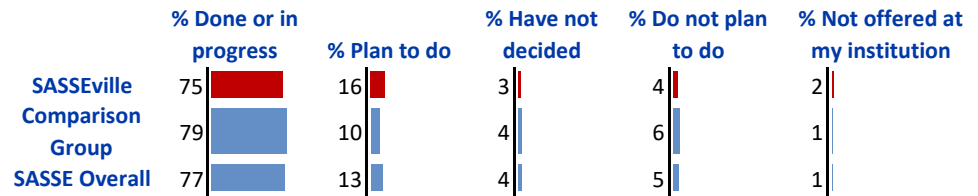
#### Academic literacy course

Register for an academic literacy or language development course



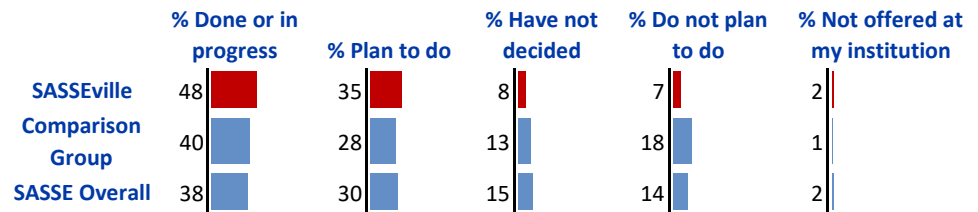
#### Work with students

Work with other students on a group project or assignment



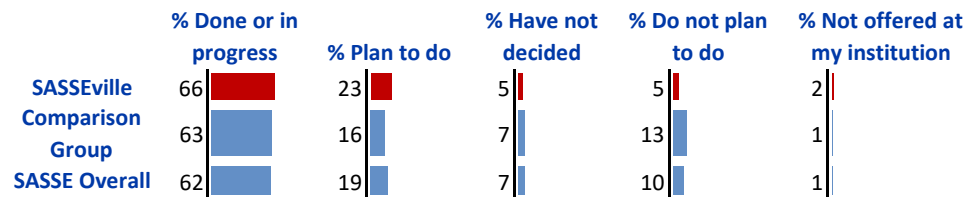
#### Consult academic advisor

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



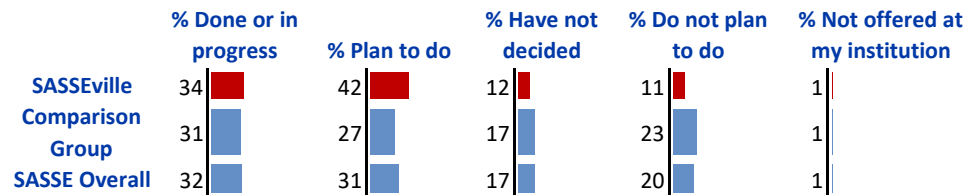
#### Peer learning support

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



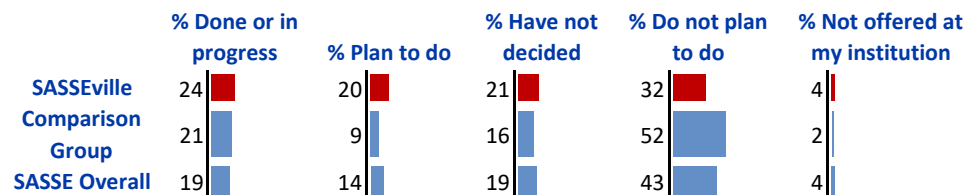
#### Explain material as tutor

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



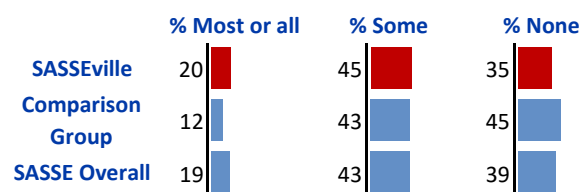
#### Numeracy course

Register for a mathematics or numeracy development course



#### Service-learning

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



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



## SASSE 2018 High-Impact Practices Participation by Student Characteristics SASSEville University

### Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated<sup>a</sup> in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-Year												
	Practical Work	Leadership Position	Student Societies	International Perspective	Research with Staff	First-Year Experience	Academic Literacy Course	Work with Students	Consult Academic Advisor	Peer Learning Support	Explain Material as Tutor	Numeracy Course	Service-Learning
<b>Gender</b>	%	%	%	%	%	%	%	%	%	%	%	%	%
Male	16	12	18	12	11	46	33	68	39	65	27	22	60
Female	15	10	15	12	10	55	33	76	42	68	29	18	58
<b>Race</b>													
Black African	13	11	16	11	11	52	35	72	43	68	29	20	60
Coloured	-	-	-	-	-	44	21	80	33	58	26	-	41
Indian	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-
White	34	9	14	16	-	50	26	82	34	60	27	23	62
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>First-generation<sup>b</sup></b>													
Not first-generation	18	11	14	13	9	54	31	71	33	65	27	21	52
First-generation	15	11	17	12	11	50	34	74	44	67	29	19	62
<b>Enrollment</b>													
Full-time	15	11	16	12	10	51	33	73	41	66	28	20	59
Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Residence</b>													
Living on campus	18	20	19	14	12	62	37	73	42	71	30	21	56
Living off campus	14	8	15	11	10	48	32	73	41	65	28	19	60
<b>Major field of study<sup>c</sup></b>													
Business, Commerce, and Management	12	13	16	12	8	48	33	72	38	70	27	20	50
Education	18	13	18	11	12	52	29	76	51	68	33	13	72
Human and Social Sciences	13	6	16	13	9	50	30	78	39	65	28	12	60
Science, Engineering, and Technology	20	13	15	12	13	57	41	63	37	64	25	37	53
<b>Overall</b>	16	11	16	12	11	51	33	73	41	67	29	20	59

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

a. Percentage of students who responded "Done or in progress" for all HIPs except service-learning, where they reported "at least some" of their courses included a community-based project. Gender, enrollment status, and race/ethnicity are institution-reported variables. Percentages are not reported (—) for row categories containing fewer than 10 students.

b. Neither parent holds a bachelor's degree.

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



## SASSE 2018 High-Impact Practices Participation by Student Characteristics SASSEville University

### Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated<sup>a</sup> in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	Senior												
	Practical Work	Leadership Position	Student Societies	International Perspective	Research with Staff	First-Year Experience	Academic Literacy Course	Work with Students	Consult Academic Advisor	Peer Learning Support	Explain Material as Tutor	Numeracy Course	Service-Learning
<b>Gender</b>	%	%	%	%	%	%	%	%	%	%	%	%	%
Male	28	22	25	20	19	41	35	73	46	63	39	26	67
Female	29	19	19	16	17	44	32	79	51	71	32	24	63
<b>Race</b>													
Black African	26	20	22	18	17	43	34	76	49	68	36	26	65
Coloured	30	20	16	11	15	38	37	75	51	65	27	20	59
Indian	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-
White	52	24	18	14	29	41	25	85	54	68	31	17	67
Other	34	-	-	-	-	47	-	69	41	66	-	31	51
<b>First-generation<sup>b</sup></b>													
Not first-generation	30	25	22	18	18	44	33	79	54	70	33	24	58
First-generation	28	19	21	17	18	42	33	76	48	67	35	25	67
<b>Enrollment</b>													
Full-time	28	20	22	18	18	43	33	77	49	68	35	25	65
Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Residence</b>													
Living on campus	34	31	24	21	16	54	35	80	54	71	36	24	61
Living off campus	27	16	21	16	19	39	32	76	48	66	34	25	66
<b>Major field of study<sup>c</sup></b>													
Business, Commerce, and Management	23	23	23	20	15	44	33	78	48	64	34	26	52
Education	41	18	20	18	19	41	36	79	50	71	38	24	78
Human and Social Sciences	24	19	24	14	20	42	33	75	50	69	33	20	71
Science, Engineering, and Technology	24	22	17	19	17	46	28	74	48	64	35	33	53
<b>Overall</b>	28	20	22	18	18	43	33	77	49	68	35	25	65

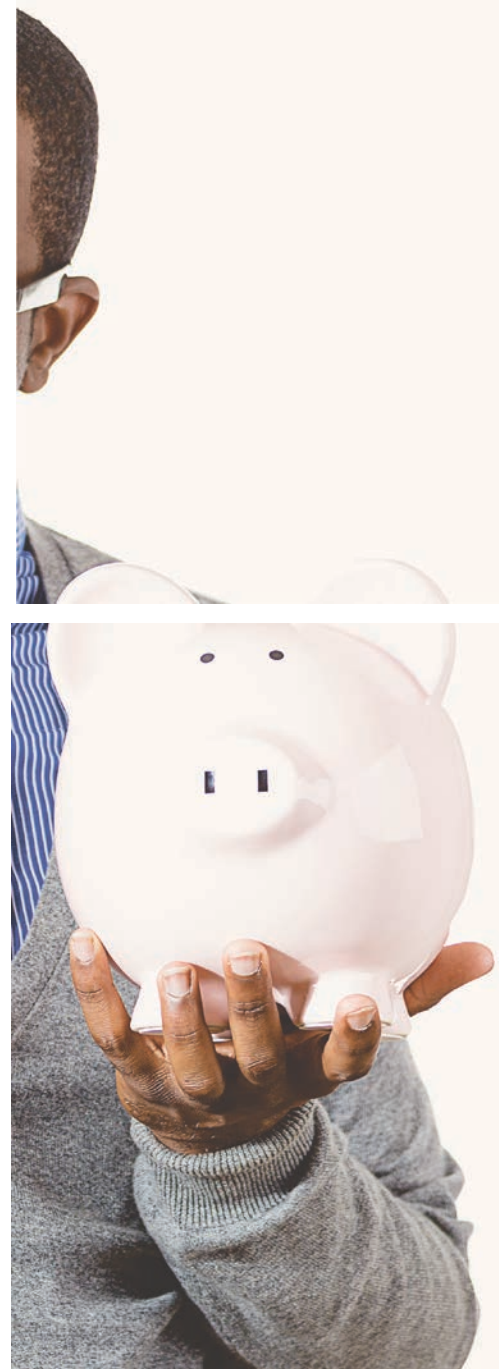
Note: All results weighted by gender (and by institution size for comparison groups).

a. Percentage of students who responded "Done or in progress" for all HIPs except service-learning, where they reported "at least some" of their courses included a community-based project. Gender, enrollment status, and race/ethnicity are institution-reported variables. Percentages are not reported (—) for row categories containing fewer than 10 students.

b. Neither parent holds a bachelor's degree.

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

# Financial Stress Scale





## SASSE 2018 Financial Stress Scale

### SASSEville University

#### Financial Stress Scale

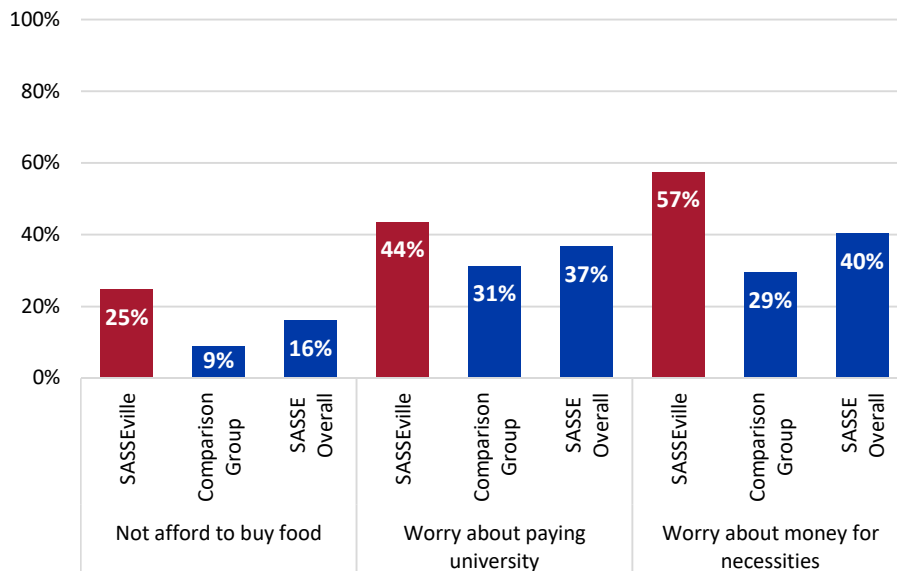
In light of the financial pressures faced by students and the significant impact these pressures have on access, success, and broader transformation of the higher education system and the societies they serve, a Financial Stress Scale (FSS) was included in the SASSE survey. The FSS consists of six questions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

#### Financial stress and consequences

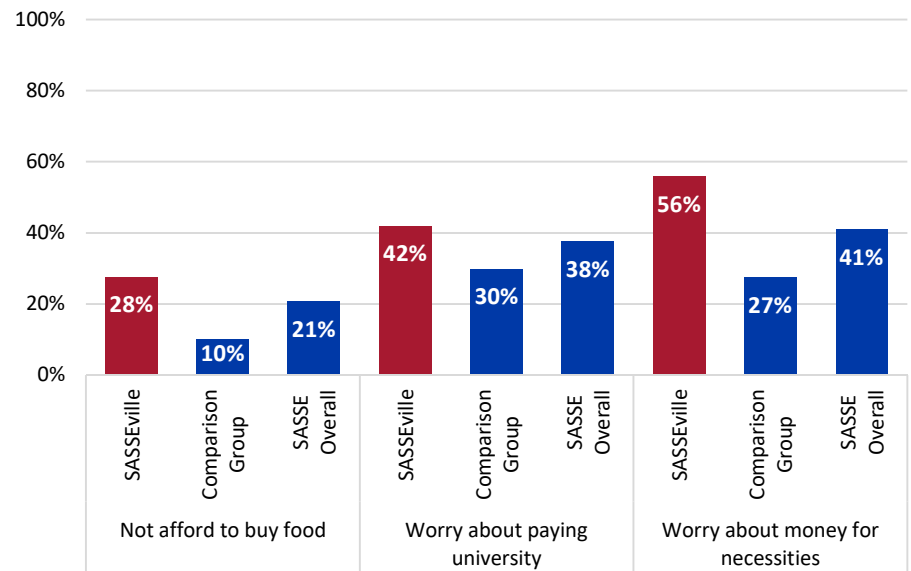
Students were asked about their worries regarding finances and the consequences of these worries. Students were asked how frequently they encountered worries regarding paying for necessities. Response options included "Never", "Sometimes", "Most days" and "Every day".

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

#### First-year



#### Senior







## SASSE 2018 Financial Stress Scale

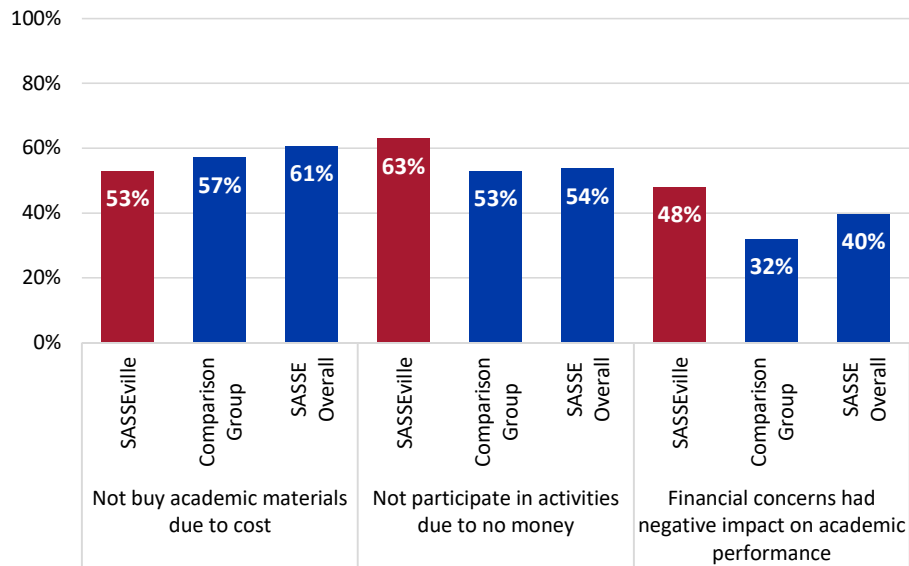
### SASSEville University

#### Financial stress and consequences (cont.)

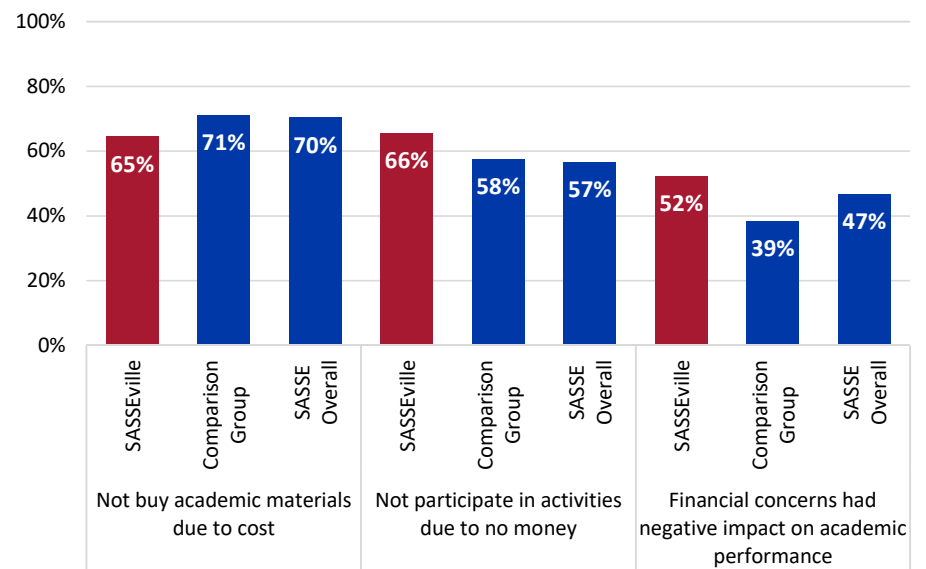
Did the following scenarios happen to students during their time in higher education? Response options included "Yes" and "No".

*Percentage who experienced the following (responded "Yes")*

#### First-year



#### Senior





## SASSE 2018 Financial Stress Scale

### SASSEville University

#### Financial stress and consequences (cont.)

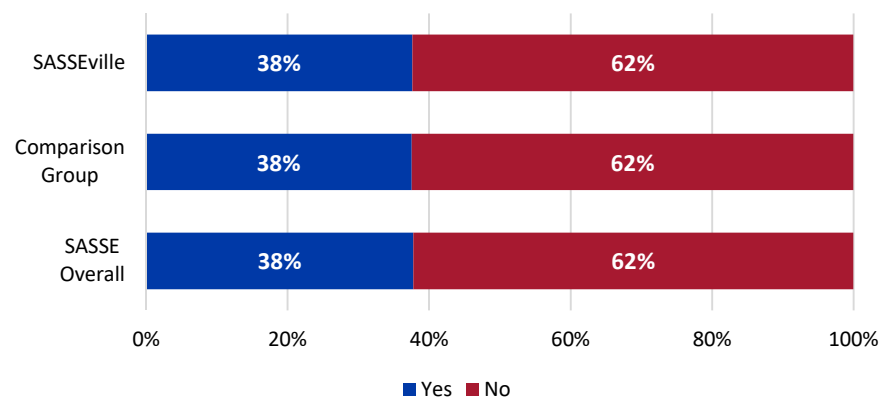
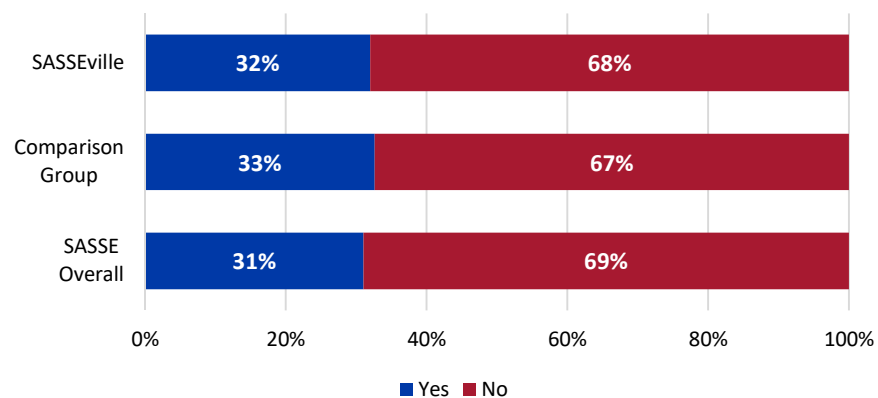
##### Dropping out

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

*Percentage of students who considered dropping out*

##### First-year

##### Senior





## SASSE 2018 Financial Stress Scale

### SASSEville University

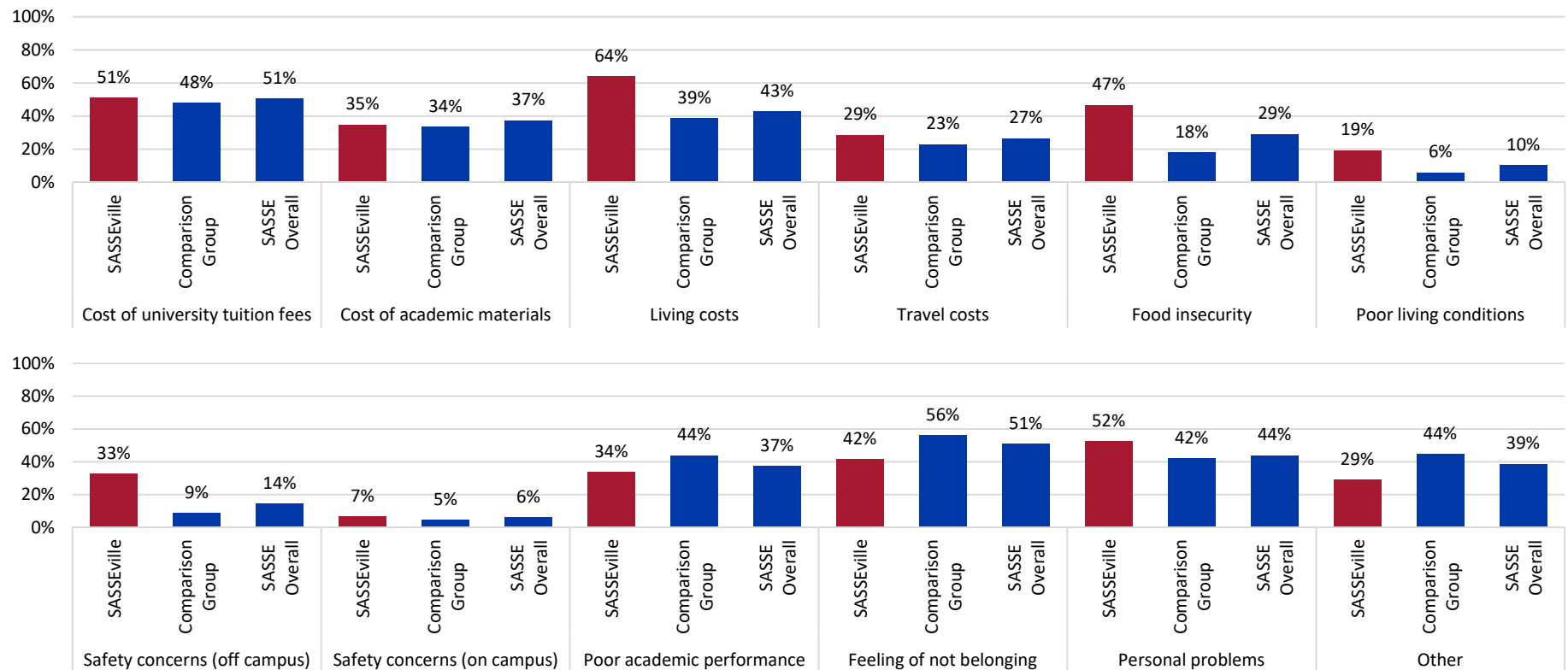
#### Financial stress and consequences (cont.)

##### Considerations for dropping out

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

*Reasons students considered dropping out*

##### First-year





## SASSE 2018 Financial Stress Scale

### SASSEville University

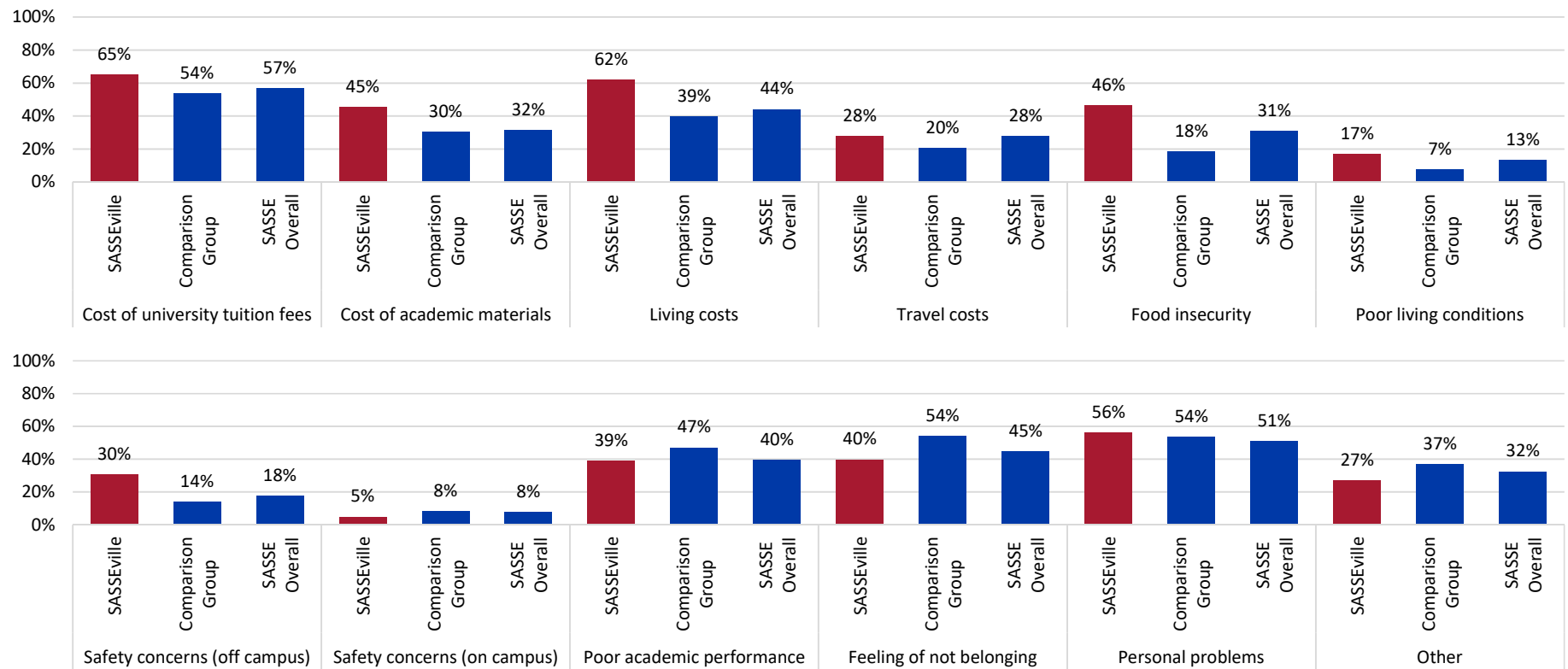
#### Financial stress and consequences (cont.)

##### Considerations for dropping out (cont.)

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

*Reasons students considered dropping out*

#### Senior





## SASSE 2018 Financial Stress Scale

### SASSEville University

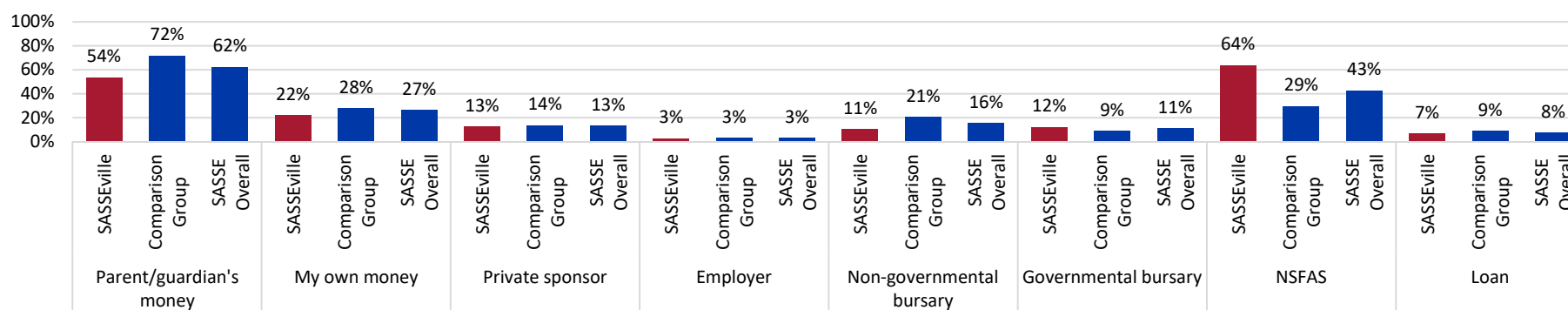
#### Financial status

##### Sources used to pay for educational expenses

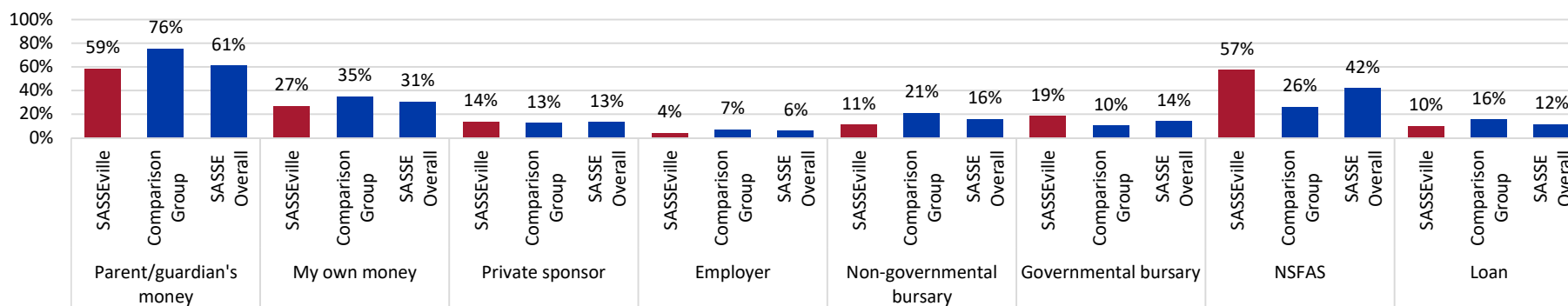
Students were asked regarding the sources that they use for their educational expenses and how much money they spend on various items.

*Sources students used to pay for expenses*

#### First-year



#### Senior







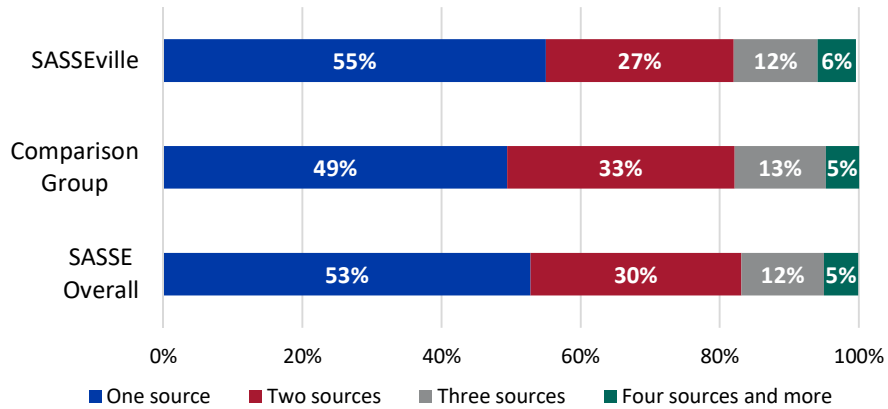
## SASSE 2018 Financial Stress Scale

### SASSEville University

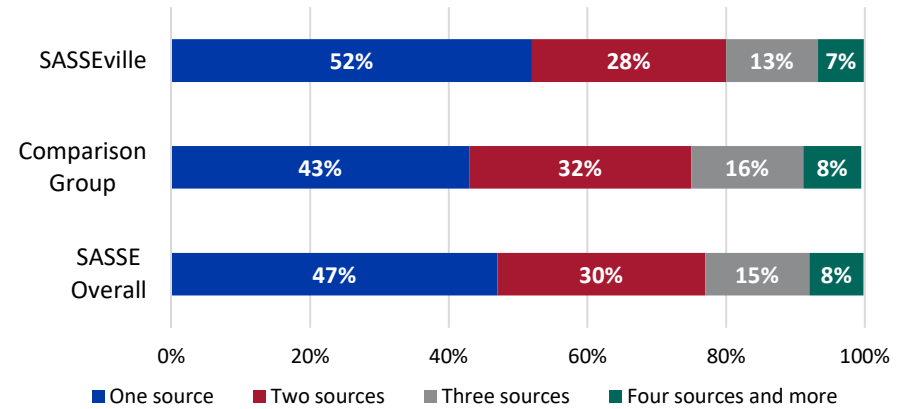
#### Financial status (cont.)

##### Number of sources used

#### First-year



#### Senior





## SASSE 2018 Financial Stress Scale

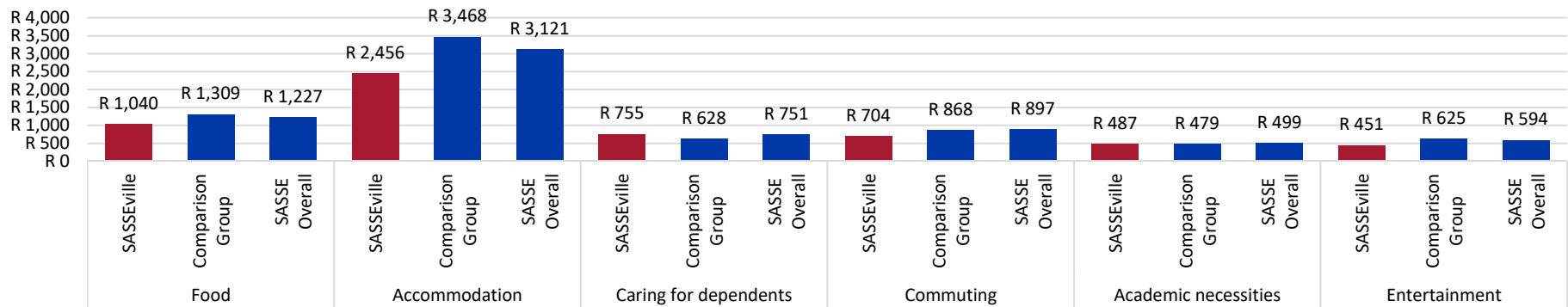
### SASSEville University

#### Financial status cont.

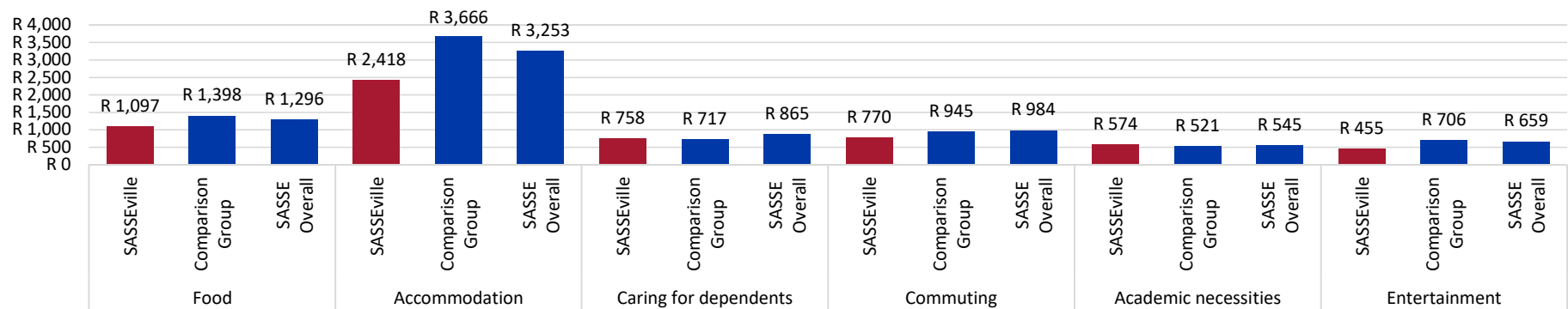
#### Money spent in an average month

*Average amount spent on expenses*

#### First-year



#### Senior





# Frequencies and Statistical Comparisons

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

1. **Class level**: As reported by your institution.

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


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

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

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

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

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



SASSE 2018 Frequencies and Statistical Comparisons

SASSEville University

Seniors

1

2

			Frequency Distributions				Statistical Comparisons				
			SASSEville		SASSE Overall		SASSEville	SASSE Overall			
			Count	%	Count	%	Mean	Mean	Effect size		
Item wording or description	Variable name	Value	Response options								
1. Think about the current academic year. How often have you done each of the following?											
a	askquest	1	Never		45	4%	250	9%	2.86	2.92 **	-.09
		2	Sometimes		450	34%	1300	48%			
		3	Often		428	25%	800	30%			
		4	Very Often		307	25%	350	9%			
		Total			1230	100%	2700	100%			
b	drafts	1	Never		207	18%	350	13%	2.56	2.60 *	-.07
		2	Sometimes		416	34%	850	31%			
		3	Often		363	29%	850	31%			
		4	Very Often		235	18%	650	24%			
		Total			1221	100%	2700	100%			

3

4

5

6

7

8

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

8. **Key to symbols**:

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

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

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

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

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with						
										SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
1. Think about the current academic year. How often have you done each of the following?																
a Asked questions or contributed to module/subject discussions in other ways	askquest	1	Never	39	4%	150	13%	179	11%	2.7	2.3	***	.49	2.4	***	.33
		2	Sometimes	460	42%	598	52%	830	48%							
		3	Often	399	36%	273	25%	494	28%							
		4	Very Often	208	19%	108	10%	227	13%							
		Total	1,106	100%	1,129	100%	1,730	100%								
b Prepared two or more drafts of a paper or assignment before handing it in	drafts	1	Never	106	10%	240	23%	289	19%	2.8	2.3	***	.44	2.5	***	.32
		2	Sometimes	310	28%	402	35%	587	33%							
		3	Often	410	37%	326	28%	546	32%							
		4	Very Often	275	25%	163	14%	308	17%							
		Total	1,101	100%	1,131	100%	1,730	100%								
c Attended class without having completed readings or assignments	unpreparedR  (Reverse-coded version of unprepared created by SASSE)	1	Very Often	64	6%	140	13%	167	10%	2.0	2.4	***	-.45	2.2	***	-.29
		2	Often	153	14%	265	24%	359	22%							
		3	Sometimes	550	50%	552	49%	825	47%							
		4	Never	325	30%	171	14%	374	21%							
		Total	1,092	100%	1,128	100%	1,725	100%								
d Attended an art exhibit, play, or other theatre performance (dance, music, etc.)	attendart	1	Never	524	47%	577	52%	863	52%	1.8	1.7	***	.16	1.7	***	.13
		2	Sometimes	344	31%	367	32%	551	31%							
		3	Often	151	14%	125	11%	202	11%							
		4	Very Often	85	8%	58	5%	111	6%							
		Total	1,104	100%	1,127	100%	1,727	100%								
e Asked another student to help you understand module/subject material	Claskhelp	1	Never	40	3%	63	6%	83	5%	2.9	2.8	***	.14	2.8	*	.08
		2	Sometimes	351	32%	377	34%	559	32%							
		3	Often	388	35%	419	37%	631	37%							
		4	Very Often	323	29%	268	23%	455	26%							
		Total	1,102	100%	1,127	100%	1,728	100%								

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students					Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
					SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with						
											SASSEville		Comparison Group		SASSE Overall		
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
f	Explained module/subject material to other students	CLexplain	1	Never	31	3%	35	3%	46	3%	2.9	2.8	***	.14	2.8	**	.10
2			Sometimes	331	30%	409	35%	625	35%								
3			Often	434	39%	445	39%	652	38%								
4			Very Often	303	28%	241	22%	406	24%								
			Total	1,099	100%	1,130	100%	1,729	100%								
g	Prepared for exams by discussing or working through module/subject material with other students	CLstudy	1	Never	107	10%	171	16%	207	12%	2.8	2.6	***	.29	2.7	***	.13
2			Sometimes	312	28%	405	35%	545	31%								
3			Often	326	30%	318	28%	502	29%								
4			Very Often	354	32%	234	22%	473	28%								
			Total	1,099	100%	1,128	100%	1,727	100%								
h	Worked with other students on projects or assignments	CLproject	1	Never	42	4%	69	6%	79	5%	3.1	2.8	***	.33	2.9	***	.16
2			Sometimes	251	23%	386	34%	470	28%								
3			Often	380	34%	391	35%	597	35%								
4			Very Often	427	39%	282	25%	581	32%								
			Total	1,100	100%	1,128	100%	1,727	100%								
i	Gave a module/subject presentation	present	1	Never	414	38%	632	57%	689	42%	2.0	1.6	***	.47	1.9	*	.08
2			Sometimes	395	36%	349	31%	597	34%								
3			Often	199	18%	105	9%	287	15%								
4			Very Often	93	9%	42	4%	152	8%								
			Total	1,101	100%	1,128	100%	1,725	100%								
2. During the current academic year, about how often have you done the following?																	
a	Combined ideas from different modules/subjects when completing assignments	Rlntegrate	1	Never	49	4%	73	6%	117	7%	2.8	2.6	***	.30	2.6	***	.29
2			Sometimes	364	33%	492	44%	733	43%								
3			Often	429	39%	410	37%	613	36%								
4			Very Often	259	24%	153	14%	265	15%								
			Total	1,101	100%	1,128	100%	1,728	100%								

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





# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
b	Connected your learning to societal problems or issues	Rlsocietal	1	Never	110	10%	167	15%	254	15%	2.6	2.4	***	.20	2.4	***	.21
			2	Sometimes	428	39%	474	42%	725	42%							
			3	Often	357	33%	340	30%	522	31%							
			4	Very Often	198	18%	145	13%	224	13%							
			Total	1,093	100%	1,126	100%	1,725	100%								
c	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	Rldiverse	1	Never	155	14%	243	22%	337	21%	2.5	2.2	***	.31	2.3	***	.28
			2	Sometimes	405	37%	479	43%	730	43%							
			3	Often	344	31%	275	24%	435	24%							
			4	Very Often	192	18%	128	11%	221	12%							
			Total	1,096	100%	1,125	100%	1,723	100%								
d	Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	48	4%	102	9%	137	8%	2.9	2.6	***	.33	2.6	***	.29
			2	Sometimes	295	27%	420	37%	646	37%							
			3	Often	502	46%	448	40%	665	39%							
			4	Very Often	249	23%	158	14%	279	16%							
			Total	1,094	100%	1,128	100%	1,727	100%								
e	Tried to better understand someone else’s views by imagining how an issue looks from his or her point of view	Rlperspect	1	Never	17	2%	40	4%	59	4%	3.1	2.9	***	.20	2.9	***	.19
			2	Sometimes	253	23%	301	27%	461	27%							
			3	Often	480	44%	512	45%	770	44%							
			4	Very Often	345	32%	271	24%	432	25%							
			Total	1,095	100%	1,124	100%	1,722	100%								
f	Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	8	1%	26	2%	36	2%	3.2	3.0	***	.23	3.0	***	.25
			2	Sometimes	190	17%	254	23%	413	24%							
			3	Often	519	47%	549	48%	825	48%							
			4	Very Often	380	35%	296	26%	447	26%							
			Total	1,097	100%	1,125	100%	1,721	100%								

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g	Connected ideas from your modules/subjects to your prior experiences and knowledge	Rlconnect	1	Never	15	1%	19	2%	33	2%	3.1	3.0	*	.08	3.0	***	.13
			2	Sometimes	241	22%	256	23%	439	26%							
			3	Often	466	43%	508	45%	747	43%							
			4	Very Often	373	34%	339	30%	503	29%							
			Total	1,095	100%	1,122	100%	1,722	100%								
3. During the current academic year, about how often have you done the following?																	
a	Talked about your career plans with a lecturer	SScareer	1	Never	534	48%	797	71%	1,081	64%	1.8	1.4	***	.53	1.5	***	.34
			2	Sometimes	363	33%	237	20%	447	25%							
			3	Often	129	12%	76	7%	142	8%							
			4	Very Often	79	7%	22	2%	65	3%							
			Total	1,105	100%	1,132	100%	1,735	100%								
b	Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	SSotherwork	1	Never	541	49%	806	71%	1,102	64%	1.8	1.4	***	.57	1.5	***	.32
			2	Sometimes	345	31%	239	21%	406	24%							
			3	Often	156	14%	70	6%	165	9%							
			4	Very Often	64	6%	14	1%	58	3%							
			Total	1,106	100%	1,129	100%	1,731	100%								
c	Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	SSdiscuss	1	Never	440	40%	625	55%	794	47%	1.9	1.6	***	.37	1.7	***	.19
			2	Sometimes	419	38%	378	33%	638	36%							
			3	Often	166	15%	92	8%	215	12%							
			4	Very Often	80	7%	36	4%	86	5%							
			Total	1,105	100%	1,131	100%	1,733	100%								
d	Discussed your academic performance with a lecturer	SSperform	1	Never	495	45%	739	66%	980	59%	1.9	1.5	***	.58	1.6	***	.35
			2	Sometimes	344	31%	291	25%	497	28%							
			3	Often	167	15%	69	6%	169	9%							
			4	Very Often	100	9%	32	3%	85	5%							
			Total	1,106	100%	1,131	100%	1,731	100%								

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
4. During the current academic year, how much has your academic work emphasised the following?																	
a	Memorising module/subject material (facts, ideas, etc.)	memorize	1	Very little	33	3%	50	5%	80	5%	3.2	3.0	***	.20	3.0	***	.20
			2	Some	197	18%	246	23%	387	23%							
			3	Quite a bit	429	39%	458	40%	684	40%							
			4	Very much	445	40%	374	32%	578	32%							
			Total	1,104	100%	1,128	100%	1,729	100%								
b	Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	29	3%	23	2%	45	3%	3.3	3.2		.02	3.2	*	.08
			2	Some	162	14%	181	16%	308	18%							
			3	Quite a bit	417	38%	432	39%	646	38%							
			4	Very much	492	45%	493	44%	727	42%							
			Total	1,100	100%	1,129	100%	1,726	100%								
c	Identifying the different parts of an idea, experience, or argument in detail (analysing)	HOanalyze	1	Very little	29	3%	47	4%	78	5%	3.1	3.0	***	.15	3.0	***	.17
			2	Some	200	18%	256	23%	403	24%							
			3	Quite a bit	457	42%	457	41%	670	40%							
			4	Very much	409	38%	362	32%	566	32%							
			Total	1,095	100%	1,122	100%	1,717	100%								
d	Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	36	3%	70	7%	91	6%	3.1	2.9	***	.25	2.9	***	.21
			2	Some	218	20%	298	27%	450	26%							
			3	Quite a bit	449	41%	441	39%	665	39%							
			4	Very much	392	36%	315	27%	512	29%							
			Total	1,095	100%	1,124	100%	1,718	100%								
e	Forming a new idea or understanding by putting together various pieces of information	HOform	1	Very little	37	3%	83	8%	121	8%	3.2	2.9	***	.31	2.9	***	.26
			2	Some	209	19%	268	23%	395	23%							
			3	Quite a bit	407	37%	472	43%	678	40%							
			4	Very much	446	41%	299	26%	523	29%							
			Total	1,099	100%	1,122	100%	1,717	100%								

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with						
										SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
5. During the current academic year, to what extent have your lecturers done the following?																
a Clearly explained module/subject outcomes and requirements	ETgoals	1	Very little	26	2%	40	4%	64	4%	3.3	3.0	***	.37	3.1	***	.30
		2	Some	157	14%	242	21%	362	22%							
		3	Quite a bit	337	30%	491	43%	662	38%							
		4	Very much	585	53%	357	32%	645	37%							
		Total	1,105	100%	1,130	100%	1,733	100%								
b Presented module/subject sessions in an organised way	ETorganize	1	Very little	29	3%	33	3%	62	4%	3.4	3.2	***	.26	3.2	***	.24
		2	Some	140	13%	193	17%	306	17%							
		3	Quite a bit	331	30%	474	42%	656	38%							
		4	Very much	601	55%	432	38%	708	41%							
		Total	1,101	100%	1,132	100%	1,732	100%								
c Used examples or illustrations to explain difficult points	ETexample	1	Very little	27	2%	34	3%	57	4%	3.4	3.2	***	.30	3.2	***	.29
		2	Some	130	12%	214	19%	321	18%							
		3	Quite a bit	308	28%	421	37%	622	36%							
		4	Very much	631	58%	455	41%	723	42%							
		Total	1,096	100%	1,124	100%	1,723	100%								
d Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	68	6%	237	21%	285	17%	3.0	2.4	***	.64	2.5	***	.48
		2	Some	257	24%	390	34%	537	32%							
		3	Quite a bit	342	31%	332	30%	525	30%							
		4	Very much	428	39%	171	16%	385	21%							
		Total	1,095	100%	1,130	100%	1,732	100%								
e Provided detailed feedback shortly after you completed tests or assignments	ETfeedback	1	Very little	95	9%	196	17%	250	15%	3.0	2.5	***	.52	2.6	***	.38
		2	Some	245	22%	418	36%	567	33%							
		3	Quite a bit	334	30%	316	28%	481	28%							
		4	Very much	422	39%	200	18%	433	24%							
		Total	1,096	100%	1,130	100%	1,731	100%								



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with				
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Comparison Group	Effect size <sup>e</sup>	SASSE Overall	Effect size <sup>e</sup>
<b>6. During the current academic year, about how often have you done the following?</b>														
a Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	154	14%	160	13%	227	12%	<b>2.5</b>	2.5	-.05	2.5	-.06
		2	Sometimes	435	39%	455	39%	697	39%					
		3	Often	357	32%	349	32%	542	32%					
		4	Very Often	160	15%	167	16%	265	17%					
		Total		1,106	100%	1,131	100%	1,731	100%					
b Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	238	22%	321	27%	445	25%	<b>2.3</b>	2.2	***	.16	2.2
		2	Sometimes	435	39%	473	42%	704	41%					
		3	Often	288	26%	209	19%	368	21%					
		4	Very Often	145	13%	125	12%	212	12%					
		Total		1,106	100%	1,128	100%	1,729	100%					
c Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	QRevaluate	1	Never	268	24%	309	26%	452	25%	<b>2.2</b>	2.1	.07	2.2	.03
		2	Sometimes	447	41%	487	43%	711	41%					
		3	Often	266	24%	233	21%	388	23%					
		4	Very Often	116	11%	100	10%	176	10%					
		Total		1,097	100%	1,129	100%	1,727	100%					

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
7. During the current academic year, about how many papers, reports, or other writing tasks of the following length have you been given to complete? (Include those not yet submitted.)															
a Up to 5 pages	wrshort	1	None	82	8%	110	10%	155	9%	3.3	3.2	.02	3.3	.01	
		2	1-2	231	22%	282	24%	386	23%						
		3	3-5	405	38%	329	30%	548	32%						
		4	6-10	170	16%	200	18%	322	19%						
		5	11-15	76	7%	71	7%	108	7%						
		6	16-20	49	5%	37	4%	66	4%						
		7	More than 20	54	5%	69	7%	101	6%						
		Total		1,067	100%	1,098	100%	1,686	100%						
b Between 6 and 10 pages	wrmed	1	None	300	28%	438	42%	539	35%	2.6	2.1	***	.39	2.3	
		2	1-2	264	25%	321	29%	448	27%						
		3	3-5	203	19%	167	16%	303	17%						
		4	6-10	179	17%	79	8%	226	13%						
		5	11-15	66	6%	28	3%	66	4%						
		6	16-20	29	3%	21	2%	37	2%						
		7	More than 20	19	2%	12	1%	22	1%						
		Total		1,060	100%	1,066	100%	1,641	100%						
c 11 pages or more	wrlong	1	None	580	55%	658	61%	881	55%	2.2	1.8	***	.33	2.0	
		2	1-2	157	15%	256	24%	358	21%						
		3	3-5	85	8%	60	6%	129	7%						
		4	6-10	56	5%	27	3%	83	5%						
		5	11-15	90	9%	27	2%	107	6%						
		6	16-20	49	5%	24	2%	47	3%						
		7	More than 20	33	3%	23	2%	47	3%						
		Total		1,050	100%	1,075	100%	1,652	100%						

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





# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>			
Estimated number of assigned pages of student writing	wrpages									102.7	64.8	***	.39	82.5	***	.18	
				(Continuous variable, recoded and summed by SASSE from wrshort, wrmed and wrlong. Values are estimated pages of assigned writing.)													
8. During the current academic year, about how often have you had discussions with people from the following groups?																	
a	People of a race or ethnicity other than your own	DDrace	1	Never	53	5%	38	4%	99	6%	3.1	3.1	-.03	3.0	***	.13	
			2	Sometimes	242	22%	258	23%	461	27%							
			3	Often	333	30%	324	28%	482	28%							
			4	Very often	477	43%	508	45%	685	39%							
			Total		1,105	100%	1,128	100%	1,727	100%							
b	People from an economic background other than your own	DDeconomic	1	Never	40	3%	38	3%	83	5%	3.2	3.2	.04	3.1	***	.14	
			2	Sometimes	210	19%	236	21%	393	23%							
			3	Often	358	32%	356	32%	555	32%							
			4	Very often	497	45%	497	44%	692	40%							
			Total		1,105	100%	1,127	100%	1,723	100%							
c	People with religious beliefs other than your own	DDreligion	1	Never	70	6%	72	6%	107	6%	3.0	3.0	-.01	3.0		.03	
			2	Sometimes	272	25%	271	24%	426	26%							
			3	Often	309	28%	329	29%	503	28%							
			4	Very often	448	41%	456	41%	688	40%							
			Total		1,099	100%	1,128	100%	1,724	100%							
d	People with political views other than your own	DDpolitical	1	Never	70	6%	109	10%	150	9%	3.1	2.9	***	.20	2.9	***	.18
			2	Sometimes	260	24%	331	29%	494	29%							
			3	Often	306	28%	301	27%	469	28%							
			4	Very often	468	43%	387	35%	609	35%							
			Total		1,104	100%	1,128	100%	1,722	100%							

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with						
										SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
9. During the current academic year, about how often have you done the following?																
a Identified important information from reading assignments	LSreading	1	Never	13	1%	36	3%	52	3%	3.2	3.0	***	.33	3.0	***	.29
		2	Sometimes	184	17%	295	26%	410	24%							
		3	Often	451	40%	476	43%	731	42%							
		4	Very often	460	42%	323	28%	537	30%							
			Total	1,108	100%	1,130	100%	1,730	100%							
b Reviewed your notes after class	LSnotes	1	Never	64	6%	90	9%	100	6%	2.8	2.7	***	.17	2.8		.06
		2	Sometimes	375	34%	424	38%	599	35%							
		3	Often	364	33%	367	32%	592	34%							
		4	Very often	303	27%	249	21%	437	25%							
			Total	1,106	100%	1,130	100%	1,728	100%							
c Summarised what you learned in class or from module/subject materials	LSsummary	1	Never	39	4%	80	8%	107	6%	3.0	2.9	***	.20	2.9	***	.14
		2	Sometimes	294	27%	329	31%	476	28%							
		3	Often	349	31%	340	30%	555	32%							
		4	Very often	425	39%	379	31%	585	33%							
			Total	1,107	100%	1,128	100%	1,723	100%							
10. During the current academic year, to what extent have your modules/subjects required you to do your best work?																
	challenge	1	Not at all	7	1%	4	1%	5	0%	3.7	3.5	***	.27	3.5	***	.24
		2	Some	51	5%	102	10%	153	10%							
		3	Quite a bit	233	23%	358	32%	509	31%							
		4	Very much	724	71%	637	57%	1,019	59%							
			Total	1,015	100%	1,101	100%	1,686	100%							

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with				
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Comparison Group	Effect size <sup>e</sup>	SASSE Overall	Effect size <sup>e</sup>
<b>11. Which of the following have you done or do you plan to do before you graduate from your institution?</b>														
a Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.) as a compulsory part of your degree	intern  (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	103	9%	106	10%	161	9%	<b>15%</b>	17%	-.07	16%	-.04
		2	Do not plan to do	19	2%	30	3%	43	3%					
		3	Plan to do	759	69%	748	66%	1,162	67%					
		4	Done or in progress	162	15%	186	17%	263	16%					
		5	Not offered at my institution	62	5%	55	5%	85	5%					
		Total		1,105	100%	1,125	100%	1,714	100%					
b Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	leader  (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	241	22%	288	26%	438	25%	<b>11%</b>	12%	-.04	12%	-.05
		2	Do not plan to do	203	18%	300	27%	441	27%					
		3	Plan to do	520	47%	397	35%	607	35%					
		4	Done or in progress	117	11%	132	12%	206	12%					
		5	Not offered at my institution	21	2%	6	1%	19	1%					
		Total		1,102	100%	1,123	100%	1,711	100%					
c Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects	learncom  (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	226	21%	313	28%	460	27%	<b>16%</b>	14%	.05	14%	.06
		2	Do not plan to do	137	12%	257	23%	340	20%					
		3	Plan to do	533	49%	383	34%	627	36%					
		4	Done or in progress	172	16%	149	14%	229	14%					
		5	Not offered at my institution	33	3%	19	2%	43	3%					
		Total		1,101	100%	1,121	100%	1,699	100%					
d Develop an international perspective through campus initiatives and interacting with international students	abroad  (Means indicate the percentage who responded "Done or in progress.")	1	Have not decided	256	23%	329	29%	478	28%	<b>11%</b>	14%	-.06	13%	-.05
		2	Do not plan to do	127	11%	179	16%	233	14%					
		3	Plan to do	549	50%	439	39%	729	41%					
		4	Done or in progress	128	11%	151	14%	212	13%					
		5	Not offered at my institution	45	4%	25	2%	50	3%					
		Total		1,105	100%	1,123	100%	1,702	100%					

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
e	Work with a lecturer on a research project as part of a module/subject, or part of your degree	research	1	Have not decided	278	25%	388	34%	534	32%	10%	4%	***	.30	7%	**	.13
		(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	89	8%	194	17%	245	15%							
		3	Plan to do	583	53%	449	40%	734	43%								
		4	Done or in progress	111	10%	49	4%	125	7%								
		5	Not offered at my institution	38	3%	43	4%	65	4%								
		Total	1,099	100%	1,123	100%	1,703	100%									
f	Participate in first-year experience seminars, including orientation and student learning groups	Fyexperience	1	Have not decided	109	10%	142	12%	208	12%	50%	52%	-.02	51%	-.01		
		(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	119	11%	163	15%	208	13%							
		3	Plan to do	298	27%	211	20%	392	23%								
		4	Done or in progress	549	50%	595	52%	869	51%								
		5	Not offered at my institution	19	2%	11	1%	25	2%								
		Total	1,094	100%	1,122	100%	1,702	100%									
g	Register for an academic literacy or language development course	acadlit	1	Have not decided	184	17%	231	21%	371	22%	33%	27%	***	.13	25%	***	.18
		(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	186	17%	338	31%	445	27%							
		3	Plan to do	348	32%	230	20%	435	24%								
		4	Done or in progress	358	33%	306	27%	410	25%								
		5	Not offered at my institution	21	2%	15	2%	35	2%								
		Total	1,097	100%	1,120	100%	1,696	100%									
h	Work with other students on a group project or assignment	groupproject	1	Have not decided	37	3%	57	5%	84	5%	71%	72%	.02	71%	.04		
		(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	32	3%	57	5%	77	5%							
		3	Plan to do	220	20%	191	18%	303	18%								
		4	Done or in progress	781	71%	812	72%	1,220	71%								
		5	Not offered at my institution	26	2%	2	0%	11	1%								
		Total	1,096	100%	1,119	100%	1,695	100%									

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

## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

#### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
i	Consult with an academic advisor (staff member) to help you with planning of your studies and education	acadadvise	1	Have not decided	116	10%	210	19%	317	19%	40%	31%	***	.21	30%	***	.24
			2	Do not plan to do	64	6%	141	13%	194	12%							
		(Means indicate the percentage who responded "Done or in progress.")	3	Plan to do	461	42%	409	36%	658	38%							
		4	Done or in progress	444	40%	358	31%	514	30%								
		5	Not offered at my institution	12	1%	4	0%	16	1%								
		Total	1,097	100%	1,122	100%	1,699	100%									
j	Make use of peer learning support (e.g. tutors, mentors, facilitators)	usepeer	1	Have not decided	54	5%	81	7%	117	7%	65%	65%	.02	65%	.02		
			2	Do not plan to do	32	3%	57	6%	80	5%							
		(Means indicate the percentage who responded "Done or in progress.")	3	Plan to do	273	25%	230	21%	371	22%							
		4	Done or in progress	721	65%	746	65%	1,117	65%								
		5	Not offered at my institution	23	2%	8	1%	16	1%								
		Total	1,103	100%	1,122	100%	1,701	100%									
k	Explain module/subject material to other students as a tutor or learning facilitator	exptutor	1	Have not decided	148	13%	241	21%	329	20%	28%	22%	***	.14	24%	**	.09
			2	Do not plan to do	94	9%	148	14%	214	13%							
		(Means indicate the percentage who responded "Done or in progress.")	3	Plan to do	532	48%	476	43%	727	43%							
		4	Done or in progress	308	28%	250	22%	419	24%								
		5	Not offered at my institution	18	2%	4	0%	8	0%								
		Total	1,100	100%	1,119	100%	1,697	100%									
l	Register for a mathematics or numeracy development course	mathdevel	1	Have not decided	271	25%	238	21%	375	22%	19%	19%	.00	18%	.03		
			2	Do not plan to do	304	28%	522	45%	702	41%							
		(Means indicate the percentage who responded "Done or in progress.")	3	Plan to do	275	25%	141	13%	290	17%							
		4	Done or in progress	209	19%	199	19%	285	18%								
		5	Not offered at my institution	31	3%	22	2%	50	3%								
		Total	1,090	100%	1,122	100%	1,702	100%									

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>			
12. About how many of your modules/subjects have included a community-based/community-engagement project (service-learning)?																	
	servcourse	1	None	447	41%	576	52%	752	46%	1.8	1.6	***	.29	1.7	***	.14	
		2	Some	459	42%	430	38%	722	41%								
		3	Most	156	14%	98	8%	191	10%								
		4	All	34	3%	15	1%	47	3%								
		Total		1,096	100%	1,119	100%	1,712	100%								
13. Indicate the quality of your interactions with the following people at your institution.																	
a	Other students	Qlstudent	1	Poor	31	3%	57	5%	71	4%	3.3	3.2	**	.11	3.2	*	.08
		2	Fair	152	14%	153	14%	233	14%								
		3	Good	385	35%	424	37%	663	38%								
		4	Excellent	526	48%	481	43%	746	44%								
		5	Not applicable	5	0%	4	0%	7	1%								
		Total		1,099	100%	1,119	100%	1,720	100%								
b	Peer learning support (e.g. tutors, mentors, facilitators)	Qladvisor	1	Poor	65	6%	84	8%	123	8%	3.0	2.8	***	.13	2.9	**	.11
		2	Fair	239	22%	264	24%	395	24%								
		3	Good	452	41%	473	41%	719	41%								
		4	Excellent	325	30%	273	24%	450	26%								
		5	Not applicable	17	2%	24	2%	31	2%								
		Total		1,098	100%	1,118	100%	1,718	100%								
c	Lecturers and academic staff	Qlfaculty	1	Poor	138	13%	153	14%	195	12%	2.8	2.7	*	.09	2.7		.01
		2	Fair	270	25%	308	27%	449	25%								
		3	Good	392	36%	415	37%	648	37%								
		4	Excellent	282	26%	229	22%	408	24%								
		5	Not applicable	8	1%	13	1%	15	1%								
		Total		1,090	100%	1,118	100%	1,715	100%								

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

## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

#### First-Year Students

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with				
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Comparison Group	SASSE Overall	Mean	Effect size <sup>e</sup>
d Student support services (e.g. counselling, health, disability, career)	Qlstaff	1	Poor	245	22%	246	22%	369	22%	2.4	2.4	.06	2.4	.01
		2	Fair	260	24%	233	21%	365	21%					
		3	Good	297	27%	262	23%	432	24%					
		4	Excellent	181	17%	152	14%	269	16%					
		5	Not applicable	110	10%	222	20%	277	16%					
		Total		1,093	100%	1,115	100%	1,712	100%					
e Other administrative services (e.g. registration, financial aid)	Qladmin	1	Poor	179	16%	153	14%	263	16%	2.5	2.6	-.05	2.5	-.01
		2	Fair	343	31%	325	29%	511	29%					
		3	Good	341	31%	385	34%	570	33%					
		4	Excellent	202	19%	195	18%	297	18%					
		5	Not applicable	33	3%	60	5%	77	4%					
		Total		1,098	100%	1,118	100%	1,718	100%					

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with						
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
14. During the current academic year, about how often have you used technology to communicate with the following people?																
a Other students	itstu	1	Never	15	1%	7	1%	16	1%	3.5	3.6	***	-0.23	3.6	***	-0.12
		2	Sometimes	123	11%	82	8%	167	10%							
		3	Often	278	25%	217	20%	368	22%							
		4	Very often	678	62%	816	72%	1,170	68%							
		Total		1,094	100%	1,122	100%	1,721	100%							
b Peer learning support (e.g. tutors, mentors, facilitators)	itpls	1	Never	146	13%	203	19%	291	18%	2.6	2.5	*	0.08	2.6		0.04
		2	Sometimes	375	34%	347	32%	505	30%							
		3	Often	310	28%	290	25%	480	27%							
		4	Very often	261	24%	279	24%	440	25%							
		Total		1,092	100%	1,119	100%	1,716	100%							
c Lecturers and academic staff	itfac	1	Never	178	17%	142	13%	238	15%	2.5	2.5	*	-0.07	2.5		-0.06
		2	Sometimes	434	40%	455	41%	671	39%							
		3	Often	246	23%	263	23%	419	23%							
		4	Very often	225	21%	253	23%	381	22%							
		Total		1,083	100%	1,113	100%	1,709	100%							
d Student support services (e.g. counselling, health, disability, career)	itsss	1	Never	597	55%	678	60%	974	57%	1.7	1.7	*	0.07	1.7		0.01
		2	Sometimes	290	26%	263	24%	416	24%							
		3	Often	108	10%	84	7%	159	9%							
		4	Very often	93	9%	96	9%	161	10%							
		Total		1,088	100%	1,121	100%	1,710	100%							
e Other administrative services (e.g. registration, financial aid)	itadm	1	Never	322	29%	309	27%	440	26%	2.1	2.2		0.00	2.2		-0.03
		2	Sometimes	437	40%	489	44%	755	43%							
		3	Often	185	17%	173	16%	291	17%							
		4	Very often	147	14%	146	13%	225	13%							
		Total		1,091	100%	1,117	100%	1,711	100%							

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

					Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
											Your first-year students compared with				
					SASSEville		Comparison Group		SASSE Overall		SASSEville	Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>15. How much does your institution emphasise the following?</b>															
a Spending significant amounts of time studying and on academic work	empstudy	1	Very little		22	2%	8	1%	35	2%	<b>3.5</b>	3.5	.06	3.4 ***	.12
		2	Some		72	6%	93	9%	161	9%					
		3	Quite a bit		309	28%	363	32%	559	32%					
		4	Very much		704	64%	661	59%	969	57%					
		Total			1,107	100%	1,125	100%	1,724	100%					
b Providing support to help students succeed academically	SEacademic	1	Very little		48	4%	52	5%	85	5%	<b>3.3</b>	3.2	***	.15	3.2 *** .16
		2	Some		153	14%	205	18%	298	17%					
		3	Quite a bit		305	28%	361	32%	571	33%					
		4	Very much		597	54%	509	45%	772	45%					
		Total			1,103	100%	1,127	100%	1,726	100%					
c Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	SElearnsup	1	Very little		27	2%	27	2%	52	3%	<b>3.5</b>	3.4	***	.13	3.3 *** .17
		2	Some		109	10%	140	12%	242	14%					
		3	Quite a bit		273	25%	342	30%	493	29%					
		4	Very much		691	63%	613	55%	929	54%					
		Total			1,100	100%	1,122	100%	1,716	100%					
d Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	SEdiverse	1	Very little		106	10%	168	15%	241	15%	<b>3.1</b>	2.7	***	.35	2.8 *** .30
		2	Some		173	16%	304	27%	442	25%					
		3	Quite a bit		335	30%	316	27%	493	29%					
		4	Very much		489	44%	336	30%	547	32%					
		Total			1,103	100%	1,124	100%	1,723	100%					
e Providing opportunities to be involved socially (not related to academic work)	SEsocial	1	Very little		141	13%	157	14%	265	15%	<b>2.8</b>	2.7	***	.13	2.7 *** .16
		2	Some		268	24%	317	28%	491	28%					
		3	Quite a bit		331	30%	343	30%	513	30%					
		4	Very much		362	33%	309	27%	449	26%					
		Total			1,102	100%	1,126	100%	1,718	100%					

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
f	Providing support for your overall well-being (recreation, health care, counselling, etc.)	SEwellness	1	Very little	98	9%	104	9%	183	11%	3.0	2.9	***	.15	2.8	***	.20
			2	Some	224	20%	272	24%	439	26%							
			3	Quite a bit	314	28%	380	34%	553	32%							
			4	Very much	469	43%	368	33%	543	32%							
			Total	1,105	100%	1,124	100%	1,718	100%								
g	Helping you manage your non-academic responsibilities (family, work, etc.)	SEnonacad	1	Very little	246	22%	387	34%	577	34%	2.5	2.1	***	.39	2.2	***	.36
			2	Some	285	26%	366	32%	517	30%							
			3	Quite a bit	293	27%	214	19%	375	22%							
			4	Very much	274	25%	158	14%	251	15%							
			Total	1,098	100%	1,125	100%	1,720	100%								
h	Attending campus events and activities (artistic/cultural performances, sports events, etc.)	SEactivities	1	Very little	183	16%	215	19%	328	19%	2.7	2.5	***	.27	2.5	***	.20
			2	Some	268	24%	388	35%	536	32%							
			3	Quite a bit	318	29%	306	27%	478	28%							
			4	Very much	330	30%	217	19%	379	21%							
			Total	1,099	100%	1,126	100%	1,721	100%								
i	Attending events that address important economic, political, or societal issues	SEevents	1	Very little	184	17%	240	22%	379	21%	2.8	2.4	***	.40	2.4	***	.35
			2	Some	252	23%	409	37%	585	35%							
			3	Quite a bit	309	28%	292	25%	445	25%							
			4	Very much	357	33%	183	17%	307	19%							
			Total	1,102	100%	1,124	100%	1,716	100%								
j	Providing technology to help you learn, study, or complete academic work	techlrn	1	Very little	28	3%	40	4%	80	5%	3.4	3.3	***	.16	3.2	***	.21
			2	Some	147	13%	165	15%	281	17%							
			3	Quite a bit	272	25%	354	31%	521	30%							
			4	Very much	652	59%	562	50%	837	49%							
			Total	1,099	100%	1,121	100%	1,719	100%								

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





# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
k	Teaching you how to use available technologies to learn, study, or complete academic work	techtch	1	Very little	45	4%	62	6%	96	6%	3.3	3.1	***	.21	3.1	***	.21
			2	Some	155	14%	215	19%	342	19%							
			3	Quite a bit	304	27%	369	33%	547	32%							
			4	Very much	597	54%	478	43%	731	43%							
			Total	1,101	100%	1,124	100%	1,716	100%								
l	Providing support services to assist you with your use of technology	techsup	1	Very little	61	6%	99	9%	159	10%	3.3	3.0	***	.31	3.0	***	.31
			2	Some	161	14%	263	23%	392	22%							
			3	Quite a bit	308	28%	353	32%	539	32%							
			4	Very much	568	52%	407	36%	623	37%							
			Total	1,098	100%	1,122	100%	1,713	100%								
16. About how many hours do you spend in a typical 7-day week doing each of the following?																	
a	Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities)	tmprep	1	0 hrs	19	2%	15	2%	26	2%	3.8	4.1	***	-.20	4.0	***	-.14
			2	1-5 hrs	366	33%	289	26%	472	28%							
			3	6-10 hrs	242	22%	217	19%	341	20%							
			4	11-15 hrs	135	12%	165	15%	254	15%							
			5	16-20 hrs	132	12%	140	13%	204	12%							
			6	21-25 hrs	83	8%	110	9%	153	9%							
			7	26-30 hrs	50	4%	71	6%	96	6%							
			8	More than 30 hrs	76	7%	115	10%	162	10%							
			Total	1,103	100%	1,122	100%	1,708	100%								

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Your first-year students compared with					
												Comparison Group		SASSE Overall			
Item wording or description				Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Count		%		Mean		Effect size <sup>e</sup>	
b	Attending timetabled academic activities (lectures, practicals, tutorials, etc.)	tmacaatt	1	0 hrs	6	1%	3	0%	8	0%	4.7	5.5	***	-.46	5.2	***	-.28
			2	1-5 hrs	161	15%	58	5%	160	9%							
			3	6-10 hrs	200	18%	114	11%	246	15%							
			4	11-15 hrs	185	17%	146	13%	219	13%							
			5	16-20 hrs	169	16%	215	18%	281	16%							
			6	21-25 hrs	140	13%	210	19%	270	16%							
			7	26-30 hrs	102	9%	193	17%	250	15%							
			8	More than 30 hrs	132	12%	180	16%	266	16%							
			Total	1,095	100%	1,119	100%	1,700	100%								
c	Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	tmcocurr	1	0 hrs	437	40%	478	43%	725	43%	2.1	1.9	**	.10	2.0		.06
			2	1-5 hrs	411	38%	432	37%	630	36%							
			3	6-10 hrs	126	12%	116	11%	174	11%							
			4	11-15 hrs	50	5%	49	4%	90	5%							
			5	16-20 hrs	29	3%	18	2%	35	2%							
			6	21-25 hrs	16	1%	8	1%	17	1%							
			7	26-30 hrs	15	1%	12	1%	16	1%							
			8	More than 30 hrs	10	1%	5	1%	8	1%							
			Total	1,094	100%	1,118	100%	1,695	100%								

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with					
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Comparison Group	Effect size <sup>e</sup>	SASSE Overall	Effect size <sup>e</sup>	
d Working for pay <b>on campus</b> (student assistant, tutor, etc.)	tmworkon	1	0 hrs	964	88%	1,040	93%	1,508	89%	1.3	1.2	***	.28	1.3	.07
		2	1-5 hrs	47	4%	31	3%	78	5%						
		3	6-10 hrs	20	2%	17	2%	39	2%						
		4	11-15 hrs	19	2%	15	1%	35	2%						
		5	16-20 hrs	18	2%	8	1%	14	1%						
		6	21-25 hrs	14	1%	6	0%	14	1%						
		7	26-30 hrs	11	1%	1	0%	7	0%						
		8	More than 30 hrs	5	0%	0	0%	1	0%						
		Total		1,098	100%	1,118	100%	1,696	100%						
e Working for pay <b>off campus</b> (being a waiter, casual work in shops, etc.)	tmworkoff	1	0 hrs	870	79%	867	78%	1,294	76%	1.5	1.5	.03	1.5	-.02	
		2	1-5 hrs	90	8%	108	9%	166	10%						
		3	6-10 hrs	54	5%	67	6%	101	6%						
		4	11-15 hrs	31	3%	32	3%	58	3%						
		5	16-20 hrs	16	1%	23	2%	38	2%						
		6	21-25 hrs	15	1%	9	1%	16	1%						
		7	26-30 hrs	15	1%	2	0%	7	0%						
		8	More than 30 hrs	8	1%	8	1%	13	1%						
		Total		1,099	100%	1,116	100%	1,693	100%						
Estimated number of hours working for pay	tmworkhrs (Continuous variable created by SASSE)									3.7	2.6	**	.16	3.4	.04

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Your first-year students compared with					
												Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
f	Doing community service or volunteer work	tmsservice	1	0 hrs	687	63%	744	68%	1,078	65%	1.7	1.5	***	.31	1.6	***	.19
			2	1-5 hrs	254	23%	286	25%	434	25%							
			3	6-10 hrs	62	6%	41	4%	88	6%							
			4	11-15 hrs	31	3%	23	2%	46	2%							
			5	16-20 hrs	20	2%	11	1%	22	1%							
			6	21-25 hrs	15	1%	5	0%	15	1%							
			7	26-30 hrs	11	1%	2	0%	4	0%							
			8	More than 30 hrs	16	1%	2	0%	4	0%							
			Total	1,096	100%	1,114	100%	1,691	100%								
g	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	1	0 hrs	14	1%	18	2%	46	3%	3.4	3.8	***	-.21	3.6	***	-.11
			2	1-5 hrs	408	37%	295	26%	521	29%							
			3	6-10 hrs	282	26%	296	26%	435	25%							
			4	11-15 hrs	152	14%	215	19%	285	17%							
			5	16-20 hrs	102	9%	117	11%	165	10%							
			6	21-25 hrs	66	6%	69	7%	88	6%							
			7	26-30 hrs	29	3%	31	3%	50	3%							
			8	More than 30 hrs	47	4%	77	7%	106	6%							
			Total	1,100	100%	1,118	100%	1,696	100%								

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



## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

#### First-Year Students

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with					
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Comparison Group	Effect size <sup>e</sup>	SASSE Overall	Effect size <sup>e</sup>	
h Providing care for dependents (children, siblings, parents, etc.)	tmcare	1	0 hrs	601	55%	741	67%	930	57%	2.0	1.6	***	.35	1.9	.07
		2	1-5 hrs	259	24%	239	21%	415	24%						
		3	6-10 hrs	88	8%	58	5%	147	8%						
		4	11-15 hrs	48	4%	37	4%	73	4%						
		5	16-20 hrs	38	4%	18	2%	45	3%						
		6	21-25 hrs	20	2%	13	1%	31	2%						
		7	26-30 hrs	19	2%	4	0%	16	1%						
		8	More than 30 hrs	19	2%	6	0%	31	1%						
		Total		1,092	100%	1,116	100%	1,688	100%						
i Travelling to class (driving, walking, etc.)	tmcommute	1	0 hrs	71	6%	92	8%	176	10%	2.7	2.5	**	.14	2.5	* .09
		2	1-5 hrs	676	62%	664	59%	985	57%						
		3	6-10 hrs	177	16%	215	19%	288	18%						
		4	11-15 hrs	59	5%	81	7%	119	7%						
		5	16-20 hrs	31	3%	29	3%	49	3%						
		6	21-25 hrs	37	3%	16	2%	32	2%						
		7	26-30 hrs	18	2%	9	1%	19	1%						
		8	More than 30 hrs	28	2%	11	1%	27	2%						
		Total		1,097	100%	1,117	100%	1,695	100%						

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with						
										SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
17. Of the time you spend preparing for class in a 7-day week, how many hours are on assigned reading ?																
	tmread	1	0 hrs	43	4%	130	12%	161	9%	3.2	2.7	***	.36	2.8	***	.25
		2	1-5 hrs	461	42%	563	50%	808	47%							
		3	6-10 hrs	273	25%	213	19%	358	21%							
		4	11-15 hrs	133	12%	90	8%	168	10%							
		5	16-20 hrs	85	8%	66	6%	112	7%							
		6	21-25 hrs	40	4%	30	3%	52	3%							
		7	26-30 hrs	37	3%	14	1%	26	1%							
		8	More than 30 hrs	30	3%	14	1%	27	2%							
		Total		1,102	100%	1,120	100%	1,712	100%							
18. In an average week, what percentage of your timetabled academic activities (e.g. lectures, practicals, or tutorials) do you attend?																
	tmattsche	1	None (0%)	2	0%	1	0%	3	0%	4.9	5.1	***	-.17	5.0	**	-.09
		2	Less than 25%	24	2%	15	2%	35	2%							
		3	Between 25% and 50%	90	8%	50	5%	99	6%							
		4	Between 51% and 75%	182	17%	153	14%	258	15%							
		5	More than 75%	432	39%	477	42%	696	41%							
		6	All ( 100%)	375	34%	430	37%	636	36%							
		Total		1,105	100%	1,126	100%	1,727	100%							
19. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																
a Writing clearly and effectively	pgwrite	1	Very little	76	7%	151	14%	188	12%	3.1	2.7	***	.40	2.8	***	.30
		2	Some	158	14%	288	25%	395	23%							
		3	Quite a bit	411	37%	391	34%	594	35%							
		4	Very much	458	42%	298	26%	542	30%							
		Total		1,103	100%	1,128	100%	1,719	100%							

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with					
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
b Speaking clearly and effectively	pgspeak	1	Very little	71	7%	212	19%	244	15%	3.1	2.5	***	.55	2.7	***
		2	Some	175	16%	327	29%	430	25%						
		3	Quite a bit	416	38%	344	30%	567	33%						
		4	Very much	437	40%	242	22%	475	27%						
		Total		1,099	100%	1,125	100%	1,716	100%						
c Thinking critically and analytically	pgthink	1	Very little	23	2%	23	2%	28	2%	3.4	3.3	**	.11	3.3	***
		2	Some	107	10%	142	13%	231	14%						
		3	Quite a bit	369	33%	416	36%	621	35%						
		4	Very much	597	55%	544	49%	834	49%						
		Total		1,096	100%	1,125	100%	1,714	100%						
d Analysing numerical and statistical information	pganalyze	1	Very little	137	13%	157	13%	195	11%	2.8	2.9		-.04	2.9	*
		2	Some	254	23%	248	21%	402	23%						
		3	Quite a bit	354	32%	346	31%	543	32%						
		4	Very much	354	32%	374	35%	575	35%						
		Total		1,099	100%	1,125	100%	1,715	100%						
e Using computing and information technology	pgcmpts	1	Very little	51	5%	61	6%	78	5%	3.3	3.2	***	.16	3.2	***
		2	Some	155	14%	203	17%	298	18%						
		3	Quite a bit	305	28%	373	33%	536	31%						
		4	Very much	587	54%	487	44%	802	47%						
		Total		1,098	100%	1,124	100%	1,714	100%						
f Developing job- or work-related knowledge and skills	pgwork	1	Very little	87	8%	138	12%	179	11%	3.0	2.7	***	.26	2.8	***
		2	Some	256	23%	324	28%	470	27%						
		3	Quite a bit	374	34%	394	35%	605	36%						
		4	Very much	383	35%	268	24%	459	26%						
		Total		1,100	100%	1,124	100%	1,713	100%						

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with					
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
g Working effectively with others	pgothers	1	Very little	43	4%	90	8%	98	6%	<b>3.3</b>	2.9	***	.43	3.0	***
		2	Some	156	14%	296	27%	368	23%						
		3	Quite a bit	377	34%	418	36%	625	36%						
		4	Very much	520	47%	318	29%	619	35%						
		Total		1,096	100%	1,122	100%	1,710	100%						
h Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	71	7%	145	13%	177	11%	<b>3.0</b>	2.8	***	.28	2.8	***
		2	Some	216	20%	299	27%	435	26%						
		3	Quite a bit	401	36%	358	31%	569	33%						
		4	Very much	412	38%	324	29%	528	30%						
		Total		1,100	100%	1,126	100%	1,709	100%						
i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	61	6%	120	11%	145	9%	<b>3.2</b>	2.9	***	.32	3.0	***
		2	Some	175	16%	255	23%	348	21%						
		3	Quite a bit	312	29%	350	31%	544	31%						
		4	Very much	549	50%	396	35%	666	38%						
		Total		1,097	100%	1,121	100%	1,703	100%						
j Solving complex real-world problems	pgprobsolve	1	Very little	78	7%	136	12%	177	11%	<b>3.0</b>	2.8	***	.23	2.8	***
		2	Some	243	22%	321	28%	446	26%						
		3	Quite a bit	393	36%	352	31%	584	34%						
		4	Very much	385	35%	315	29%	496	29%						
		Total		1,099	100%	1,124	100%	1,703	100%						
k Being an informed and active citizen	pgcitizen	1	Very little	71	6%	137	13%	179	11%	<b>3.0</b>	2.7	***	.32	2.8	***
		2	Some	230	21%	319	28%	445	26%						
		3	Quite a bit	385	35%	375	33%	585	34%						
		4	Very much	413	38%	290	26%	491	29%						
		Total		1,099	100%	1,121	100%	1,700	100%						

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with						
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
20. Overall, how would you evaluate the quality of academic advice (i.e. help with the planning of your studies and education) you have received at your institution?																
	advise	1	Poor	23	2%	34	3%	55	3%	3.2	3.1	***	.13	3.1	***	.14
		2	Fair	164	15%	197	17%	287	17%							
		3	Good	413	38%	472	42%	748	43%							
		4	Excellent	408	37%	355	32%	554	31%							
		5	No academic advice received	92	8%	67	6%	80	5%							
		Total		1,100	100%	1,125	100%	1,724	100%							
21. How would you evaluate your entire educational experience at this institution?																
	evalexp	1	Poor	15	1%	19	2%	30	2%	3.1	3.2	***	-.12	3.2		-.02
		2	Fair	166	15%	145	13%	259	15%							
		3	Good	556	51%	517	45%	840	48%							
		4	Excellent	362	33%	441	40%	591	35%							
		Total		1,099	100%	1,122	100%	1,720	100%							
22. If you could start over again, would you go to the same institution you are now attending?																
	sameinst	1	Definitely not	65	6%	23	2%	64	4%	3.2	3.5	***	-.38	3.3	***	-.17
		2	Probably not	144	13%	74	6%	154	9%							
		3	Probably yes	391	35%	386	33%	652	37%							
		4	Definitely yes	505	46%	648	58%	865	51%							
		Total		1,105	100%	1,131	100%	1,735	100%							
23. Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?																
a Parent/guardian's money	FSSparfam	1	Using	526	54%	778	72%	979	62%	54%	72%	***	-.40	62%	***	-.18
	(Means indicate the percentage who responded "Using.")	2	Not using	423	43%	276	27%	607	35%							
		3	Not sure	28	3%	18	2%	41	2%							
		Total		977	100%	1,072	100%	1,627	100%							

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

## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

#### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with						
										SASSEville	Comparison Group		SASSE Overall			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
b My own money	FSSself (Means indicate the percentage who responded "Using.")	1	Using	210	22%	292	28%	402	27%	22%	28%	***	-0.13	27%	**	-0.10
		2	Not using	696	74%	708	68%	1,111	70%							
		3	Not sure	37	4%	36	4%	62	4%							
		Total	943	100%	1,036	100%	1,575	100%								
c Private sponsor/s (e.g. family contributors)	FSSsprison (Means indicate the percentage who responded "Using.")	1	Using	117	13%	133	14%	194	13%	13%	14%		-0.03	13%		-0.02
		2	Not using	763	82%	851	83%	1,309	83%							
		3	Not sure	46	5%	37	4%	63	4%							
		Total	926	100%	1,021	100%	1,566	100%								
d Employer	FSSemployer (Means indicate the percentage who responded "Using.")	1	Using	27	3%	33	3%	48	3%	3%	3%		-0.02	3%		-0.01
		2	Not using	863	93%	961	95%	1,460	94%							
		3	Not sure	35	4%	20	2%	44	3%							
		Total	925	100%	1,014	100%	1,552	100%								
e Non-governmental bursary (e.g. institutional, merit, private company)	FSSnongov (Means indicate the percentage who responded "Using.")	1	Using	97	11%	216	21%	240	16%	11%	21%	***	-0.25	16%	***	-0.14
		2	Not using	781	84%	790	77%	1,275	81%							
		3	Not sure	50	5%	28	3%	53	3%							
		Total	928	100%	1,034	100%	1,568	100%								
f Governmental bursary (excluding NSFAS)	FSSgovbur (Means indicate the percentage who responded "Using.")	1	Using	119	12%	91	9%	175	11%	12%	9%	**	0.12	11%		0.04
		2	Not using	789	83%	912	89%	1,346	86%							
		3	Not sure	42	4%	25	2%	47	3%							
		Total	950	100%	1,028	100%	1,568	100%								
g NSFAS	FSSnsfas (Means indicate the percentage who responded "Using.")	1	Using	661	64%	299	29%	704	43%	64%	29%	***	0.75	43%	***	0.42
		2	Not using	348	33%	716	68%	848	53%							
		3	Not sure	30	3%	31	3%	70	4%							
		Total	1,039	100%	1,046	100%	1,622	100%								

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
h	Loan (including institutional, banks, or private companies)	FSSstudio (Means indicate the percentage who responded "Using.")	1	Using	66	7%	93	9%	115	8%	7%	9%	-.07	8%	-.02		
			2	Not using	816	88%	873	86%	1,363	88%							
			3	Not sure	50	5%	51	5%	74	4%							
			Total	932	100%	1,017	100%	1,552	100%								
24. In an average month, how much money do you spend on each of the following?																	
a	Food	FSSfood	1	Less than R500	162	15%	227	20%	343	21%	2.0	2.6	***	-.38	2.4	***	-.31
			2	R500 - R1500	812	73%	494	43%	838	47%							
			3	R1500 - R2500	103	9%	210	19%	303	17%							
			4	R2500 - R4000	18	2%	76	7%	89	5%							
			5	More than R4000	5	0%	22	2%	29	2%							
			6	Not applicable	7	1%	97	9%	127	8%							
			Total	1,107	100%	1,126	100%	1,729	100%								
b	Accommodation	FSSaccom	1	Less than R500	29	3%	58	5%	84	6%	3.7	4.7	***	-.74	4.5	***	-.53
			2	R500 - R1500	127	12%	36	3%	111	7%							
			3	R1500 - R2500	447	40%	75	6%	209	11%							
			4	R2500 - R4000	231	21%	274	24%	363	21%							
			5	More than R4000	104	10%	293	26%	374	22%							
			6	Not applicable	161	15%	390	36%	578	34%							
			Total	1,099	100%	1,126	100%	1,719	100%								
c	Caring for dependents (children, siblings, parents, etc.)	FSSdepend	1	Less than R500	281	25%	230	21%	395	23%	4.3	4.7	***	-.22	4.4		-.03
			2	R500 - R1500	93	9%	46	4%	168	9%							
			3	R1500 - R2500	26	2%	14	1%	52	3%							
			4	R2500 - R4000	10	1%	10	1%	24	1%							
			5	More than R4000	14	1%	6	1%	11	1%							
			6	Not applicable	667	61%	809	73%	1,054	63%							
			Total	1,091	100%	1,115	100%	1,704	100%								

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with				
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Comparison Group	Effect size <sup>e</sup>	SASSE Overall	Effect size <sup>e</sup>
d Commuting to and from university	FSScommute	1	Less than R500	364	33%	324	29%	493	29%	3.5	3.5	-.02	3.5	-.02
		2	R500 - R1500	202	18%	219	19%	333	19%					
		3	R1500 - R2500	39	4%	81	7%	113	7%					
		4	R2500 - R4000	8	1%	21	2%	42	2%					
		5	More than R4000	8	1%	6	1%	17	1%					
		6	Not applicable	473	43%	463	42%	706	42%					
		Total		1,094	100%	1,114	100%	1,704	100%					
e Academic necessities (e.g. making copies, printing, stationary)	FSSacadnec	1	Less than R500	868	79%	816	74%	1,270	74%	1.4	1.6	***	-.11	1.6
		2	R500 - R1500	138	12%	195	16%	275	15%					
		3	R1500 - R2500	27	2%	23	2%	44	3%					
		4	R2500 - R4000	13	1%	12	1%	20	1%					
		5	More than R4000	13	1%	6	0%	14	1%					
		6	Not applicable	42	4%	68	6%	96	6%					
		Total		1,101	100%	1,120	100%	1,719	100%					
f Entertainment (e.g. socialising with friends)	FSSentertain	1	Less than R500	712	65%	615	54%	1,001	57%	2.1	2.0	**	.11	2.1
		2	R500 - R1500	147	13%	336	30%	412	24%					
		3	R1500 - R2500	21	2%	45	4%	59	4%					
		4	R2500 - R4000	9	1%	7	1%	12	1%					
		5	More than R4000	1	0%	3	0%	9	1%					
		6	Not applicable	208	19%	116	11%	225	14%					
		Total		1,098	100%	1,122	100%	1,718	100%					

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with							
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>			
25. In the past year, were there any times that you ran out of food and could not afford to buy more?																	
	FSSafford	1	Never	260	23%	657	58%	771	46%	2.0	1.5	***	.77	1.7	***		
		2	Sometimes	567	52%	369	33%	656	38%							1.7	***
		3	Most days	248	22%	90	8%	271	15%								
		4	Every day	26	2%	6	1%	23	1%								
		Total		1,101	100%	1,122	100%	1,721	100%								
26. How often do you worry about paying for university?																	
	FSSpayuni	1	Never	237	21%	334	30%	439	26%	2.4	2.2	***	.25	2.3	***		
		2	Sometimes	385	35%	431	39%	626	37%								
		3	Most days	265	24%	185	16%	344	19%								
		4	Every day	216	20%	173	15%	315	18%								
		Total		1,103	100%	1,123	100%	1,724	100%								
27. How often do you worry about having enough money for day-to-day necessities?																	
	FSSdaynec	1	Never	95	9%	405	36%	437	26%	2.7	2.1	***	.64	2.3	***		
		2	Sometimes	373	34%	394	35%	569	34%								
		3	Most days	358	33%	175	16%	379	22%								
		4	Every day	272	25%	153	14%	344	19%								
		Total		1,098	100%	1,127	100%	1,729	100%								

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with					
										SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
28. Please indicate whether the statements below have happened to you during your time in higher education.															
a I have chosen not to buy academic materials due to their cost	FSSacadmat	1	Yes	581	53%	650	57%	1,068	61%	1.5	1.4	* .08	1.4	*** .16	
		2	No	513	47%	475	43%	655	39%						
		Total	1,094	100%	1,125	100%	1,723	100%							
b I have chosen not to participate in academic or social activities on campus due to a lack of money	FSSparticipate	1	Yes	693	63%	604	53%	956	54%	1.4	1.5	*** -.20	1.5	*** -.19	
		2	No	404	37%	521	47%	769	46%						
		Total	1,097	100%	1,125	100%	1,725	100%							
c Financial concerns have had a negative impact on my academic performance	FSSfincon	1	Yes	525	48%	351	32%	688	40%	1.5	1.7	*** -.35	1.6	*** -.17	
		2	No	565	52%	770	68%	1,025	60%						
		Total	1,090	100%	1,121	100%	1,713	100%							
29. Have you ever considered dropping out of university?															
	FSSdropnot	1	Yes	355	32%	371	33%	557	31%	1.7	1.7	.01	1.7	-.02	
		2	No	752	68%	758	67%	1,171	69%						
		Total	1,107	100%	1,129	100%	1,728	100%							
30. If #29 is Yes: I have considered dropping out of university because of the following reasons. (Mark all that apply.)															
The cost of university tuition fees	FSSdroptuition (Means indicate the percentage who chose this option.)	1	True	182	51%	181	48%	287	51%	51%	48%	.07	51%	.01	
		0	False	172	49%	188	52%	267	49%						
		Total	354	100%	369	100%	554	100%							
The cost of academic materials (books, etc.)	FSSdropmat (Means indicate the percentage who chose this option.)	1	True	124	35%	128	34%	216	37%	35%	34%	.03	37%	-.05	
		0	False	230	65%	241	66%	338	63%						
		Total	354	100%	369	100%	554	100%							
Living costs	FSSdropliving (Means indicate the percentage who chose this option.)	1	True	227	64%	145	39%	244	43%	64%	39%	*** .51	43%	*** .42	
		0	False	127	36%	224	61%	310	57%						
		Total	354	100%	369	100%	554	100%							

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



## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

#### First-Year Students

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with					
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
Travel/commuting costs	FSSdroptravel (Means indicate the percentage who chose this option.)	1	True	103	29%	85	23%	152	27%	<b>29%</b>	23%	*	.13	27%	.04
		0	False	251	71%	284	77%	402	73%						
		Total		354	100%	369	100%	554	100%						
Food insecurity (not having regular access to food)	FSSdropfood (Means indicate the percentage who chose this option.)	1	True	167	47%	65	18%	173	29%	<b>47%</b>	18%	***	.74	29%	***
		0	False	187	53%	304	82%	381	71%						
		Total		354	100%	369	100%	554	100%						
Poor living conditions	FSSdropcon (Means indicate the percentage who chose this option.)	1	True	69	19%	23	6%	63	10%	<b>19%</b>	6%	***	.57	10%	***
		0	False	285	81%	346	94%	491	90%						
		Total		354	100%	369	100%	554	100%						
Safety concerns (off campus)	FSSdropoff (Means indicate the percentage who chose this option.)	1	True	116	33%	35	9%	87	14%	<b>33%</b>	9%	***	.84	14%	***
		0	False	238	67%	334	91%	467	86%						
		Total		354	100%	369	100%	554	100%						
Safety concerns (on campus)	FSSdropon (Means indicate the percentage who chose this option.)	1	True	23	7%	21	5%	39	6%	<b>7%</b>	5%		.10	6%	.02
		0	False	331	93%	348	95%	515	94%						
		Total		354	100%	369	100%	554	100%						
Poor academic performance	FSSdropperf (Means indicate the percentage who chose this option.)	1	True	118	34%	160	44%	196	37%	<b>34%</b>	44%	***	-.21	37%	-.07
		0	False	236	66%	209	56%	358	63%						
		Total		354	100%	369	100%	554	100%						
Feeling that I don't belong or fit in	FSSdropbelong (Means indicate the percentage who chose this option.)	1	True	147	42%	204	56%	266	51%	<b>42%</b>	56%	***	-.29	51%	**
		0	False	207	58%	165	44%	288	49%						
		Total		354	100%	369	100%	554	100%						

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



## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

#### First-Year Students

First-Year Students				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your first-year students compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
Personal or family problems	FSSdropfam (Means indicate the percentage who chose this option.)	1	True	186	52%	154	42%	240	44%	52%	42%	** .21	44%	** .17	
		0	False	168	48%	215	58%	314	56%						
		Total	354	100%	369	100%	554	100%							
Other reasons	FSSdropother (Means indicate the percentage who chose this option.)	1	True	101	29%	167	44%	213	39%	29%	44%	*** -.32	39%	*** -.20	
		0	False	253	71%	202	56%	341	61%						
		Total	354	100%	369	100%	554	100%							

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
										Your seniors compared with				
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>1. Think about the current academic year. How often have you done each of the following?</b>														
a Asked questions or contributed to module/subject discussions in other ways	askquest	1	Never	91	4%	370	13%	444	10%	<b>2.7</b>	2.3	***	.51	2.4
		2	Sometimes	963	39%	1,586	53%	2,176	48%					
		3	Often	954	39%	733	25%	1,310	30%					
		4	Very Often	442	18%	271	9%	527	12%					
		Total		2,450	100%	2,960	100%	4,457	100%					
b Prepared two or more drafts of a paper or assignment before handing it in	drafts	1	Never	239	10%	779	26%	928	20%	<b>2.7</b>	2.2	***	.48	2.4
		2	Sometimes	737	30%	1,064	36%	1,539	35%					
		3	Often	935	38%	743	26%	1,308	31%					
		4	Very Often	532	22%	367	12%	671	15%					
		Total		2,443	100%	2,953	100%	4,446	100%					
c Attended class without having completed readings or assignments	unpreparedR (Reverse-coded version of unprepared created by SASSE)	1	Very Often	158	7%	451	14%	556	12%	<b>2.0</b>	2.5	***	-.47	2.3
		2	Often	397	17%	866	29%	1,129	25%					
		3	Sometimes	1,263	52%	1,294	44%	2,001	46%					
		4	Never	607	25%	340	12%	747	18%					
		Total		2,425	100%	2,951	100%	4,433	100%					
d Attended an art exhibit, play, or other theatre performance (dance, music, etc.)	attendart	1	Never	1,094	45%	1,349	46%	2,030	46%	<b>1.8</b>	1.8	**	.09	1.8
		2	Sometimes	845	35%	1,127	38%	1,610	35%					
		3	Often	337	14%	348	12%	558	13%					
		4	Very Often	161	7%	131	4%	247	5%					
		Total		2,437	100%	2,955	100%	4,445	100%					
e Asked another student to help you understand module/subject material	CLaskhelp	1	Never	98	4%	196	7%	233	5%	<b>2.9</b>	2.8	***	.16	2.8
		2	Sometimes	729	30%	1,032	35%	1,478	33%					
		3	Often	921	38%	1,036	35%	1,519	34%					
		4	Very Often	687	28%	691	24%	1,217	28%					
		Total		2,435	100%	2,955	100%	4,447	100%					

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Your seniors compared with					
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
f	Explained module/subject material to other students	CLexplain	1	Never	52	2%	108	4%	134	3%	2.9	2.8	***	.15	2.8	***	.08
2			Sometimes	772	32%	1,098	36%	1,604	35%								
3			Often	1,010	42%	1,182	41%	1,713	39%								
4			Very Often	598	25%	569	20%	993	23%								
Total			2,432	100%	2,957	100%	4,444	100%									
g	Prepared for exams by discussing or working through module/subject material with other students	CLstudy	1	Never	210	9%	463	15%	530	11%	2.9	2.5	***	.37	2.7	***	.12
2			Sometimes	695	28%	1,132	38%	1,445	31%								
3			Often	778	32%	834	29%	1,326	30%								
4			Very Often	761	31%	528	18%	1,147	27%								
Total			2,444	100%	2,957	100%	4,448	100%									
h	Worked with other students on projects or assignments	CLproject	1	Never	49	2%	193	6%	228	5%	3.2	2.9	***	.29	3.1	***	.10
2			Sometimes	482	20%	821	27%	1,011	22%								
3			Often	869	36%	1,023	35%	1,485	34%								
4			Very Often	1,033	42%	914	32%	1,719	40%								
Total			2,433	100%	2,951	100%	4,443	100%									
i	Gave a module/subject presentation	present	1	Never	709	29%	1,136	39%	1,312	28%	2.2	1.9	***	.32	2.2		-.03
2			Sometimes	910	37%	1,154	39%	1,609	36%								
3			Often	530	22%	461	15%	962	22%								
4			Very Often	296	12%	205	7%	559	13%								
Total			2,445	100%	2,956	100%	4,442	100%									
2. During the current academic year, about how often have you done the following?																	
a	Combined ideas from different modules/subjects when completing assignments	Rlntegrate	1	Never	107	4%	150	5%	225	5%	2.8	2.7	***	.16	2.7	***	.14
2			Sometimes	759	31%	1,109	37%	1,647	37%								
3			Often	995	41%	1,154	40%	1,725	39%								
4			Very Often	580	24%	540	18%	848	19%								
Total			2,441	100%	2,953	100%	4,445	100%									

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





# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with					
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
b Connected your learning to societal problems or issues	Rlsocietal	1	Never	209	9%	319	12%	489	12%	2.7	2.5	***	.13	2.5	***
		2	Sometimes	838	34%	1,153	40%	1,751	41%						
		3	Often	941	39%	952	32%	1,445	32%						
		4	Very Often	430	18%	520	17%	745	16%						
		Total		2,418	100%	2,944	100%	4,430	100%						
c Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	Rldiverse	1	Never	291	12%	643	23%	955	24%	2.6	2.3	***	.31	2.3	***
		2	Sometimes	875	36%	1,142	39%	1,773	40%						
		3	Often	816	34%	752	25%	1,125	24%						
		4	Very Often	448	18%	407	13%	581	12%						
		Total		2,430	100%	2,944	100%	4,434	100%						
d Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	122	5%	280	9%	388	9%	2.8	2.6	***	.27	2.6	***
		2	Sometimes	760	31%	1,136	38%	1,665	38%						
		3	Often	1,019	42%	1,101	38%	1,726	39%						
		4	Very Often	528	22%	432	15%	660	14%						
		Total		2,429	100%	2,949	100%	4,439	100%						
e Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	Rlperspect	1	Never	53	2%	115	4%	155	3%	3.0	2.9	***	.15	2.9	***
		2	Sometimes	575	24%	807	27%	1,203	26%						
		3	Often	1,093	45%	1,321	45%	1,988	45%						
		4	Very Often	706	29%	700	24%	1,087	25%						
		Total		2,427	100%	2,943	100%	4,433	100%						
f Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	27	1%	36	1%	61	1%	3.1	3.0	***	.16	3.0	***
		2	Sometimes	475	20%	725	25%	1,082	24%						
		3	Often	1,117	46%	1,408	48%	2,131	48%						
		4	Very Often	805	33%	782	26%	1,166	26%						
		Total		2,424	100%	2,951	100%	4,440	100%						

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g Connected ideas from your modules/subjects to your prior experiences and knowledge	RIconnect	1	Never	33	1%	34	1%	49	1%	3.1	3.0	*** .11	3.0	*** .13	
		2	Sometimes	498	21%	709	24%	1,077	24%						
		3	Often	1,050	43%	1,333	45%	2,021	46%						
		4	Very Often	840	35%	871	29%	1,288	29%						
		Total	2,421	100%	2,947	100%	4,435	100%							
3. During the current academic year, about how often have you done the following?															
a Talked about your career plans with a lecturer	SScareer	1	Never	1,170	48%	1,830	62%	2,433	54%	1.8	1.5	*** .31	1.7	*** .08	
		2	Sometimes	827	34%	803	27%	1,290	29%						
		3	Often	311	13%	234	8%	488	12%						
		4	Very Often	139	6%	94	3%	243	6%						
		Total	2,447	100%	2,961	100%	4,454	100%							
b Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	SSotherwork	1	Never	1,127	46%	1,878	64%	2,536	56%	1.9	1.5	*** .39	1.7	*** .18	
		2	Sometimes	717	29%	690	23%	1,132	25%						
		3	Often	392	16%	256	9%	499	12%						
		4	Very Often	201	8%	131	4%	285	7%						
		Total	2,437	100%	2,955	100%	4,452	100%							
c Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	SSdiscuss	1	Never	854	35%	1,490	50%	1,853	40%	2.0	1.7	*** .42	1.9	*** .14	
		2	Sometimes	919	37%	1,069	36%	1,673	38%						
		3	Often	478	20%	292	10%	634	15%						
		4	Very Often	197	8%	105	4%	290	7%						
		Total	2,448	100%	2,956	100%	4,450	100%							
d Discussed your academic performance with a lecturer	SSperform	1	Never	1,042	43%	1,821	61%	2,327	51%	1.9	1.5	*** .49	1.7	*** .19	
		2	Sometimes	818	33%	831	28%	1,380	31%						
		3	Often	407	17%	223	8%	505	12%						
		4	Very Often	178	7%	85	3%	243	6%						
		Total	2,445	100%	2,960	100%	4,455	100%							

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with					
										SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
4. During the current academic year, how much has your academic work emphasised the following?															
a Memorising module/subject material (facts, ideas, etc.)	memorize	1	Very little	79	3%	175	6%	240	6%	3.2	3.0	*** .21	3.0	*** .23	
		2	Some	405	17%	601	20%	931	21%						
		3	Quite a bit	898	37%	1,170	39%	1,808	41%						
		4	Very much	1,063	43%	1,009	34%	1,473	32%						
		Total	2,445	100%	2,955	100%	4,452	100%							
b Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	39	2%	48	2%	112	3%	3.3	3.3	.03	3.2	*** .13	
		2	Some	325	13%	430	15%	726	17%						
		3	Quite a bit	876	36%	1,061	36%	1,612	36%						
		4	Very much	1,199	49%	1,412	48%	1,994	44%						
		Total	2,439	100%	2,951	100%	4,444	100%							
c Identifying the different parts of an idea, experience, or argument in detail (analysing)	HOanalyze	1	Very little	68	3%	126	4%	206	5%	3.2	3.0	*** .16	3.0	*** .19	
		2	Some	454	19%	678	23%	1,033	23%						
		3	Quite a bit	947	39%	1,164	40%	1,749	40%						
		4	Very much	961	39%	977	33%	1,445	32%						
		Total	2,430	100%	2,945	100%	4,433	100%							
d Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	78	3%	228	8%	294	7%	3.1	2.8	*** .34	2.9	*** .28	
		2	Some	434	18%	807	28%	1,168	27%						
		3	Quite a bit	976	40%	1,088	37%	1,680	38%						
		4	Very much	928	38%	818	27%	1,289	29%						
		Total	2,416	100%	2,941	100%	4,431	100%							
e Forming a new idea or understanding by putting together various pieces of information	HOform	1	Very little	107	4%	230	8%	312	7%	3.2	2.9	*** .29	3.0	*** .20	
		2	Some	421	17%	737	25%	1,036	23%						
		3	Quite a bit	888	37%	1,103	38%	1,632	37%						
		4	Very much	1,010	42%	873	29%	1,451	33%						
		Total	2,426	100%	2,943	100%	4,431	100%							

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
										Your seniors compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>5. During the current academic year, to what extent have you lecturers done the following?</b>															
a Clearly explained module/subject outcomes and requirements	ETgoals	1	Very little	65	3%	115	4%	179	4%	<b>3.3</b>	3.0 ▲	*** .33	3.1 △	*** .25	
		2	Some	380	15%	684	23%	948	21%						
		3	Quite a bit	822	33%	1,253	42%	1,766	39%						
		4	Very much	1,173	48%	905	31%	1,563	36%						
		Total		2,440	100%	2,957	100%	4,456	100%						
b Presented module/subject sessions in an organised way	ETorganize	1	Very little	62	2%	100	3%	158	4%	<b>3.3</b>	3.1 △	*** .23	3.1 △	*** .19	
		2	Some	403	17%	554	18%	826	18%						
		3	Quite a bit	738	30%	1,267	43%	1,753	39%						
		4	Very much	1,233	51%	1,032	35%	1,710	39%						
		Total		2,436	100%	2,953	100%	4,447	100%						
c Used examples or illustrations to explain difficult points	ETexample	1	Very little	73	3%	110	4%	169	4%	<b>3.3</b>	3.1 △	*** .22	3.2 △	*** .18	
		2	Some	340	14%	573	19%	833	18%						
		3	Quite a bit	799	33%	1,167	40%	1,618	36%						
		4	Very much	1,208	50%	1,098	38%	1,819	41%						
		Total		2,420	100%	2,948	100%	4,439	100%						
d Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	210	9%	676	22%	802	17%	<b>3.0</b>	2.3 ▲	*** .65	2.6 ▲	*** .41	
		2	Some	524	21%	1,048	36%	1,394	31%						
		3	Quite a bit	787	32%	772	26%	1,279	30%						
		4	Very much	911	38%	453	15%	966	22%						
		Total		2,432	100%	2,949	100%	4,441	100%						
e Provided detailed feedback shortly after you completed tests or assignments	ETfeedback	1	Very little	230	10%	623	20%	769	16%	<b>3.0</b>	2.4 ▲	*** .56	2.6 ▲	*** .35	
		2	Some	524	21%	1,010	34%	1,356	30%						
		3	Quite a bit	726	30%	789	28%	1,223	28%						
		4	Very much	949	39%	526	18%	1,095	26%						
		Total		2,429	100%	2,948	100%	4,443	100%						

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Your seniors compared with			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>6. During the current academic year, about how often have you done the following?</b>														
a Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	345	14%	498	16%	659	14%	<b>2.5</b>	2.5	-.02	2.5	-.04
		2	Sometimes	952	39%	1,068	36%	1,634	37%					
		3	Often	784	32%	899	31%	1,434	33%					
		4	Very Often	366	15%	490	17%	720	17%					
		Total		2,447	100%	2,955	100%	4,447	100%					
b Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	489	20%	773	25%	1,031	22%	<b>2.4</b>	2.2	***	.11	2.3
		2	Sometimes	946	38%	1,152	39%	1,712	38%					
		3	Often	682	28%	652	23%	1,103	25%					
		4	Very Often	325	14%	379	13%	607	14%					
		Total		2,442	100%	2,956	100%	4,453	100%					
c Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	QRevaluate	1	Never	555	22%	759	25%	1,055	23%	<b>2.3</b>	2.2	*	.07	2.3
		2	Sometimes	966	39%	1,190	40%	1,791	40%					
		3	Often	637	26%	670	23%	1,102	26%					
		4	Very Often	281	12%	336	11%	500	11%					
		Total		2,439	100%	2,955	100%	4,448	100%					

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
										Your seniors compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>7. During the current academic year, about how many papers, reports, or other writing tasks of the following length have you been given to complete? (Include those not yet submitted.)</b>															
a Up to 5 pages	wrshort	1	None	181	8%	268	10%	402	9%	<b>3.2</b>	3.3	* -06	3.4	*** -13	
		2	1-2	543	24%	672	24%	901	20%						
		3	3-5	823	36%	822	30%	1,281	30%						
		4	6-10	412	18%	514	18%	801	18%						
		5	11-15	140	6%	222	7%	385	9%						
		6	16-20	93	4%	118	4%	189	4%						
		7	More than 20	113	5%	230	8%	350	8%						
		Total		2,305	100%	2,846	100%	4,309	100%						
b Between 6 and 10 pages	wrmed	1	None	552	24%	787	28%	1,038	24%	<b>2.8</b>	2.5	*** .22	2.8	.02	
		2	1-2	588	26%	842	31%	1,107	26%						
		3	3-5	445	19%	578	21%	883	21%						
		4	6-10	418	18%	343	12%	713	17%						
		5	11-15	142	6%	118	4%	247	7%						
		6	16-20	91	4%	58	2%	109	3%						
		7	More than 20	58	3%	67	2%	129	3%						
		Total		2,294	100%	2,793	100%	4,226	100%						
c 11 pages or more	wrlong	1	None	1,055	45%	1,251	44%	1,709	39%	<b>2.5</b>	2.2	*** .19	2.5	-03	
		2	1-2	465	20%	792	28%	1,037	24%						
		3	3-5	216	9%	317	11%	523	13%						
		4	6-10	137	6%	172	6%	329	8%						
		5	11-15	220	9%	133	5%	333	9%						
		6	16-20	128	5%	58	2%	134	3%						
		7	More than 20	106	4%	102	3%	206	5%						
		Total		2,327	100%	2,825	100%	4,271	100%						

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





# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with					
										SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
Estimated number of assigned pages of student writing	wrpages									114.2	90.1	***	.21	118.5	-.03

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
										Your seniors compared with						
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
9. During the current academic year, about how often have you done the following?																
a Identified important information from reading assignments	LSreading	1	Never	42	2%	96	4%	131	3%	3.2	3.0	***	.31	3.0	***	.24
		2	Sometimes	372	15%	767	26%	1,041	23%							
		3	Often	1,050	43%	1,250	42%	1,902	43%							
		4	Very often	987	40%	846	28%	1,375	31%							
		Total	2,451	100%	2,959	100%	4,449	100%								
b Reviewed your notes after class	LSnotes	1	Never	81	3%	269	9%	309	7%	2.9	2.6	***	.32	2.7	***	.15
		2	Sometimes	815	33%	1,248	41%	1,667	36%							
		3	Often	876	36%	901	31%	1,462	34%							
		4	Very often	672	27%	537	19%	1,008	23%							
		Total	2,444	100%	2,955	100%	4,446	100%								
c Summarised what you learned in class or from module/subject materials	LSsummary	1	Never	70	3%	245	8%	294	6%	3.1	2.8	***	.26	2.9	***	.18
		2	Sometimes	566	23%	887	30%	1,251	28%							
		3	Often	861	35%	909	31%	1,442	33%							
		4	Very often	940	38%	914	31%	1,459	33%							
		Total	2,437	100%	2,955	100%	4,446	100%								
10. During the current academic year, to what extent have your modules/subjects required you to do your best work?																
challenge		1	Not at all	16	1%	27	1%	44	1%	3.7	3.4	***	.33	3.5	***	.28
		2	Some	117	5%	277	10%	390	9%							
		3	Quite a bit	432	20%	939	33%	1,314	30%							
		4	Very much	1,642	74%	1,621	56%	2,545	60%							
		Total	2,207	100%	2,864	100%	4,293	100%								

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with						
										SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
11. Which of the following have you done or do you plan to do before you graduate from your institution?																
a Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.) as a compulsory part of your degree	intern	1	Have not decided	202	8%	235	8%	327	7%	26%	36%	***	-.23	34%	***	-.19
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	82	4%	135	5%	178	4%							
	3	Plan to do	1,322	54%	1,275	43%	2,023	46%								
	4	Done or in progress	643	26%	1,049	36%	1,525	34%								
	5	Not offered at my institution	189	8%	259	9%	381	8%								
	Total	2,438	100%	2,953	100%	4,434	100%									
b Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	leader	1	Have not decided	490	20%	465	16%	803	18%	20%	29%	***	-.19	25%	***	-.11
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	504	21%	1,051	36%	1,485	34%							
	3	Plan to do	914	38%	548	19%	948	22%								
	4	Done or in progress	478	20%	871	29%	1,155	25%								
	5	Not offered at my institution	52	2%	15	1%	42	1%								
	Total	2,438	100%	2,950	100%	4,433	100%									
c Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects	learncom	1	Have not decided	445	18%	616	21%	948	22%	21%	21%		-.01	19%		.04
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	364	15%	983	34%	1,262	28%							
	3	Plan to do	1,040	43%	628	21%	1,148	26%								
	4	Done or in progress	498	21%	644	21%	881	19%								
	5	Not offered at my institution	88	4%	79	3%	182	5%								
	Total	2,435	100%	2,950	100%	4,421	100%									
d Develop an international perspective through campus initiatives and interacting with international students	abroad	1	Have not decided	552	22%	677	22%	1,060	24%	17%	20%	**	-.07	17%		-.01
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	324	13%	730	25%	928	21%							
	3	Plan to do	1,039	43%	859	29%	1,437	33%								
	4	Done or in progress	402	17%	584	20%	768	17%								
	5	Not offered at my institution	107	4%	102	4%	226	6%								
	Total	2,424	100%	2,952	100%	4,419	100%									

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
e Work with a lecturer on a research project as part of a module/subject, or part of your degree	research	1	Have not decided	518	21%	676	23%	969	21%	17%	15%	* .06	18%	-.03	
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	277	11%	630	21%	769	16%						
	3	Plan to do	1,090	45%	1,036	36%	1,612	37%							
	4	Done or in progress	412	17%	461	15%	781	18%							
	5	Not offered at my institution	126	5%	142	5%	283	7%							
	Total	2,423	100%	2,945	100%	4,414	100%								
f Participate in first-year experience seminars, including orientation and student learning groups	Fyexperience	1	Have not decided	244	10%	383	13%	575	13%	42%	42%	.02	42%	.00	
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	344	14%	844	30%	1,015	23%						
	3	Plan to do	774	32%	442	15%	893	21%							
	4	Done or in progress	1,024	42%	1,245	42%	1,868	42%							
	5	Not offered at my institution	42	2%	31	1%	65	2%							
	Total	2,428	100%	2,945	100%	4,416	100%								
g Register for an academic literacy or language development course	acadlit	1	Have not decided	455	19%	519	17%	882	20%	32%	25%	*** .18	22%	*** .24	
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	431	18%	1,149	40%	1,449	32%						
	3	Plan to do	708	30%	495	17%	950	22%							
	4	Done or in progress	781	32%	728	25%	990	22%							
	5	Not offered at my institution	45	2%	46	2%	130	3%							
	Total	2,420	100%	2,937	100%	4,401	100%								
h Work with other students on a group project or assignment	groupproject	1	Have not decided	67	3%	107	4%	163	4%	75%	79%	** -.08	77%	-.03	
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	87	4%	180	6%	237	5%						
	3	Plan to do	393	16%	304	10%	556	13%							
	4	Done or in progress	1,824	75%	2,337	79%	3,416	77%							
	5	Not offered at my institution	49	2%	18	1%	41	1%							
	Total	2,420	100%	2,946	100%	4,413	100%								

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
i Consult with an academic advisor (staff member) to help you with planning of your studies and education	acadadvise	1	Have not decided	192	8%	378	13%	633	15%	48%	40%	*** .18	38%	*** .21	
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	158	7%	496	18%	623	14%						
		3	Plan to do	863	35%	824	28%	1,327	30%						
		4	Done or in progress	1,183	48%	1,227	40%	1,766	38%						
		5	Not offered at my institution	40	2%	24	1%	69	2%						
		Total	2,436	100%	2,949	100%	4,418	100%							
j Make use of peer learning support (e.g. tutors, mentors, facilitators)	usepeer	1	Have not decided	115	5%	206	7%	314	7%	66%	63%	*** .09	62%	*** .10	
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	111	5%	351	13%	435	10%						
		3	Plan to do	545	23%	463	16%	796	19%						
		4	Done or in progress	1,623	66%	1,901	63%	2,812	62%						
		5	Not offered at my institution	39	2%	29	1%	60	1%						
		Total	2,433	100%	2,950	100%	4,417	100%							
k Explain module/subject material to other students as a tutor or learning facilitator	exptutor	1	Have not decided	285	12%	512	17%	750	17%	34%	31%	* .07	32%	* .06	
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	262	11%	680	23%	891	20%						
		3	Plan to do	1,024	42%	807	27%	1,337	31%						
		4	Done or in progress	825	34%	924	31%	1,391	32%						
		5	Not offered at my institution	28	1%	19	1%	40	1%						
		Total	2,424	100%	2,942	100%	4,409	100%							
l Register for a mathematics or numeracy development course	mathdevel	1	Have not decided	505	21%	474	16%	843	19%	24%	21%	** .08	19%	*** .12	
	(Means indicate the percentage who responded "Done or in progress.")	2	Do not plan to do	786	32%	1,504	52%	1,939	43%						
		3	Plan to do	472	20%	263	9%	591	14%						
		4	Done or in progress	580	24%	637	21%	868	19%						
		5	Not offered at my institution	86	4%	69	2%	176	4%						
		Total	2,429	100%	2,947	100%	4,417	100%							

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with							
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>			
12. About how many of your modules/subjects have included a community-based/community-engagement project (service-learning)?																	
	servcourse	1	None	853	35%	1,339	45%	1,736	39%	1.9	1.7	***	.26	1.8	*	.06	
		2	Some	1,067	45%	1,232	43%	1,890	43%								
		3	Most	381	16%	297	10%	615	14%								
		4	All	95	4%	78	3%	178	4%								
		Total		2,396	100%	2,946	100%	4,419	100%								
13. Indicate the quality of your interactions with the following people at your institution.																	
a	Other students	Qlstudent	1	Poor	63	3%	99	3%	136	3%	3.3	3.2	**	.07	3.3	*	.05
			2	Fair	304	12%	413	14%	606	13%							
			3	Good	907	38%	1,171	39%	1,742	39%							
			4	Excellent	1,136	47%	1,251	44%	1,929	44%							
			5	Not applicable	9	0%	11	0%	21	0%							
			Total		2,419	100%	2,945	100%	4,434	100%							
b	Peer learning support (e.g. tutors, mentors, facilitators)	Qladvisor	1	Poor	150	6%	248	9%	346	8%	3.0	2.8	***	.25	2.8	***	.17
			2	Fair	496	21%	735	25%	1,040	23%							
			3	Good	958	40%	1,270	43%	1,908	42%							
			4	Excellent	763	32%	596	20%	1,007	24%							
			5	Not applicable	48	2%	92	4%	123	3%							
			Total		2,415	100%	2,941	100%	4,424	100%							
c	Lecturers and academic staff	Qlfaculty	1	Poor	261	11%	386	13%	474	10%	2.8	2.7	*	.07	2.8		-.04
			2	Fair	637	26%	757	25%	1,067	24%							
			3	Good	901	37%	1,158	39%	1,794	40%							
			4	Excellent	591	25%	614	22%	1,055	25%							
			5	Not applicable	20	1%	19	1%	23	1%							
			Total		2,410	100%	2,934	100%	4,413	100%							

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
										Your seniors compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
d Student support services (e.g. counselling, health, disability, career)	Qlstaff	1	Poor	497	21%	677	23%	926	21%	2.5	2.3	*** .17	2.4	* .06	
		2	Fair	597	25%	696	23%	1,062	23%						
		3	Good	626	26%	684	23%	1,132	26%						
		4	Excellent	484	20%	358	13%	665	16%						
		5	Not applicable	205	9%	527	19%	638	14%						
		Total		2,409	100%	2,942	100%	4,423	100%						
e Other administrative services (e.g. registration, financial aid)	Qladmin	1	Poor	332	14%	520	17%	797	18%	2.6	2.5	*** .16	2.5	*** .17	
		2	Fair	729	30%	926	31%	1,375	30%						
		3	Good	777	32%	960	33%	1,449	33%						
		4	Excellent	514	21%	395	14%	644	15%						
		5	Not applicable	60	2%	143	5%	167	4%						
		Total		2,412	100%	2,944	100%	4,432	100%						



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
										Your seniors compared with						
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
14. During the current academic year, about how often have you used technology to communicate with the following people?																
a Other students	itstu	1	Never	49	2%	33	1%	50	1%	3.5	3.6	***	-.25	3.5	***	-.11
		2	Sometimes	291	12%	205	7%	421	10%							
		3	Often	547	23%	556	19%	941	22%							
		4	Very often	1,543	63%	2,158	73%	3,027	67%							
		Total	2,430	100%	2,952	100%	4,439	100%								
b Peer learning support (e.g. tutors, mentors, facilitators)	itpls	1	Never	336	14%	597	22%	813	19%	2.7	2.5	***	.20	2.6	***	.15
		2	Sometimes	720	30%	885	30%	1,335	30%							
		3	Often	676	28%	735	25%	1,185	27%							
		4	Very often	694	29%	731	23%	1,097	24%							
		Total	2,426	100%	2,948	100%	4,430	100%								
c Lecturers and academic staff	itfac	1	Never	257	11%	292	10%	468	11%	2.7	2.7		.03	2.7		.04
		2	Sometimes	853	35%	1,084	38%	1,607	36%							
		3	Often	648	27%	798	27%	1,204	27%							
		4	Very often	647	27%	760	25%	1,128	25%							
		Total	2,405	100%	2,934	100%	4,407	100%								
d Student support services (e.g. counselling, health, disability, career)	itsss	1	Never	1,189	49%	1,767	61%	2,411	54%	1.9	1.6	***	.24	1.8	***	.12
		2	Sometimes	644	27%	693	23%	1,124	25%							
		3	Often	318	13%	225	8%	481	11%							
		4	Very often	268	11%	261	9%	406	9%							
		Total	2,419	100%	2,946	100%	4,422	100%								
e Other administrative services (e.g. registration, financial aid)	itadm	1	Never	694	28%	842	29%	1,180	27%	2.2	2.1	***	.09	2.2		.04
		2	Sometimes	930	38%	1,280	44%	1,868	42%							
		3	Often	421	18%	434	15%	780	18%							
		4	Very often	377	16%	384	13%	590	13%							
		Total	2,422	100%	2,940	100%	4,418	100%								

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
										Your seniors compared with				
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>15. How much does your institution emphasise the following?</b>														
a Spending significant amounts of time studying and on academic work	empstudy	1	Very little	46	2%	30	1%	93	3%	<b>3.5</b>	3.5	.04	3.4	*** .16
		2	Some	200	8%	246	8%	447	10%					
		3	Quite a bit	634	26%	926	32%	1,430	32%					
		4	Very much	1,563	64%	1,755	59%	2,481	55%					
		Total		2,443	100%	2,957	100%	4,451	100%					
b Providing support to help students succeed academically	SEacademic	1	Very little	104	4%	232	8%	336	8%	<b>3.3</b>	2.9	*** .38	3.0	*** .33
		2	Some	371	15%	784	26%	1,115	24%					
		3	Quite a bit	721	30%	984	34%	1,452	33%					
		4	Very much	1,235	51%	955	33%	1,541	35%					
		Total		2,431	100%	2,955	100%	4,444	100%					
c Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	SElearnsup	1	Very little	73	3%	146	5%	223	5%	<b>3.4</b>	3.1	*** .34	3.2	*** .28
		2	Some	288	12%	565	19%	799	18%					
		3	Quite a bit	644	27%	1,042	35%	1,458	32%					
		4	Very much	1,430	58%	1,200	40%	1,960	44%					
		Total		2,435	100%	2,953	100%	4,440	100%					
d Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	SEdiverse	1	Very little	277	11%	646	21%	853	19%	<b>3.0</b>	2.5	*** .41	2.6	*** .31
		2	Some	470	19%	828	28%	1,172	26%					
		3	Quite a bit	727	30%	789	27%	1,230	28%					
		4	Very much	970	40%	693	24%	1,189	28%					
		Total		2,444	100%	2,956	100%	4,444	100%					
e Providing opportunities to be involved socially (not related to academic work)	SEsocial	1	Very little	344	14%	582	20%	862	19%	<b>2.8</b>	2.5	*** .28	2.5	*** .25
		2	Some	573	23%	921	31%	1,324	30%					
		3	Quite a bit	763	31%	844	29%	1,310	30%					
		4	Very much	752	31%	605	20%	943	21%					
		Total		2,432	100%	2,952	100%	4,439	100%					

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with				
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
f Providing support for your overall well-being (recreation, health care, counselling, etc.)	SEwellness	1	Very little	247	10%	506	17%	720	16%	3.0	2.6	*** .39	2.6	*** .32
		2	Some	534	22%	926	31%	1,316	29%					
		3	Quite a bit	708	29%	876	30%	1,335	30%					
		4	Very much	939	39%	642	22%	1,060	25%					
		Total		2,428	100%	2,950	100%	4,431	100%					
g Helping you manage your non-academic responsibilities (family, work, etc.)	SEnonacad	1	Very little	645	26%	1,464	48%	1,938	42%	2.5	1.8	*** .63	2.0	*** .44
		2	Some	611	25%	826	28%	1,221	27%					
		3	Quite a bit	616	25%	397	14%	776	18%					
		4	Very much	568	23%	260	9%	497	12%					
		Total		2,440	100%	2,947	100%	4,432	100%					
h Attending campus events and activities (artistic/cultural performances, sports events, etc.)	SEactivities	1	Very little	358	15%	613	20%	877	19%	2.7	2.4	*** .38	2.5	*** .26
		2	Some	621	26%	1,094	37%	1,514	33%					
		3	Quite a bit	744	31%	804	28%	1,214	28%					
		4	Very much	711	29%	441	15%	831	20%					
		Total		2,434	100%	2,952	100%	4,436	100%					
i Attending events that address important economic, political, or societal issues	SEevents	1	Very little	348	14%	711	24%	1,012	22%	2.8	2.3	*** .50	2.4	*** .39
		2	Some	610	25%	1,064	36%	1,531	34%					
		3	Quite a bit	740	30%	779	26%	1,188	27%					
		4	Very much	740	30%	394	13%	701	17%					
		Total		2,438	100%	2,948	100%	4,432	100%					
j Providing technology to help you learn, study, or complete academic work	techlrn	1	Very little	89	4%	187	6%	298	7%	3.4	3.1	*** .28	3.1	*** .31
		2	Some	324	13%	558	18%	867	20%					
		3	Quite a bit	643	26%	1,010	34%	1,472	33%					
		4	Very much	1,380	57%	1,197	41%	1,800	40%					
		Total		2,436	100%	2,952	100%	4,437	100%					

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>										
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with										
										SASSEville		Comparison Group		SASSE Overall						
Item wording or description				Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
k	Teaching you how to use available technologies to learn, study, or complete academic work	techthch	1	Very little	107	4%	275	9%	401	9%	3.3	2.9	***	.42	2.9	***	.38			
			2	Some	380	16%	763	25%	1,103	25%										
			3	Quite a bit	690	28%	1,019	35%	1,472	33%										
			4	Very much	1,259	52%	894	31%	1,460	33%										
			Total	2,436	100%	2,951	100%	4,436	100%											
l	Providing support services to assist you with your use of technology	techsup	1	Very little	122	5%	378	13%	540	12%	3.2	2.7	***	.50	2.8	***	.44			
			2	Some	407	17%	834	28%	1,177	26%										
			3	Quite a bit	694	29%	947	32%	1,406	31%										
			4	Very much	1,201	49%	777	27%	1,297	30%										
			Total	2,424	100%	2,936	100%	4,420	100%											
16. About how many hours do you spend in a typical 7-day week doing each of the following?																				
a	Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities)	tmprep	1	0 hrs	45	2%	70	2%	96	2%	3.7	4.0	***	-.14	3.9	***	-.10			
			2	1-5 hrs	825	34%	820	28%	1,320	30%										
			3	6-10 hrs	503	21%	584	20%	913	21%										
			4	11-15 hrs	332	14%	395	14%	573	13%										
			5	16-20 hrs	257	11%	345	12%	503	11%										
			6	21-25 hrs	177	7%	272	9%	382	9%										
			7	26-30 hrs	128	5%	179	6%	261	6%										
			8	More than 30 hrs	160	7%	279	9%	379	8%										
Total				2,427	100%	2,944	100%	4,427	100%											

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
b	Attending timetabled academic activities (lectures, practicals, tutorials, etc.)	tmacaatt	1	0 hrs	19	1%	18	1%	33	1%	4.3	5.0	***	-.36	4.7	***	-.20
			2	1-5 hrs	404	17%	271	9%	623	14%							
			3	6-10 hrs	524	22%	468	16%	810	19%							
			4	11-15 hrs	446	19%	525	18%	705	16%							
			5	16-20 hrs	438	18%	547	19%	731	17%							
			6	21-25 hrs	244	10%	385	13%	526	12%							
			7	26-30 hrs	157	6%	324	11%	437	10%							
			8	More than 30 hrs	183	8%	394	13%	544	12%							
				Total	2,415	100%	2,932	100%	4,409	100%							
c	Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	tmcocurr	1	0 hrs	933	38%	1,295	44%	1,882	42%	2.1	2.0	***	.14	2.1	**	.06
			2	1-5 hrs	906	37%	1,084	37%	1,599	36%							
			3	6-10 hrs	273	12%	297	10%	459	10%							
			4	11-15 hrs	114	5%	105	4%	181	4%							
			5	16-20 hrs	87	4%	68	2%	135	3%							
			6	21-25 hrs	57	2%	51	2%	81	2%							
			7	26-30 hrs	28	1%	23	1%	42	1%							
			8	More than 30 hrs	24	1%	20	1%	38	1%							
				Total	2,422	100%	2,943	100%	4,417	100%							

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>											
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with											
										SASSEville		Comparison Group		SASSE Overall							
Item wording or description				Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
d	Working for pay <b>on campus</b> (student assistant, tutor, etc.)	tmworkon	1	0 hrs	1,906	79%	2,463	83%	3,531	79%	1.6	1.3	***	.22	1.5	*	.06				
			2	1-5 hrs	191	8%	234	8%	400	10%											
			3	6-10 hrs	104	4%	125	4%	217	5%											
			4	11-15 hrs	78	3%	58	2%	97	2%											
			5	16-20 hrs	50	2%	27	1%	74	2%											
			6	21-25 hrs	47	2%	15	0%	42	1%											
			7	26-30 hrs	24	1%	12	0%	24	1%											
			8	More than 30 hrs	18	1%	13	0%	30	1%											
			Total	2,418	100%	2,947	100%	4,415	100%												
e	Working for pay <b>off campus</b> (being a waiter, casual work in shops, etc.)	tmworkoff	1	0 hrs	1,762	73%	1,998	68%	2,920	67%	1.7	1.8	-0.03	1.9	***	-0.09					
			2	1-5 hrs	251	11%	379	13%	555	13%											
			3	6-10 hrs	138	6%	228	8%	360	8%											
			4	11-15 hrs	78	3%	133	4%	198	4%											
			5	16-20 hrs	73	3%	89	3%	161	4%											
			6	21-25 hrs	39	2%	53	2%	80	2%											
			7	26-30 hrs	39	2%	20	1%	36	1%											
			8	More than 30 hrs	32	1%	40	1%	92	2%											
			Total	2,412	100%	2,940	100%	4,402	100%												
Estimated nr of hours working for pay		tmworkhrs														5.4	4.5	**	.09	5.6	-0.02
(Continuous variable created by SASSE)																					

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with							
										SASSEville		Comparison Group		SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
f	Doing community service or volunteer work	tmsservice	1	0 hrs	1,352	56%	1,871	65%	2,591	59%	1.9	1.6	***	.23	1.8	*	.06
			2	1-5 hrs	660	27%	774	25%	1,207	27%							
			3	6-10 hrs	153	6%	133	4%	258	6%							
			4	11-15 hrs	86	4%	53	2%	115	3%							
			5	16-20 hrs	60	2%	42	1%	90	2%							
			6	21-25 hrs	52	2%	28	1%	57	1%							
			7	26-30 hrs	26	1%	12	0%	30	1%							
			8	More than 30 hrs	26	1%	26	1%	58	1%							
			Total	2,415	100%	2,939	100%	4,406	100%								
g	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	1	0 hrs	61	3%	37	1%	90	2%	3.4	3.8	***	-.23	3.6	***	-.12
			2	1-5 hrs	909	37%	748	25%	1,320	31%							
			3	6-10 hrs	620	26%	798	27%	1,159	26%							
			4	11-15 hrs	303	13%	553	19%	719	16%							
			5	16-20 hrs	213	9%	344	12%	466	10%							
			6	21-25 hrs	125	5%	161	6%	232	5%							
			7	26-30 hrs	73	3%	102	3%	140	3%							
			8	More than 30 hrs	123	5%	204	7%	290	7%							
			Total	2,427	100%	2,947	100%	4,416	100%								

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Your seniors compared with			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
h Providing care for dependents (children, siblings, parents, etc.)	tmcare	1	0 hrs	1,170	49%	1,895	65%	2,303	50%	2.2	1.7 ▲	*** .38	2.1	.04
		2	1-5 hrs	615	25%	589	20%	1,042	24%					
		3	6-10 hrs	216	9%	196	7%	437	10%					
		4	11-15 hrs	146	6%	86	3%	197	5%					
		5	16-20 hrs	80	3%	63	2%	163	4%					
		6	21-25 hrs	61	3%	42	1%	97	2%					
		7	26-30 hrs	42	2%	21	1%	54	1%					
		8	More than 30 hrs	82	3%	38	1%	107	3%					
		Total		2,412	100%	2,930	100%	4,400	100%					
i Travelling to class (driving, walking, etc.)	tmcommute	1	0 hrs	196	8%	228	8%	397	9%	2.7	2.5 △	*** .24	2.6 △	*** .10
		2	1-5 hrs	1,435	59%	1,800	61%	2,570	57%					
		3	6-10 hrs	319	13%	577	20%	798	18%					
		4	11-15 hrs	173	7%	194	6%	308	7%					
		5	16-20 hrs	104	4%	62	2%	137	3%					
		6	21-25 hrs	69	3%	35	1%	74	2%					
		7	26-30 hrs	63	3%	19	1%	52	1%					
		8	More than 30 hrs	63	3%	33	1%	82	2%					
		Total		2,422	100%	2,948	100%	4,418	100%					

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
										Your seniors compared with						
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
17. Of the time you spend preparing for class in a 7-day week, how many hours are on assigned reading?																
	tmread	1	0 hrs	72	3%	394	13%	449	10%	3.3	2.6	***	.51	2.8	***	.32
		2	1-5 hrs	963	39%	1,462	50%	2,128	48%							
		3	6-10 hrs	578	24%	571	19%	910	20%							
		4	11-15 hrs	288	12%	232	8%	385	9%							
		5	16-20 hrs	270	11%	133	5%	243	6%							
		6	21-25 hrs	106	4%	66	2%	136	3%							
		7	26-30 hrs	68	3%	35	1%	73	2%							
		8	More than 30 hrs	89	4%	50	2%	98	2%							
		Total		2,434	100%	2,943	100%	4,422	100%							
18. In an average week, what percentage of your timetabled academic activities (e.g. lectures, practicals, or tutorials) do you attend?																
	tmattsche	1	None (0%)	10	0%	7	0%	14	0%	4.9	5.0	*	-.06	4.9		.03
		2	Less than 25%	40	2%	88	3%	141	3%							
		3	Between 25% and 50%	218	9%	198	7%	378	9%							
		4	Between 51% and 75%	424	17%	488	16%	818	18%							
		5	More than 75%	953	39%	1,162	39%	1,625	36%							
		6	All ( 100%)	801	33%	1,010	35%	1,470	34%							
		Total		2,446	100%	2,953	100%	4,446	100%							
19. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																
a Writing clearly and effectively	pgwrite	1	Very little	113	5%	260	9%	337	8%	3.2	2.9	***	.32	3.0	***	.24
		2	Some	350	14%	590	20%	836	19%							
		3	Quite a bit	813	33%	1,159	39%	1,707	38%							
		4	Very much	1,164	48%	946	32%	1,557	35%							
		Total		2,440	100%	2,955	100%	4,437	100%							

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with					
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	SASSEville	Mean	Effect size <sup>e</sup>	Comparison Group	Mean	Effect size <sup>e</sup>
b Speaking clearly and effectively	pgspeak	1	Very little	137	6%	381	13%	478	11%	3.2	2.7	***	.46	2.9	***
		2	Some	344	14%	753	26%	1,006	22%						
		3	Quite a bit	905	37%	1,071	36%	1,635	37%						
		4	Very much	1,044	43%	742	25%	1,302	30%						
		Total		2,430	100%	2,947	100%	4,421	100%						
c Thinking critically and analytically	pgthink	1	Very little	35	1%	43	1%	73	2%	3.4	3.4	.00	3.4	*	.06
		2	Some	238	10%	244	8%	436	10%						
		3	Quite a bit	777	32%	1,045	35%	1,552	35%						
		4	Very much	1,365	57%	1,606	55%	2,352	53%						
		Total		2,415	100%	2,938	100%	4,413	100%						
d Analysing numerical and statistical information	pganalyze	1	Very little	229	9%	371	12%	466	10%	2.9	2.9	-.04	3.0	*	-.06
		2	Some	574	23%	621	21%	952	21%						
		3	Quite a bit	837	34%	844	29%	1,379	32%						
		4	Very much	792	33%	1,108	39%	1,620	37%						
		Total		2,432	100%	2,944	100%	4,417	100%						
e Using computing and information technology	pgcmpts	1	Very little	96	4%	219	7%	286	6%	3.3	3.1	***	.27	3.2	***
		2	Some	306	13%	560	19%	758	17%						
		3	Quite a bit	719	30%	963	33%	1,388	31%						
		4	Very much	1,304	54%	1,198	42%	1,975	46%						
		Total		2,425	100%	2,940	100%	4,407	100%						
f Developing job- or work-related knowledge and skills	pgwork	1	Very little	173	7%	254	8%	351	8%	3.0	2.9	***	.14	3.0	***
		2	Some	493	20%	729	25%	1,023	23%						
		3	Quite a bit	858	35%	1,060	36%	1,562	35%						
		4	Very much	910	37%	906	31%	1,486	34%						
		Total		2,434	100%	2,949	100%	4,422	100%						

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Your seniors compared with			SASSE Overall			
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g	Working effectively with others	pgothers	1	Very little	64	3%	178	6%	221	5%	3.3	3.0	***	.38	3.1	***	.24
			2	Some	305	13%	683	23%	885	19%							
			3	Quite a bit	849	35%	1,117	38%	1,598	36%							
			4	Very much	1,207	50%	967	33%	1,713	40%							
			Total	2,425	100%	2,945	100%	4,417	100%								
h	Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	134	6%	340	12%	410	9%	3.1	2.8	***	.29	2.9	***	.20
			2	Some	467	19%	727	25%	1,050	24%							
			3	Quite a bit	867	36%	1,010	34%	1,545	35%							
			4	Very much	966	40%	867	29%	1,404	32%							
			Total	2,434	100%	2,944	100%	4,409	100%								
i	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	124	5%	264	9%	345	8%	3.2	2.9	***	.31	3.0	***	.23
			2	Some	365	15%	663	23%	913	21%							
			3	Quite a bit	761	31%	968	32%	1,460	33%							
			4	Very much	1,184	48%	1,052	35%	1,697	38%							
			Total	2,434	100%	2,947	100%	4,415	100%								
j	Solving complex real-world problems	pgprobsolve	1	Very little	148	6%	237	8%	329	7%	3.1	2.9	***	.17	2.9	***	.15
			2	Some	466	19%	737	24%	1,060	24%							
			3	Quite a bit	874	36%	1,073	37%	1,631	38%							
			4	Very much	940	39%	902	31%	1,398	32%							
			Total	2,428	100%	2,949	100%	4,418	100%								
k	Being an informed and active citizen	pgcitizen	1	Very little	147	6%	346	12%	453	10%	3.1	2.8	***	.35	2.8	***	.27
			2	Some	446	18%	803	27%	1,122	25%							
			3	Quite a bit	842	35%	1,006	34%	1,513	34%							
			4	Very much	978	40%	789	27%	1,317	30%							
			Total	2,413	100%	2,944	100%	4,405	100%								

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Your seniors compared with			
												Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
20. Overall, how would you evaluate the quality of academic advice (i.e. help with the planning of your studies and education) you have received at your institution?															
	advise	1	Poor	132	5%	211	7%	261	6%	3.1	2.9	*** .20	3.0	*** .14	
		2	Fair	375	15%	624	20%	868	19%						
		3	Good	938	38%	1,233	42%	1,917	44%						
		4	Excellent	837	35%	750	27%	1,222	28%						
		5	No academic advice received	152	6%	123	4%	156	3%						
		Total		2,434	100%	2,941	100%	4,424	100%						
21. How would you evaluate your entire educational experience at this institution?															
	evalexp	1	Poor	55	2%	89	3%	138	3%	3.0	3.1	-.05	3.0	-.01	
		2	Fair	475	19%	532	17%	805	18%						
		3	Good	1,205	50%	1,449	49%	2,246	51%						
		4	Excellent	688	28%	870	31%	1,234	29%						
		Total		2,423	100%	2,940	100%	4,423	100%						
22. If you could start over again, would you go to the same institution you are now attending?															
	sameinst	1	Definitely not	204	8%	127	4%	281	7%	3.1	3.4	*** -.37	3.2	*** -.15	
		2	Probably not	388	16%	271	9%	523	12%						
		3	Probably yes	917	37%	1,036	35%	1,627	36%						
		4	Definitely yes	933	38%	1,522	53%	2,017	45%						
		Total		2,442	100%	2,956	100%	4,448	100%						
23. Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?															
a Parent/guardian's money	FSSparfam	1	Using	1,238	59%	2,122	76%	2,665	61%	59%	76%	*** -.39	61%	* -.05	
	(Means indicate the percentage who responded "Using.")	2	Not using	820	39%	648	23%	1,433	36%						
		3	Not sure	57	3%	47	2%	105	3%						
		Total		2,115	100%	2,817	100%	4,203	100%						

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Your seniors compared with				

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

# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>							
										Your seniors compared with							
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Comparison Group		SASSE Overall				
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options		Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
h	Loan (including institutional, banks, or private companies)	FSSstudio (Means indicate the percentage who responded "Using.")	1	Using	198	10%	413	16%	491	12%	10%	16%	***	-0.15	12%	-0.05	
			2	Not using	1,672	84%	2,179	81%	3,381	84%							
			3	Not sure	106	5%	103	4%	179	5%							
			Total	1,976	100%	2,695	100%	4,051	100%								
24. In an average month, how much money do you spend on each of the following?																	
a	Food	FSSfood	1	Less than R500	270	11%	429	14%	700	16%	2.1	2.6	***	-0.34	2.4	***	-0.25
			2	R500 - R1500	1,819	74%	1,337	45%	2,244	52%							
			3	R1500 - R2500	242	10%	707	24%	883	19%							
			4	R2500 - R4000	45	2%	209	7%	250	6%							
			5	More than R4000	22	1%	56	2%	86	2%							
			6	Not applicable	50	2%	212	7%	275	6%							
			Total	2,448	100%	2,950	100%	4,438	100%								
b	Accommodation	FSSaccom	1	Less than R500	52	2%	129	4%	203	5%	3.6	4.7	***	-0.83	4.4	***	-0.56
			2	R500 - R1500	366	15%	70	2%	263	7%							
			3	R1500 - R2500	922	38%	190	7%	571	13%							
			4	R2500 - R4000	558	23%	661	24%	902	21%							
			5	More than R4000	218	9%	980	32%	1,212	27%							
			6	Not applicable	318	13%	908	30%	1,263	27%							
			Total	2,434	100%	2,938	100%	4,414	100%								
c	Caring for dependents (children, siblings, parents, etc.)	FSSdepend	1	Less than R500	675	28%	606	21%	1,002	23%	3.9	4.7	***	-0.34	4.1	***	-0.10
			2	R500 - R1500	318	13%	194	6%	566	14%							
			3	R1500 - R2500	93	4%	52	2%	140	3%							
			4	R2500 - R4000	31	1%	24	1%	65	2%							
			5	More than R4000	17	1%	26	1%	46	1%							
			6	Not applicable	1,289	53%	2,031	70%	2,594	57%							
			Total	2,423	100%	2,933	100%	4,413	100%								



## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

#### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>				
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with				
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d Commuting to and from university	FSScommute	1	Less than R500	821	34%	864	29%	1,343	30%	<b>3.3</b>	3.2	.04	3.2	.04
		2	R500 - R1500	490	20%	748	25%	1,111	24%					
		3	R1500 - R2500	106	4%	243	8%	337	8%					
		4	R2500 - R4000	25	1%	80	3%	114	3%					
		5	More than R4000	28	1%	24	1%	63	2%					
		6	Not applicable	941	39%	968	34%	1,435	33%					
		Total		2,411	100%	2,927	100%	4,403	100%					
e Academic necessities (e.g. making copies, printing, stationary)	FSSacadnec	1	Less than R500	1,874	77%	2,158	73%	3,277	74%	<b>1.5</b>	1.5	-.04	1.5	* ▽ -.06
		2	R500 - R1500	328	13%	520	18%	724	16%					
		3	R1500 - R2500	66	3%	96	3%	145	3%					
		4	R2500 - R4000	45	2%	35	1%	59	1%					
		5	More than R4000	56	2%	19	1%	44	1%					
		6	Not applicable	63	3%	117	4%	181	4%					
		Total		2,432	100%	2,945	100%	4,430	100%					
f Entertainment (e.g. socialising with friends)	FSSentertain	1	Less than R500	1,651	68%	1,469	49%	2,403	55%	<b>2.0</b>	1.9	.04	2.0	-.03
		2	R500 - R1500	356	15%	1,040	35%	1,266	27%					
		3	R1500 - R2500	40	2%	186	6%	226	5%					
		4	R2500 - R4000	10	0%	32	1%	50	1%					
		5	More than R4000	11	0%	7	0%	23	1%					
		6	Not applicable	364	15%	211	8%	461	11%					
		Total		2,432	100%	2,945	100%	4,429	100%					

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>						
										Your seniors compared with						
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Comparison Group		SASSE Overall			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
25. In the past year, were there any times that you ran out of food and could not afford to buy more?																
	FSSafford	1	Never	443	18%	1,604	54%	1,832	39%	2.1	1.6	***	.80	1.8	***	.35
		2	Sometimes	1,328	54%	1,055	36%	1,753	40%							
		3	Most days	618	25%	267	9%	762	19%							
		4	Every day	49	2%	22	1%	85	2%							
		Total		2,438	100%	2,948	100%	4,432	100%							
26. How often do you worry about paying for university?																
	FSSpayuni	1	Never	497	20%	909	31%	1,159	26%	2.4	2.1	***	.31	2.3	***	.13
		2	Sometimes	924	38%	1,138	39%	1,655	37%							
		3	Most days	522	22%	510	17%	886	21%							
		4	Every day	495	20%	386	13%	728	17%							
		Total		2,438	100%	2,943	100%	4,428	100%							
27. How often do you worry about having enough money for day-to-day necessities?																
	FSSdaynec	1	Never	190	8%	930	32%	1,030	22%	2.7	2.1	***	.69	2.4	***	.36
		2	Sometimes	893	36%	1,202	41%	1,658	37%							
		3	Most days	768	32%	502	17%	1,008	24%							
		4	Every day	585	24%	315	11%	740	17%							
		Total		2,436	100%	2,949	100%	4,436	100%							

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



# SASSE 2018 Frequencies and Statistical Comparisons

## SASSEville University

### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
28. Please indicate whether the statements below have happened to you during your time in higher education.															
a I have chosen not to buy academic materials due to their cost	FSSacadmat	1	Yes	1,566	65%	2,128	71%	3,174	70%	1.4	1.3	*** .15	1.3	*** .13	
		2	No	866	35%	823	29%	1,252	30%						
		Total	2,432	100%	2,951	100%	4,426	100%							
b I have chosen not to participate in academic or social activities on campus due to a lack of money	FSSparticipate	1	Yes	1,594	66%	1,715	58%	2,562	57%	1.3	1.4	*** -.16	1.4	*** -.18	
		2	No	837	34%	1,235	42%	1,863	43%						
		Total	2,431	100%	2,950	100%	4,425	100%							
c Financial concerns have had a negative impact on my academic performance	FSSfincon	1	Yes	1,257	52%	1,151	39%	2,041	47%	1.5	1.6	*** -.29	1.5	*** -.11	
		2	No	1,154	48%	1,790	61%	2,362	53%						
		Total	2,411	100%	2,941	100%	4,403	100%							
29. Have you ever considered dropping out of university?															
	FSSdropnot	1	Yes	915	38%	1,138	38%	1,721	38%	1.6	1.6	.00	1.6	.00	
		2	No	1,524	62%	1,809	62%	2,717	62%						
		Total	2,439	100%	2,947	100%	4,438	100%							
30. If #29 is Yes: I have considered dropping out of university because of the following reasons. (Mark all that apply.)															
The cost of university tuition fees	FSSdroptuition (Means indicate the percentage who chose this option.)	1	True	592	65%	607	54%	974	57%	65%	54%	*** .22	57%	*** .16	
		0	False	321	35%	530	46%	744	43%						
		Total	913	100%	1,137	100%	1,718	100%							
The cost of academic materials (books, etc.)	FSSdropmat (Means indicate the percentage who chose this option.)	1	True	411	45%	343	30%	549	32%	45%	30%	*** .32	32%	*** .29	
		0	False	502	55%	794	70%	1,169	68%						
		Total	913	100%	1,137	100%	1,718	100%							
Living costs	FSSdropliving (Means indicate the percentage who chose this option.)	1	True	563	62%	445	39%	744	44%	62%	39%	*** .45	44%	*** .36	
		0	False	350	38%	692	61%	974	56%						
		Total	913	100%	1,137	100%	1,718	100%							

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



## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

#### Seniors

				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
				SASSEville		Comparison Group		SASSE Overall		Your seniors compared with					
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
Travel/commuting costs	FSSdroptravel (Means indicate the percentage who chose this option.)	1	True	253	28%	230	20%	465	28%	<b>28%</b>	20%	*** .18	28%	.00	
		0	False	660	72%	907	80%	1,253	72%						
		Total		913	100%	1,137	100%	1,718	100%						
Food insecurity (not having regular access to food)	FSSdropfood (Means indicate the percentage who chose this option.)	1	True	422	46%	205	18%	508	31%	<b>46%</b>	18%	*** .73	31%	*** .34	
		0	False	491	54%	932	82%	1,210	69%						
		Total		913	100%	1,137	100%	1,718	100%						
Poor living conditions	FSSdropcon (Means indicate the percentage who chose this option.)	1	True	151	17%	86	7%	216	13%	<b>17%</b>	7%	*** .37	13%	** .11	
		0	False	762	83%	1,051	93%	1,502	87%						
		Total		913	100%	1,137	100%	1,718	100%						
Safety concerns (off campus)	FSSdropoff (Means indicate the percentage who chose this option.)	1	True	279	30%	160	14%	285	18%	<b>30%</b>	14%	*** .47	18%	*** .34	
		0	False	634	70%	977	86%	1,433	82%						
		Total		913	100%	1,137	100%	1,718	100%						
Safety concerns (on campus)	FSSdropon (Means indicate the percentage who chose this option.)	1	True	45	5%	93	8%	141	8%	<b>5%</b>	8%	** -.11	8%	** -.11	
		0	False	868	95%	1,044	92%	1,577	92%						
		Total		913	100%	1,137	100%	1,718	100%						
Poor academic performance	FSSdropperf (Means indicate the percentage who chose this option.)	1	True	353	39%	551	47%	708	40%	<b>39%</b>	47%	*** -.17	40%	-.02	
		0	False	560	61%	586	53%	1,010	60%						
		Total		913	100%	1,137	100%	1,718	100%						
Feeling that I don't belong or fit in	FSSdropbelong (Means indicate the percentage who chose this option.)	1	True	358	40%	621	54%	799	45%	<b>40%</b>	54%	*** -.29	45%	* -.10	
		0	False	555	60%	516	46%	919	55%						
		Total		913	100%	1,137	100%	1,718	100%						

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



## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

#### Seniors

Seniors				Frequency Distributions <sup>a</sup>						Statistical Comparisons <sup>b</sup>					
										Your seniors compared with					
				SASSEville		Comparison Group		SASSE Overall		SASSEville	Comparison Group		SASSE Overall		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
Personal or family problems	FSSdropfam (Means indicate the percentage who chose this option.)	1	True	514	56%	619	54%	894	51%	56%	54%	.05	51%	** .11	
		0	False	399	44%	518	46%	824	49%						
		Total	913	100%	1,137	100%	1,718	100%							
Other reasons	FSSdropother (Means indicate the percentage who chose this option.)	1	True	244	27%	421	37%	567	32%	27%	37%	*** -.20	32%	** -.12	
		0	False	669	73%	716	63%	1,151	68%						
		Total	913	100%	1,137	100%	1,718	100%							

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



## SASSE 2018 Frequencies and Statistical Comparisons

### SASSEville University

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#### Endnotes

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

# Respondent Characteristics







## SASSE 2018 Respondent Characteristics

### About This Report

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



### SASSE 2018 Respondent Characteristics

#### SASSEville University

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

1. **Class level:** As reported by your institution.

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

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

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

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

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



## SASSE 2018 Respondent Characteristics

### SASSEville University

			First-Year Students						Seniors					
			SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
<i>Item wording or description</i>	<i>Variable name</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
31 Thinking about this current academic term, are you registered as a full-time or part-time student?	fulltime	Full time	1,095	100%	1,125	99%	1,715	99%	2,420	99%	2,930	99%	4,351	98%
		Part time	5	0%	7	1%	24	1%	14	1%	18	1%	90	2%
		Total	1,100	100%	1,132	100%	1,739	100%	2,434	100%	2,948	100%	4,441	100%
32 How many years have you been registered as a student at this institution?	timereg	One	1,111	100%	1,133	100%	1,741	100%	0	0%	0	0%	0	0%
		Two	0	0%	0	0%	0	0%	707	29%	942	32%	1,443	32%
		Three or more	0	0%	0	0%	0	0%	1,750	71%	2,021	68%	3,026	68%
		Total	1,111	100%	1,133	100%	1,741	100%	2,457	100%	2,963	100%	4,469	100%
33 Which of the following are you currently enrolled for at this institution?	currentenroll	Degree	764	69%	1,028	91%	1,150	67%	1,911	78%	2,770	94%	2,915	60%
		B.Tech	5	0%	3	0%	35	2%	1	0%	3	0%	137	3%
		Diploma	5	0%	15	1%	427	24%	3	0%	20	1%	1,161	32%
		Advanced Diploma	1	0%	0	0%	14	1%	1	0%	1	0%	36	1%
		Extended degree	237	21%	74	7%	79	5%	512	21%	155	5%	160	3%
		Extended diploma	4	0%	1	0%	10	1%	1	0%	2	0%	35	1%
		Certificate of Higher Education Studies	89	8%	6	1%	16	1%	18	1%	5	0%	12	0%
		Not for Degree/Diploma purposes	4	0%	2	0%	6	0%	1	0%	3	0%	7	0%
		Total	1,109	100%	1,129	100%	1,737	100%	2,448	100%	2,959	100%	4,463	100%
34 Did you start your higher education at your current institution or elsewhere?	enter	Started here	958	87%	1,054	93%	1,577	91%	2,164	89%	2,772	94%	4,036	90%
		Started elsewhere	137	13%	74	7%	153	9%	266	11%	169	6%	388	10%
		Total	1,095	100%	1,128	100%	1,730	100%	2,430	100%	2,941	100%	4,424	100%



## SASSE 2018 Respondent Characteristics

### SASSEville University

			First-Year Students						Seniors					
			SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
35 In which category do most of your marks up to now at this institution fall? (Mark only one.)	grades	0-39%	18	2%	6	1%	14	1%	19	1%	11	0%	19	1%
		40-49%	37	3%	31	3%	41	3%	56	2%	79	3%	113	2%
		50-59%	226	21%	246	22%	346	21%	610	25%	808	28%	1,088	25%
		60-69%	454	41%	412	36%	642	37%	1,111	45%	1,224	41%	1,889	41%
		70-79%	324	29%	324	29%	523	30%	570	23%	684	23%	1,088	24%
		80-89%	47	4%	101	8%	156	8%	78	3%	150	5%	252	6%
		90-100%	3	0%	12	1%	15	1%	10	0%	7	0%	16	0%
		Total	1,109	100%	1,132	100%	1,737	100%	2,454	100%	2,963	100%	4,465	100%
36 Since finishing high school, which of the following type(s) of institution(s) have you attended <i>other than</i> the one you are attending now? (Mark all that apply.)	otherinst1	Another public higher education institution	112	10%	97	8%	181	10%	217	9%	216	7%	452	10%
	otherinst2	Another private higher education institution	36	3%	17	1%	32	2%	79	3%	77	3%	148	3%
	otherinst3	FET college (technical or vocational college)	86	8%	18	2%	81	5%	208	8%	44	1%	192	4%
	otherinst4	Private training college	50	4%	19	2%	45	3%	81	3%	73	2%	140	3%
	otherinst5	None	826	72%	959	84%	1,391	78%	1,892	74%	2,529	84%	3,533	77%
	otherinst6	Other	34	3%	36	3%	50	3%	65	3%	79	3%	123	3%
	Total		1,144	100%	1,146	100%	1,780	100%	2,542	100%	3,018	100%	4,588	100%
37 What is the highest level of education you plan to complete?	eduplan	Certificate	60	5%	26	2%	57	3%	139	6%	67	2%	145	3%
		Diploma	4	0%	6	0%	55	4%	11	0%	16	0%	151	4%
		Bachelor's degree (B.A., B.Sc., B.Tech., etc.)	130	12%	136	12%	250	14%	316	13%	427	15%	724	16%
		Honours degree	209	19%	289	26%	352	21%	514	21%	800	28%	932	20%
		Master's degree (M.A., M.Sc., M.Tech., etc.)	254	23%	309	27%	407	23%	589	24%	900	30%	1,214	27%
		Doctoral degree (Ph.D., M.D., D.Tech., etc.)	450	41%	366	32%	616	35%	887	36%	748	25%	1,291	30%
		Total	1,107	100%	1,132	100%	1,737	100%	2,456	100%	2,958	100%	4,457	100%



## SASSE 2018 Respondent Characteristics

### SASSEville University

			First-Year Students						Seniors					
			SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
<i>Item wording or description</i>	<i>Variable name</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
On which campus do you attend your classes?	campus	Campus 1	757	68%	-	-	-	-	1,792	73%	-	-	-	-
		Campus 2	193	18%	-	-	-	-	588	24%	-	-	-	-
		Campus 3	161	14%	-	-	-	-	77	3%	-	-	-	-
		Total	1,111	100%	-	-	-	-	2,457	100%	-	-	-	-
38 Please select the category that best represents your major field of study.	cesm	Business, Commerce, and Management	275	25%	299	27%	552	32%	574	24%	768	26%	1,400	32%
		Education	250	23%	114	10%	151	8%	633	26%	234	8%	333	7%
		Human and Social Sciences	348	31%	299	25%	331	18%	785	32%	848	27%	972	19%
		Science, Engineering, and Technology	228	21%	416	39%	693	41%	439	18%	1,102	39%	1,740	42%
		Total	1,101	100%	1,128	100%	1,727	100%	2,431	100%	2,952	100%	4,445	100%
39 Please select the faculty that you are registered in.	faculty	Faculty 1	211	19%	-	-	-	-	396	16%	-	-	-	-
		Faculty 2	223	20%	-	-	-	-	605	25%	-	-	-	-
		Faculty 3	55	5%	-	-	-	-	95	4%	-	-	-	-
		Faculty 4	91	8%	-	-	-	-	205	8%	-	-	-	-
		Faculty 5	227	21%	-	-	-	-	433	18%	-	-	-	-
		Faculty 6	273	24%	-	-	-	-	704	28%	-	-	-	-
		Faculty 7	26	2%	-	-	-	-	12	1%	-	-	-	-
		Total	1,106	100%	-	-	-	-	2,450	100%	-	-	-	-
40 Indicate your gender.	gender	Male	459	41%	366	45%	674	47%	841	39%	1,028	44%	1,741	47%
		Female	642	59%	756	55%	1,049	53%	1,585	61%	1,899	56%	2,666	53%
		Total	1,101	100%	1,122	100%	1,723	100%	2,426	100%	2,927	100%	4,407	100%

## SASSE 2018 Respondent Characteristics

### SASSEville University

			First-Year Students						Seniors					
			SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
41 Indicate your year of birth.	age  (Recoded from yearofbirth.)	18 years old	189	17%	147	13%	250	14%	101	4%	53	2%	112	3%
		19 years old	414	38%	637	56%	787	46%	351	14%	283	9%	442	10%
		20 years old	190	17%	186	16%	293	17%	483	20%	767	26%	1,031	22%
		21 years old	128	11%	56	5%	123	7%	540	22%	738	25%	999	22%
		22 years old	62	6%	30	3%	78	5%	347	14%	524	18%	730	16%
		23 years old	43	4%	23	2%	53	3%	226	9%	262	9%	423	9%
		24 years old	19	2%	10	1%	41	2%	143	6%	147	5%	265	6%
		25 years and older	61	6%	33	3%	101	6%	255	11%	177	6%	443	11%
		Total	1,106	100%	1,122	100%	1,726	100%	2,446	100%	2,951	100%	4,445	100%
42 Are you an international student?	internat	Yes	41	4%	58	5%	93	6%	104	4%	211	7%	298	7%
		No	1,062	96%	1,071	95%	1,636	94%	2,330	96%	2,736	93%	4,148	93%
		Total	1,103	100%	1,129	100%	1,729	100%	2,434	100%	2,947	100%	4,446	100%
43 Indicate your race.	race	Black African	921	83%	436	40%	983	56%	2,052	84%	1,109	36%	2,472	58%
		Coloured	51	5%	119	11%	129	8%	138	6%	317	10%	328	7%
		Indian	6	1%	62	6%	103	6%	8	0%	153	5%	265	5%
		Asian	0	0%	3	0%	3	0%	3	0%	17	0%	17	0%
		White	115	10%	488	42%	492	29%	203	8%	1,303	47%	1,314	28%
		Other	11	1%	18	1%	18	1%	34	1%	52	2%	59	1%
		Total	1,104	100%	1,126	100%	1,728	100%	2,438	100%	2,951	100%	4,455	100%



## SASSE 2018 Respondent Characteristics

### SASSEville University

			First-Year Students						Seniors					
			SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
<i>Item wording or description</i>	<i>Variable name</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
44 What is your home language or mother tongue?	motherton	English	60	5%	417	37%	476	28%	125	5%	1,147	37%	1,295	26%
		Afrikaans	127	11%	268	23%	269	16%	272	11%	709	27%	713	16%
		IsiXhosa	126	11%	59	6%	121	7%	295	12%	172	5%	288	6%
		IsiZulu	212	19%	95	9%	540	30%	563	23%	180	6%	1,347	34%
		IsiNdebele	5	0%	17	2%	20	1%	13	1%	52	2%	53	1%
		North Sotho	48	4%	64	6%	65	4%	89	4%	155	5%	158	3%
		Sesotho	305	28%	26	3%	34	2%	682	28%	83	3%	101	2%
		Setswana	108	10%	59	5%	63	4%	230	9%	123	4%	126	3%
		Tshivenda	28	3%	22	2%	24	1%	57	2%	50	2%	51	1%
		SiSwati	50	4%	16	1%	27	1%	35	1%	57	2%	85	2%
		Xitsonga	22	2%	28	3%	33	2%	55	2%	66	2%	69	1%
		Other	17	2%	55	5%	56	4%	33	1%	161	5%	174	3%
		Total	1,108	100%	1,126	100%	1,728	100%	2,449	100%	2,955	100%	4,460	100%
45 Residential Status	resstatus (Recoded from livenow.)	On-campus	284	26%	535	48%	878	51%	611	25%	1,127	37%	1,878	43%
		Off-campus	823	74%	592	52%	850	49%	1,841	75%	1,833	63%	2,578	57%
		Total	1,107	100%	1,127	100%	1,728	100%	2,452	100%	2,960	100%	4,456	100%
46 Do you represent your institution in a sport?	athlete	Yes	127	12%	104	10%	184	11%	260	11%	285	10%	492	12%
		No	962	88%	1,015	90%	1,529	89%	2,148	89%	2,647	90%	3,934	88%
		Total	1,089	100%	1,119	100%	1,713	100%	2,408	100%	2,932	100%	4,426	100%



## SASSE 2018 Respondent Characteristics

### SASSEville University

			First-Year Students						Seniors					
			SASSEville		Comparison Group		SASSE Overall		SASSEville		Comparison Group		SASSE Overall	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
47 What is the language of instruction in the classes you attend?	languageofinstr1	English	1,099	82%	1,115	79%	1,702	78%	2,418	77%	2,925	79%	4,407	78%
	languageofinstr2	Afrikaans	105	8%	242	17%	243	11%	287	9%	638	17%	643	11%
	languageofinstr3	IsiXhosa	9	1%	24	2%	46	2%	18	1%	51	1%	95	2%
	languageofinstr4	IsiZulu	41	3%	11	1%	155	7%	166	5%	34	1%	406	7%
	languageofinstr5	IsiNdebele	2	0%	2	0%	2	0%	3	0%	7	0%	8	0%
	languageofinstr6	North Sotho	2	0%	10	1%	10	0%	5	0%	21	1%	21	0%
	languageofinstr7	Sesotho	68	5%	3	0%	6	0%	209	7%	13	0%	24	0%
	languageofinstr8	Setswana	6	0%	4	0%	6	0%	19	1%	14	0%	17	0%
	languageofinstr9	Tshivenda	2	0%	1	0%	1	0%	3	0%	3	0%	4	0%
	languageofinstr10	SiSwati	2	0%	1	0%	3	0%	2	0%	4	0%	13	0%
	languageofinstr11	Xitsonga	1	0%	1	0%	1	0%	2	0%	2	0%	3	0%
	Total		1,337	100%	1,414	100%	2,175	100%	3,132	100%	3,712	100%	5,641	100%
48 Do you have any disabilities?	dis_none	None	961	86%	945	81%	1,484	84%	2,189	89%	2,411	79%	3,799	83%
	dis_sense	Sensory impairment	54	5%	61	5%	87	5%	101	4%	165	5%	210	5%
	dis_mobility	Mobility impairment	4	0%	4	0%	4	0%	9	0%	6	0%	12	0%
	dis_learning	Learning impairment	9	1%	17	1%	19	1%	11	0%	70	2%	82	2%
	dis_mental	Mental health disorder	18	2%	69	6%	70	4%	50	2%	221	7%	228	5%
	dis_other	Other disability	15	1%	20	2%	25	1%	13	1%	31	1%	43	1%
	dis_notansw	Prefer not to answer	51	5%	47	4%	73	4%	98	4%	132	4%	179	4%
	Total		1,112	100%	1,163	100%	1,762	100%	2,471	100%	3,036	100%	4,553	100%
49 First Generational Status	FGbac	Not first generation	302	27%	579	50%	683	39%	653	26%	1,546	53%	1,821	39%
	(Recoded from fammembergradN through fammembergradO.)	First generation	801	73%	552	50%	1,048	61%	1,795	74%	1,415	47%	2,635	61%
	Total		1,103	100%	1,131	100%	1,731	100%	2,448	100%	2,961	100%	4,456	100%





# Codebook



Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
	campus		On which campus do you attend your classes?	1 = Campus 1 2 = Campus 2 3 = Campus 3
<b>Question 1. Think about the current academic year. How often have you done each of the following?</b>				
1a.	askquest		Asked questions or contributed to module/subject discussions in other ways	
1b.	drafts		Prepared two or more drafts of a paper or assignment before handing it in	
1c.	unprepared		Attended class without having completed readings or assignments	
1d.	attendart		Attended an art exhibit, play, or other theatre performance (dance, music, etc.)	1 = Never
1e.	CLaskhelp	CL	Asked another student to help you understand module/subject material	2 = Sometimes
1f.	CLexplain	CL	Explained module/subject material to other students	3 = Often
1g.	CLstudy	CL	Prepared for exams by discussing or working through module/subject material with other students	4 = Very often
1h.	CLproject	CL	Worked with other students on projects or assignments	
1i.	present		Gave a module/subject presentation	
-	unpreparedR		Reverse code of the variable unprepared	1 = Very often 2 = Often 3 = Sometimes 4 = Never

Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 2. During the current academic year, about how often have you done the following?</b>				
2a.	Rlintegrate	RI	Combined ideas from different modules/subjects when completing assignments	1 = Never 2 = Sometimes 3 = Often 4 = Very often
2b.	RI societal	RI	Connected your learning to societal problems or issues	
2c.	RI diverse	RI	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	
2d.	RI ownview	RI	Examined the strengths and weaknesses of your own views on a topic or issue	
2e.	RI perspect	RI	Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	
2f.	RI newview	RI	Learned something that changed the way you understand an issue or concept	
2g.	RI connect	RI	Connected ideas from your modules/subjects to your prior experiences and knowledge	

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

3a.	SS career	SS	Talked about your career plans with a lecturer	1 = Never 2 = Sometimes 3 = Often 4 = Very often
3b.	SS otherwork	SS	Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	
3c.	SS discuss	SS	Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	
3d.	SS perform	SS	Discussed your academic performance with a lecturer	

Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 4. During the current academic year, how much has your academic work emphasised the following?</b>				
4a.	memorize		Memorising module/subject material (facts, ideas, etc.)	
4b.	HOapply	HO	Applying facts, theories, or methods to practical problems or new situations	1 = Very Little
4c.	HOanalyze	HO	Identifying the different parts of an idea, experience, or argument in detail (analysing)	2 = Some
4d.	HOevaluate	HO	Evaluating a point of view, decision, or information source	3 = Quite a bit
4e.	HOform	HO	Forming a new idea or understanding by putting together various pieces of information	4 = Very much
<b>Question 5. During the current academic year, to what extent have your lecturers done the following?</b>				
5a.	ETgoals	ET	Clearly explained module/subject outcomes and requirements	
5b.	ETorganize	ET	Presented module/subject sessions in an organised way	1 = Very Little
5c.	ETexample	ET	Used examples or illustrations to explain difficult points	2 = Some
5d.	ETdraftfb	ET	Provided feedback on a draft or work in progress	3 = Quite a bit
5e.	ETfeedback	ET	Provided detailed feedback shortly after you completed tests or assignments	4 = Very much
<b>Question 6. During the current academic year, about how often have you done the following?</b>				
6a.	QRconclude	QR	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	1 = Never
6b.	QRproblem	QR	Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2 = Sometimes
6c.	QRevaluate	QR	Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	3 = Often
				4 = Very often

Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 7. During the current academic year, about how many papers, reports, or other writing tasks of the following length have you been given to complete? (Include those not yet submitted.)</b>				
7a.	wrshort		Up to 5 pages	1 = None 2 = 1-2 3 = 3-5
7b.	wrmed		Between 6 and 10 pages	4 = 6-10 5 = 11-15
7c.	wrlong		11 pages or more	6 = 16-20 7 = More than 20 papers
-	wrpages		Estimated pages of assigned writing, recoded and summed by SASSE from <i>wrshort</i> , <i>wrmed</i> , and <i>wrlong</i> using the midpoints of response ranges and an estimate for unbounded options	
<b>Question 8. During the current academic year, about how often have you had discussions with people from the following groups?</b>				
8a.	DDrace	DD	People of a race or ethnicity other than your own	
8b.	DDeconomic	DD	People from an economic background other than your own	1 = Never 2 = Sometimes 3 = Often 4 = Very often
8c.	DDreligion	DD	People with religious beliefs other than your own	
8d.	DDpolitical	DD	People with political views other than your own	
<b>Question 9. During the current academic year, about how often have you done the following?</b>				
9a.	LSreading	LS	Identified important information from reading assignments	1 = Never 2 = Sometimes 3 = Often 4 = Very often
9b.	LSnotes	LS	Reviewed your notes after class	
9c.	LSsummary	LS	Summarised what you learned in class or from module/subject materials	
<b>Question 10.</b>	challenge		During the current academic year, to what extent have your modules/subjects required you to do your best work?	1 = Not at all 2 = Some 3 = Quite a bit 4 = Very much

Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 11. Which of the following have you done or do you plan to do before you graduate from your institution?</b>				
11a.	intern		Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.) as a compulsory part of your degree	1 = Have not decided 2 = Do not plan to do 3 = Plan to do 4 = Done or in progress 5 = Not offered at my institution
11b.	leader		Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	
11c.	learncom		Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects	
11d.	abroad		Develop an international perspective through campus initiatives and interacting with international students	
11e.	research		Work with a lecturer on a research project as part of a module/subject, or part of your degree	
11f.	Fyexperience		Participate in first-year experience seminars, including orientation and student learning groups	
11g.	acadlit		Register for an academic literacy or language development course	
11h.	groupproject		Work with other students on a group project or assignment	
11i.	acadadvise		Consult with an academic advisor (staff member) to help you with planning of your studies and education	
11j.	usepeer		Make use of peer learning support (e.g. tutors, mentors, facilitators)	
11k.	exptutor		Explain module/subject material to other students as a tutor or learning facilitator	
11l.	mathdevel		Register for a mathematics or numeracy development course	
<b>Question 12.</b>	servcourse		About how many of your modules/subjects have included a community-based/community-engagement project (service-learning)?	1 = None 2 = Some 3 = Most 4 = All

Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 13. Indicate the quality of your interactions with the following people at your institution.</b>				
13a.	Qlstudent	QI	Other students	
13b.	Qladvisor	QI	Peer learning support (e.g. tutors, mentors, facilitators)	1 = Poor 2 = Fair 3 = Good 4 = Excellent 5 = Not applicable
13c.	Qlfaculty	QI	Lecturers and academic staff	
13d.	Qlstaff	QI	Student support services (e.g. counselling, health, disability, career)	
13e.	Qladmin	QI	Other administrative services (e.g. registration, financial aid)	
<b>Question 14. During the current academic year, about how often have you used technology to communicate with the following people?</b>				
14a.	itstu		Other students	
14b.	itpls		Peer learning support (e.g. tutors, mentors, facilitators)	1 = Never 2 = Sometimes 3 = Often 4 = Very often
14c.	itfac		Lecturers and academic staff	
14d.	itsss		Student support services (e.g. counselling, health, disability, career)	
14e.	itadm		Other administrative services (e.g. registration, financial aid)	

Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 15. How much does your institution emphasise the following?</b>				
15a.	empstudy		Spending significant amounts of time studying and on academic work	
15b.	SEacademic	SE	Providing support to help students succeed academically	
15c.	SElearnsup	SE	Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	
15d.	SEdiverse	SE	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	
15e.	SEsocial	SE	Providing opportunities to be involved socially (not related to academic work)	
15f.	SEwellness	SE	Providing support for your overall well-being (recreation, health care, counselling, etc.)	1 = Very Little 2 = Some 3 = Quite a bit 4 = Very much
15g.	SEnonacad	SE	Helping you manage your non-academic responsibilities (family, work, etc.)	
15h.	SEactivities	SE	Attending campus events and activities (artistic/cultural performances, sports events, etc.)	
15i.	SEevents	SE	Attending events that address important economic, political, or societal issues	
15j.	techlrn		Providing technology to help you learn, study, or complete academic work	
15k.	techtch		Teaching you how to use available technologies to learn, study, or complete academic work	
15l.	techsup		Providing support services to assist you with your use of technology	

Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 16. About how many hours do you spend in a typical 7-day week doing each of the following?</b>				
16a.	tmprep		Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities)	
16b.	tmacaatt		Attending timetabled academic activities (lectures, practicals, tutorials, etc.)	
16c.	tmcocurr		Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	1 = 0 2 = 1-5 3 = 6-10 4 = 11-15 5 = 16-20 6 = 21-25 7 = 26-30 8 = More than 30 hours
16d.	tmworkon		Working for pay <b>on campus</b> (student assistant, tutor, etc.)	
16e.	tmworkoff		Working for pay <b>off campus</b> (being a waiter, casual work in shops, etc.)	
16f.	tmservice		Doing community service or volunteer work	
16g.	tmrelax		Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	
16h.	tmcare		Providing care for dependents (children, siblings, parents, etc.)	
16i.	tmcommute		Travelling to class (driving, walking, etc.)	
-	tmworkhrs		Estimated number of hrs working for pay recoded and summed by SASSE from <i>tmworkon</i> and <i>tmworkoff</i> using the response range midpoints and an estimate for unbounded options.	
				1 = 0 2 = 1-5 3 = 6-10 4 = 11-15 5 = 16-20 6 = 21-25 7 = 26-30 8 = More than 30 hours
<b>Question 17.</b>	tmread		Of the time you spend preparing for class in a 7-day week, how many hours are on <i>assigned reading</i> ?	1 = None (0%) 2 = Less than 25% 3 = Between 25% and 50% 4 = Between 51% and 75% 5 = More than 75% 6 = All (100%)
<b>Question 18.</b>	tmattsche		In an average week, what percentage of your timetabled academic activities (e.g. lectures, practicals, or tutorials) do you attend?	



Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 19. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>				
19a.	pgwrite		Writing clearly and effectively	
19b.	pgspeak		Speaking clearly and effectively	
19c.	pgthink		Thinking critically and analytically	
19d.	pganalyze		Analysing numerical and statistical information	
19e.	pgcmpts		Using computing and information technology	1 = Very little
19f.	pgwork		Developing job- or work-related knowledge and skills	2 = Some 3 = Quite a bit 4 = Very much
19g.	pgothers		Working effectively with others	
19h.	pgvalues		Developing or clarifying a personal code of values and ethics	
19i.	pgdiverse		Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	
19j.	pgprobsolve		Solving complex real-world problems	
19k.	pgcitizen		Being an informed and active citizen	
<b>Question 20.</b>				1 = Poor
	advise		Overall, how would you evaluate the quality of academic advice (i.e. help with the planning of your studies and education) you have received at your institution?	2 = Fair 3 = Good 4 = Excellent 5 = No academic advice received
<b>Question 21.</b>				1 = Poor
	evalexp		How would you evaluate your entire educational experience at this institution?	2 = Fair 3 = Good 4 = Excellent
<b>Question 22.</b>				1 = Definitely not
	sameinst		If you could start over again, would you go to the same institution you are now attending?	2 = Probably not 3 = Probably yes 4 = Definitely yes

Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 23. Which of the following sources are you using to pay your educational expenses (tuition fees, books, room and board, etc.)?</b>				
23a.	FSSparfam	Parent/guardian's money		
23b.	FSSself	My own money		
23c.	FSSprispon	Private sponsor/s (e.g. family contributors)		
23d.	FSSemployer	Employer		1 = Using
23e.	FSSnongov	Non-governmental bursary (e.g. institutional, merit, private company)		2 = Not using
23f.	FSSgovbur	Governmental bursary (excluding NSFAS)		3 = Not sure
23g.	FSSnsfas	NSFAS		
23h.	FSSstudlo	Loan (including institutional, banks, or private companies)		
<b>Question 24. In an average month, how much money do you spend on each of the following?</b>				
24a.	FSSfood	Food		
24b.	FSSaccom	Accommodation		1 = Less than R500
24c.	FSSdepend	Caring for dependents (children, siblings, parents, etc.)		2 = R500 – R1500
24d.	FSScommute	Commuting to and from university		3 = R1500 – R2500
24e.	FSSacadnec	Academic necessities (e.g. making copies, printing, stationary)		4 = R2500 – R4000
24f.	FSSentertain	Entertainment (e.g. socialising with friends)		5 = More than R4000
<b>Question 25.</b>				6 = Not applicable
FSSafford		In the past year, were there any times that you ran out of food and could not afford to buy more?		1 = Never
<b>Question 26.</b>				2 = Sometimes
FSSpayuni		How often do you worry about paying for university?		3 = Most days
				4 = Every day

Item #	Variable name	El <sup>a</sup>	Variable label	Values and labels
Question 27.	FSSdaynec	How often do you worry about having enough money for day-to-day necessities?		1 = Never
				2 = Sometimes
				3 = Most days
				4 = Every day
Question 28. Please indicate whether the statements below have happened to you during your time in higher education.				
28a.	FSSacadmat	I have chosen not to buy academic materials due to their cost		
28b.	FSSparticipate	I have chosen not to participate in academic or social activities on campus due to a lack of money		1 = Yes 2 = No
28c.	FSSfincon	Financial concerns have had a negative impact on my academic performance		
Question 29.	FSSdropnot	Have you ever considered dropping out of university?		1 = Yes
				2 = No
Question 30. I have considered dropping out of university because of the following reasons. (Mark all that apply.) [Note: item 30 were only given if respondents selected "Yes" for item 29.]				
	FSSdroptuition	The cost of university tuition fees		
	FSSdropmat	The cost of academic materials (books, etc.)		
	FSSdropliving	Living costs		
	FSSdropttravel	Travel/commuting costs		
	FSSdropfood	Food insecurity (not having regular access to food		
	FSSdropcon	Poor living conditions		
	FSSdropoff	Safety concerns (off campus)		1 = True
	FSSdropon	Safety concerns (on campus)		
	FSSdropperf	Poor academic performance		
	FSSdropbelong	Feeling that I don't belong or fit in		
	FSSdropfam	Personal or family problems		
	FSSdropother	Other reasons		

<i>Item #</i>	<i>Variable name</i>	<i>EI<sup>a</sup></i>	<i>Variable label</i>	<i>Values and labels</i>
<b>Question 31.</b>	fulltime		Thinking about this current academic term, are you registered as a full-time or part-time student?	1 = Full time 2 = Part time
<b>Question 32.</b>	timereg		How many years have you been registered as a student at this institution?	1 = One 2 = Two 3 = Three or more 4 = Not enrolled for Degree/Diploma purposes
<b>Question 33.</b>	currentenroll		Which of the following are you currently enrolled for at this institution?	1 = Degree (B.A., B.Sc., etc.) 2 = B. Tech 3 = Diploma 4 = Advanced Diploma 5 = Extended Degree 6 = Extended Diploma 7 = Certificate of Higher Education studies 8 = Not enrolled for Degree/Diploma purposes
<b>Question 34.</b>	enter		Did you start your higher education at your current institution or elsewhere?	1 = Started here 2 = Started elsewhere
<b>Question 35.</b>	grades		In which category do most of your marks up to now at this institution fall? (Mark only one.)	1 = 0-39% 2 = 40-49% 3 = 50-59% 4 = 60-69% 5 = 70-79% 6 = 80-89% 7 = 90-100%
<b>Question 36. Since finishing high school, which of the following type(s) of institution(s) have you attended other than the one you are attending now? (Mark all that apply.)</b>				
	otherinst1		Another public higher education institution	
	otherinst2		Another private higher education institution	
	otherinst3		FET college (technical or vocational college)	
	otherinst4		Private training college	1 = True
	otherinst5		None	
	otherinst6		Other	

<i>Item #</i>	<i>Variable name</i>	<i>EI<sup>a</sup></i>	<i>Variable label</i>	<i>Values and labels</i>
<b>Question 37.</b>	eduplan		What is the highest level of education you plan to complete?	1 = Certificate 2 = Diploma 3 = Bachelor's degree (B.A., B.Sc., B.Tech., etc.) 4 = Honours degree 5 = Master's degree (M.A., M.Sc., M.Tech., etc.) 6 = Doctoral degree (Ph.D., M.D., D.Tech., etc.)
<b>Question 38.</b>	cesm		Please select the category that best represents your major field of study. (Mark only one.)	1 = Business, Commerce, and Management 2 = Education 3 = Human and Social Sciences 4 = Science, Engineering, and Technology
<b>Question 39.</b>	faculty		Please select the faculty that you are registered in.	1 = Faculty 1 2 = Faculty 2 3 = Faculty 3 4 = Faculty 4 5 = Faculty 5 6 = Faculty 6 7 = Faculty 7
<b>Question 40.</b>	gender		Indicate your gender.	1 = Male 2 = Female
<b>Question 41.</b>	yearofbirth		Indicate your year of birth.	1 = 2000 2 = 1999 3 = 1998 4 = 1997 5 = 1996 6 = 1995 7 = 1994 8 = 1993 9 = 1992 10 = 1991 11 = Before 1991
-	age		Age (Recoded from variable yearofbirth)	
<b>Question 42.</b>	internat		Are you an international student?	1 = Yes 2 = No

<i>Item #</i>	<i>Variable name</i>	<i>EI<sup>a</sup></i>	<i>Variable label</i>	<i>Values and labels</i>
<b>Question 43.</b>	race	Indicate your race. (Mark only one.)		1 = Black African
				2 = Coloured
				3 = Indian
				4 = Asian
				5 = White
				6 = Other
<b>Question 44.</b>	motherton	What is your home language or mother tongue? (Mark only one.)		1 = English
				2 = Afrikaans
				3 = IsiXhosa
				4 = IsiZulu
				5 = IsiNdebele
				6 = North Sotho
				7 = Sesotho
				8 = Setswana
				9 = Tshivenda
				10 = SiSwati
				11 = Xitsonga
				12 = Other
<b>Question 45.</b>	livenow	Which of the following best describes where you are living now while attending university?		1 = Residence or other campus housing
				2 = Accommodation (house, apartment, flat, etc.) within walking distance of the institution
				3 = Accommodation (house, apartment, flat, etc.) within driving distance of the institution
<b>Question 46.</b>	athlete	Do you represent your institution in a sport?		1 = Yes
				2 = No

<i>Item #</i>	<i>Variable name</i>	<i>EI<sup>a</sup></i>	<i>Variable label</i>	<i>Values and labels</i>
<b>Question 47. What is the language(s) of instruction in the classes you attend? (Mark all that apply.)</b>				
	languageofinstr1		English	
	languageofinstr2		Afrikaans	
	languageofinstr3		IsiXhosa	
	languageofinstr4		IsiZulu	
	languageofinstr5		IsiNdebele	
	languageofinstr6		North Sotho	1 = True
	languageofinstr7		Sesotho	
	languageofinstr8		Setswana	
	languageofinstr9		Tshivenda	
	languageofinstr10		SiSwati	
	languageofinstr11		Xitsonga	
<b>Question 48. Do you have any disabilities? (Mark all that apply.)</b>				
	dis_none		No, I do not have any disabilities	
	dis_sense		Yes, I have a sensory impairment (vision or hearing)	
	dis_mobility		Yes, I have a mobility impairment	1 = True
	dis_learning		Yes, I have a learning disability	
	dis_mental		Yes, I have a mental health disorder	
	dis_other		Yes, I have another disability	
	dis_notansw		I choose not to answer	



Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>Question 49. Specify which of your family members have graduated from a university before you. (Mark all that apply.)</b>				
	fammembergradN		None, I will be the first	
	fammembergradF		Father (Stepfather)/Guardian	
	fammembergradM		Mother (Stepmother)/Guardian	
	fammembergradB		Brother (Stepbrother)	1 = True
	fammembergradS		Sister (Stepsister)	
	fammembergradO		Other	
-	FGbac		First-generation status (neither parent has graduated from a university before you)	1 = Not first-generation 2 = First-generation





Item #	Variable name	EI <sup>a</sup>	Variable label	Values and labels
<b>The following 2 variables are recoded based on student responses on the SASSE, and are not direct questions.</b>				
resstatus			<b>Residential Status</b>	
			This variable is calculated by recoding student responses to Question 45 (livenow). All students who responded 1 were recoded as "On-campus". All students who responded 2 or 3 were recoded "Off-campus".	1 = On-campus 2 = Off-campus
acst			<b>Academic Status</b>	
			This variable is calculated by recoding student responses to Question 32 (timereg). All students who responded 1 were recoded as "First-year". All students who responded 2 or 3 were recoded "Senior". All students who responded 4 were recoded as "Occasional Student".	1 = First-year 2 = Senior 4 = Occasional Student

## Engagement Indicators

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

Variable name	Description	Items
HO	<b>Higher-Order Learning:</b> Amount academic work emphasised challenging learning tasks including applying learned information to practical problems, identifying ideas and experiences, evaluating information from other sources, and forming new ideas by putting together various pieces of information.	<b>Items 4b-e:</b> HOapply, HOanalyze, HOevaluate, HOform
RI	<b>Reflective and Integrative Learning:</b> How often students made connections with prior knowledge, other modules/subjects, and societal issues, took into account diverse perspectives, and reflected on their own views while examining the views of others.	<b>Items 2a-g:</b> RIintegrate, RIsocietal, RIdiverse, Rlownview, Rlperspect, RInewview, RIconnect
LS	<b>Learning Strategies:</b> How often students enacted basic strategies for academic success, such as identifying important information in readings, reviewing notes after class, and summarising module/subject material.	<b>Items 9a-c:</b> LSreading, LSnotes, LSsummary
QR	<b>Quantitative Reasoning:</b> How often students engaged with numerical and statistical information across the curriculum, and used this information to reach conclusions, examine real-world problems, and evaluate what others have concluded.	<b>Items 6a-c:</b> QRconclude, QRproblem, QRevaluate
CL	<b>Collaborative Learning:</b> How often students collaborated with others in mastering difficult material by asking for help, explaining material to others, preparing for exams, and working on group projects.	<b>Items 1e-h:</b> CLaskhelp, CLexplain, CLstudy, CLproject
DD	<b>Discussions with Diverse Others:</b> How often students had discussions with people who differ from themselves in terms of race or ethnicity, economic background, religious belief, or political views.	<b>Items 8a-d:</b> DDrace, DDeconomic, DDreligion, DDpolitical
SS	<b>Student-Staff Interaction:</b> How often students had meaningful, substantive interactions with lecturers and advisors, such as talking about career plans, working on committees or student groups, discussing module/subject material outside of class, or discussing their academic performance.	<b>Items 3a-d:</b> SScareer, SSotherwork, SSdiscuss, SSperform
ET	<b>Effective Teaching Practices:</b> Amount lecturers emphasised student comprehension and learning with clear explanations and organisation, use of illustrative examples, and providing formative and effective feedback.	<b>Items 5a-e:</b> ETgoals, ETorganize, ETexample, ETdraftfb, ETfeedback
QI	<b>Quality of Interactions:</b> How students rated their interactions with important people in their learning environment, including other students, peer learning support, lecturers and academic staff, student support services, and other administrative services.	<b>Items 13a-e:</b> QIstudent, QIadvisor, QIfaculty, QIstaff, QIadmin
SE	<b>Supportive Environment:</b> Amount the institution emphasised help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.	<b>Items 15b-i:</b> SEacademic, SElearnsup, SEdiverse, SEsocial, SEwellness, SENonacad, SEactivities, SEevents



# Lecturer Survey of Student Engagement



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(OLS)





# Snapshot





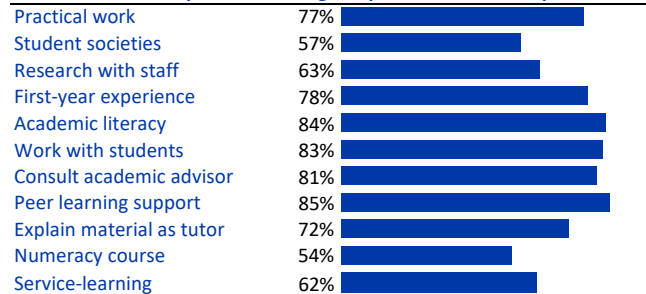
## A Summary of Lecturers' Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, modules/subjects and other learning opportunities facilitate student participation in activities that matter to student learning. LSSE surveys lecturers who teach at least one undergraduate module/subject in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's LSSE 2018 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *LSSE-SASSE Combined* reports.

### High-Impact Practices

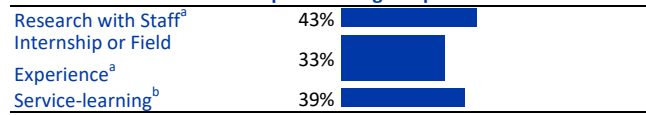
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your lecturers who believed it was "Very important" or "Important" for undergraduates at your institution to participate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

#### Lecturers' Importance for High-Impact Practice Participation



Note: Percentage of lecturers responding "Very important" or "Important"

#### Lecturers' Participation in High-Impact Practices

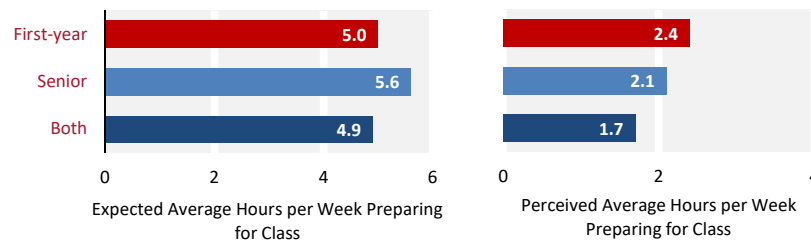


a. Percentage of lecturers responding "Yes" to participation

b. Percentage of lecturers responding that at least "Some" of their modules/subjects include a service-learning component

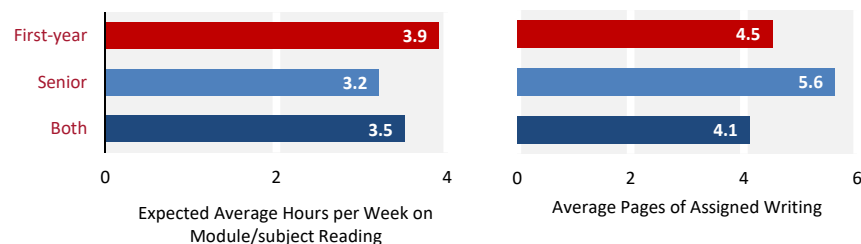
### Time Spent Preparing for Class

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



### Reading and Writing

These figures summarise the number of hours your lecturers expected students to spend reading, and the average number of pages of assigned writing, for the lecturer's selected module/subject.



Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.

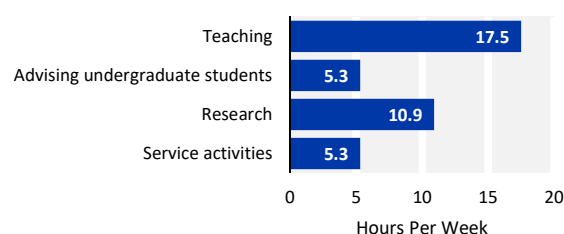


## LSSE 2018 Snapshot

### SASSEville University

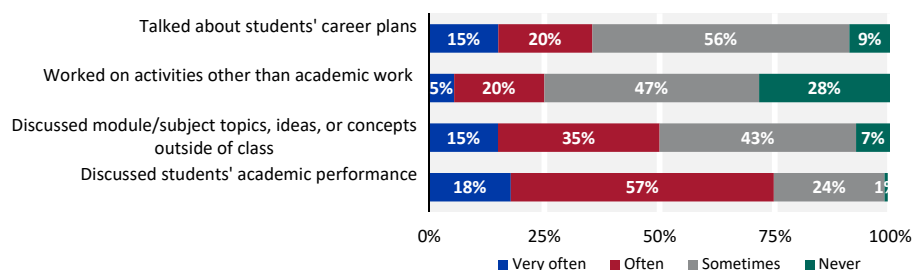
#### Time Allocation

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



#### Student-Staff Interaction

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



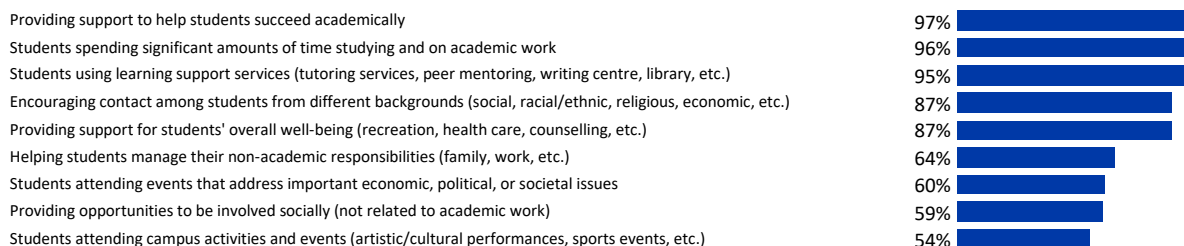
#### Supportive Environment

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

##### Lecturers' values

(Sorted highest to lowest)

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



#### Administration Details

	First-year	Senior	Both
Count	37	94	15
Percentage	25%	64%	10%

See your *Respondent Profile* report for more information.

#### What is LSSE?

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

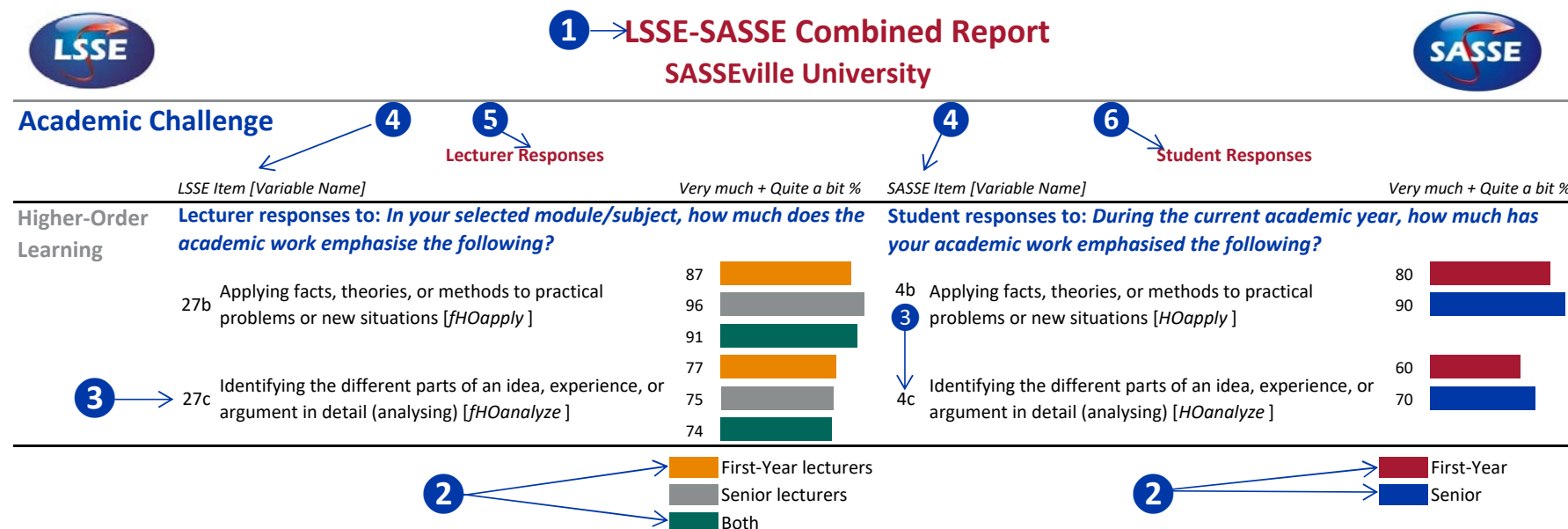


# LSSE-SASSE Combined Report



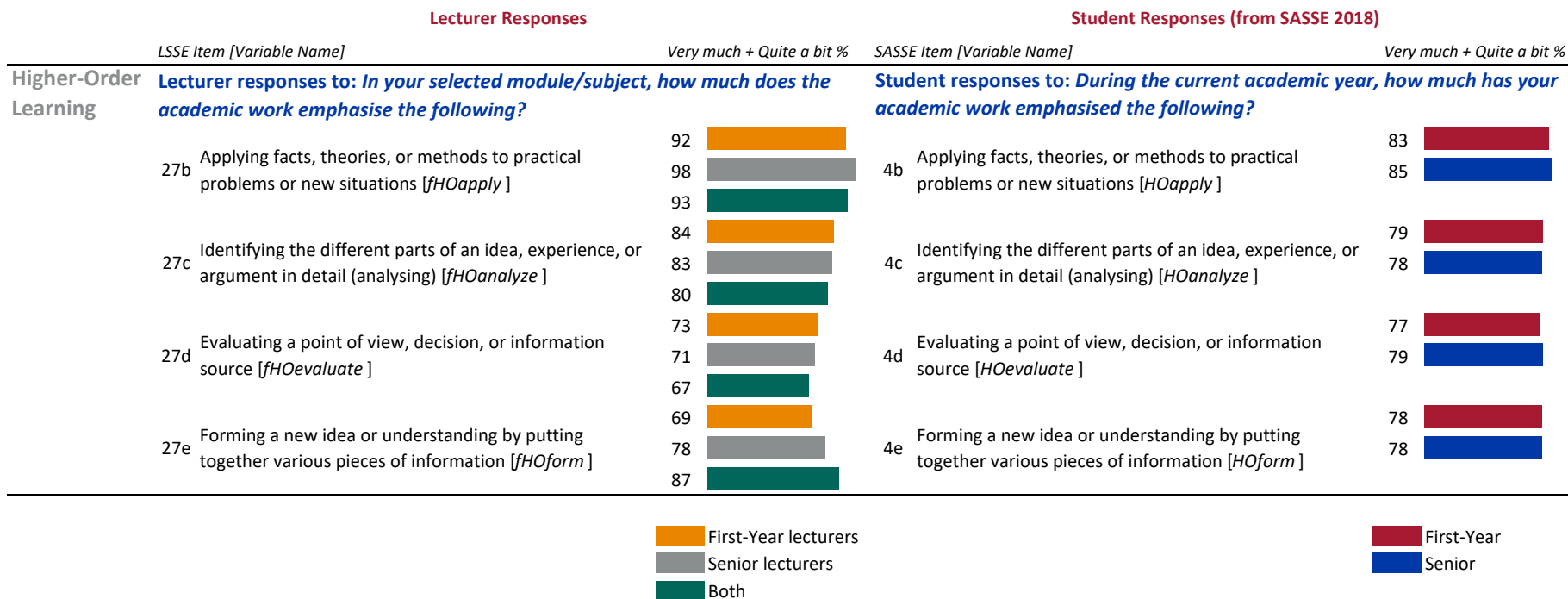
The display below highlights details in the *LSSE-SASSE Combined Report* that are important to keep in mind when interpreting your results.

- Sample :** The *LSSE-SASSE Combined Report* shows responses from both students and lecturers at your institution who completed SASSE and LSSE. This report contains responses from lecturers who responded to the survey based on their experiences teaching either mostly first-year modules, mostly senior modules (second year and later) or an equal number of first-year and senior modules. Lecturers who did not report the module level are not included in this report. All student responses are the same as those included in the *SASSE Frequencies and Statistical Comparisons* report.
- Class level:** Frequency distributions are reported separately for lecturers who report teaching either mostly first-year modules, mostly senior modules (second year and later) or an equal number of first-year and senior modules. Student responses are reported separately for first-year students and seniors as reported by your institution.
- Item numbers :** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* .
- Item wording and variable names:** Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *LSSE Frequencies* report.
- Lecturer responses:** The percentage of lecturers who selected the indicated response categories. To match the response categories provided on the LSSE instrument, this column heading varies throughout the report.
- Student responses:** The percentage of students who selected the indicated response categories. To match the response categories provided on the SASSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your *SASSE Frequencies and Statistical Comparisons* report.





### Academic Challenge

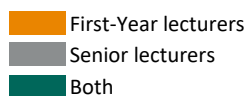


### Academic Challenge (continued)

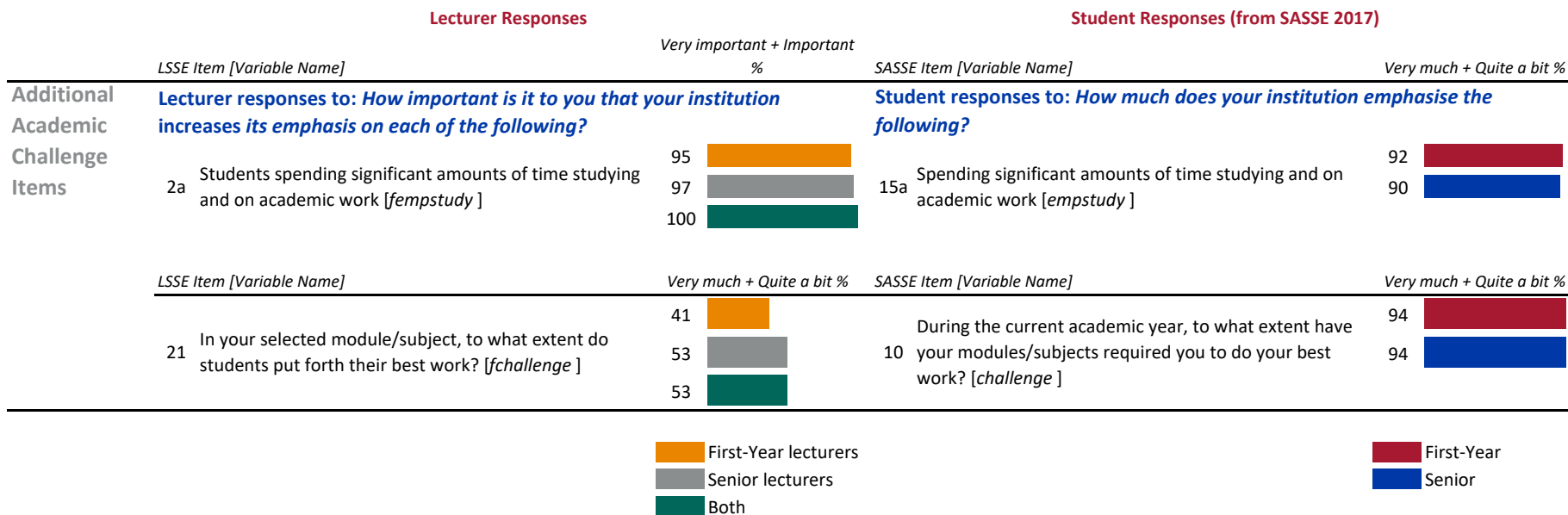


### Academic Challenge (continued)

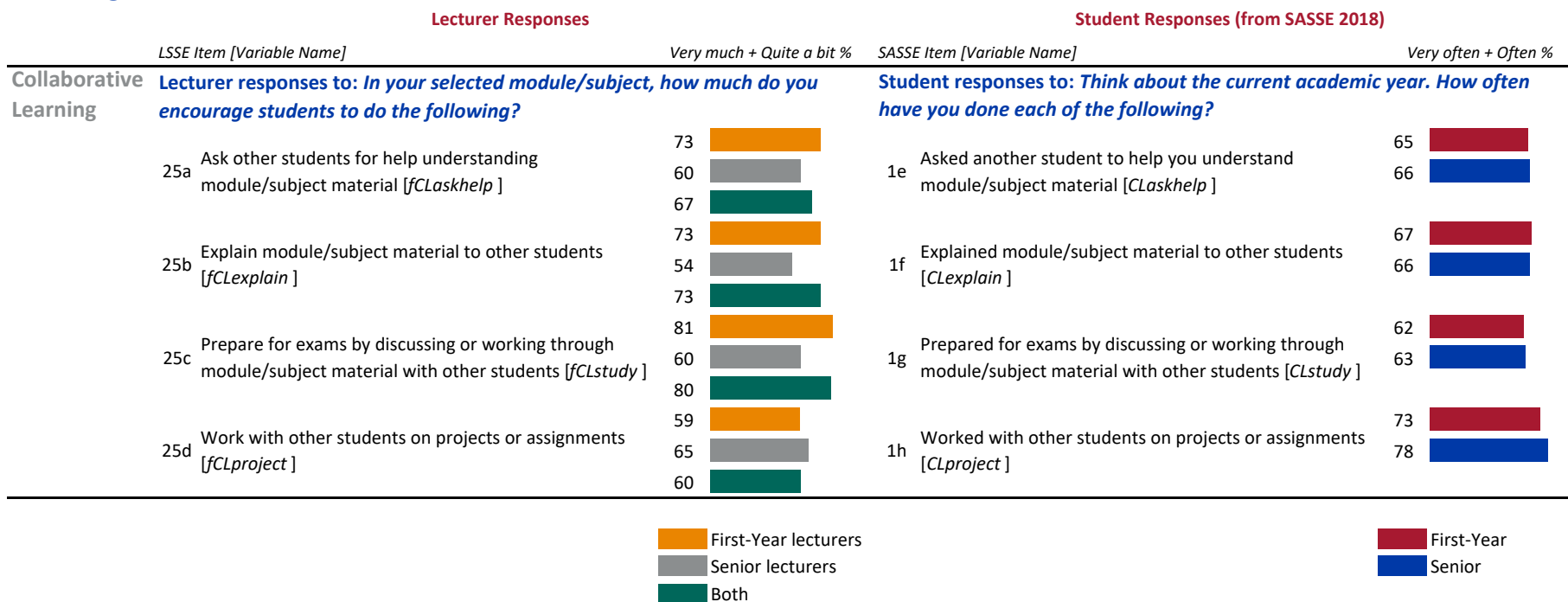
Lecturer Responses				Student Responses (from SASSE 2018)				
LSSE Item [Variable Name]		Very much + Quite a bit %		SASSE Item [Variable Name]		Very often + Often %		
Learning Strategies	Lecturer responses to: In your selected module/subject, how much do you encourage students to do the following?			Student responses to: During the current academic year, about how often have you done the following?				
	25e	Identify important information from reading assignments [fLSreading]	78	<div></div>	9a	Identified important information from reading assignments [LSreading]	82	<div></div>
			76	<div></div>			83	<div></div>
			79	<div></div>				
		84	<div></div>					
	25f	Review notes after class [fLSnotes]	74	<div></div>	9b	Reviewed your notes after class [LSnotes]	60	<div></div>
			93	<div></div>			63	<div></div>
			86	<div></div>				
	25g	Summarise what has been learned from class or from module/subject materials [fLSsummary]	79	<div></div>	9c	Summarised what you learned in class or from module/subject materials [LSsummary]	70	<div></div>
			80	<div></div>			74	<div></div>
LSSE Item [Variable Name]		Very important + Important %		SASSE Item [Variable Name]		Very often + Often %		
Quantitative Reasoning	Lecturer responses to: In your selected module/subject, how important is it to you that the typical student does the following?			Student responses to: During the current academic year, about how often have you done the following?				
	22d	Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	68	<div></div>	6a	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	47	<div></div>
			71	<div></div>			47	<div></div>
			67	<div></div>				
	22e	Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	49	<div></div>	6b	Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	39	<div></div>
			54	<div></div>			42	<div></div>
			67	<div></div>				
	22f	Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [fQRrevalue]	54	<div></div>	6c	Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [QRrevalue]	35	<div></div>
			53	<div></div>			38	<div></div>
			53	<div></div>				
		<div></div>	First-Year lecturers			<div></div>	First-Year	
		<div></div>	Senior lecturers			<div></div>	Senior	
		<div></div>	Both					



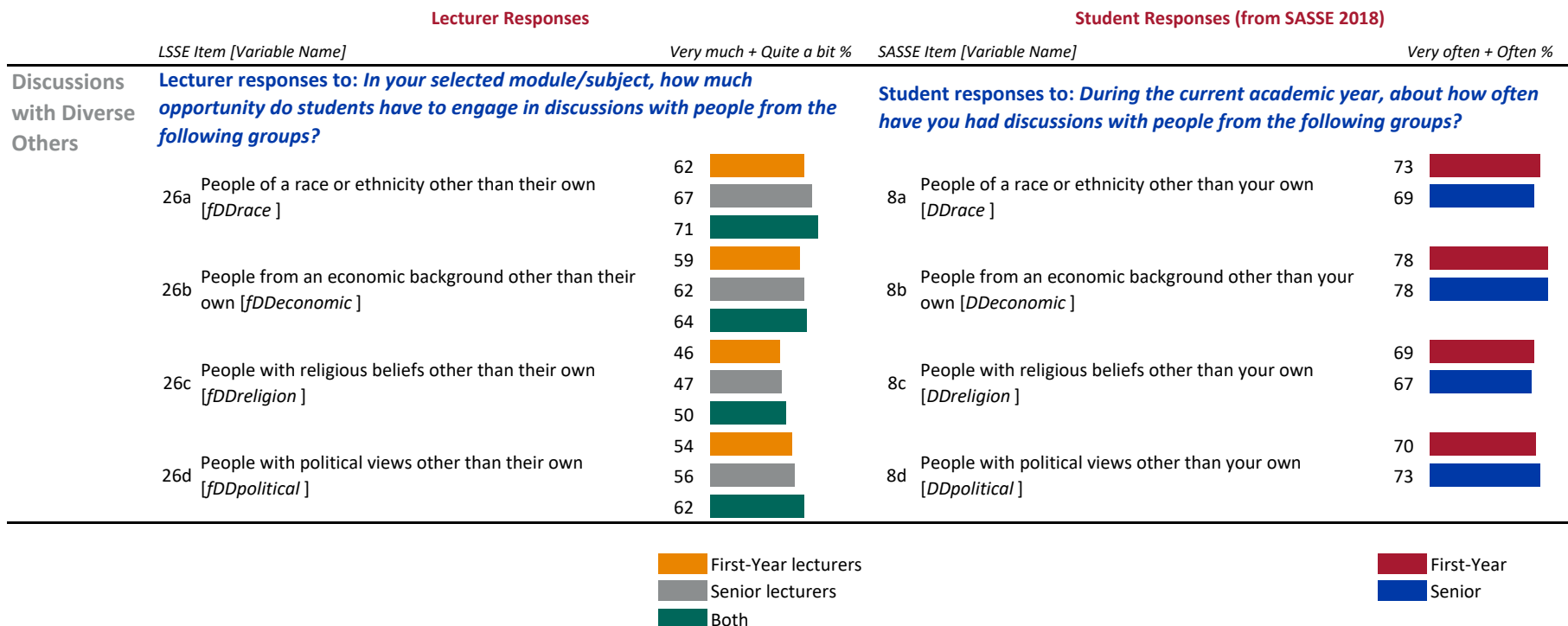
### Academic Challenge (continued)



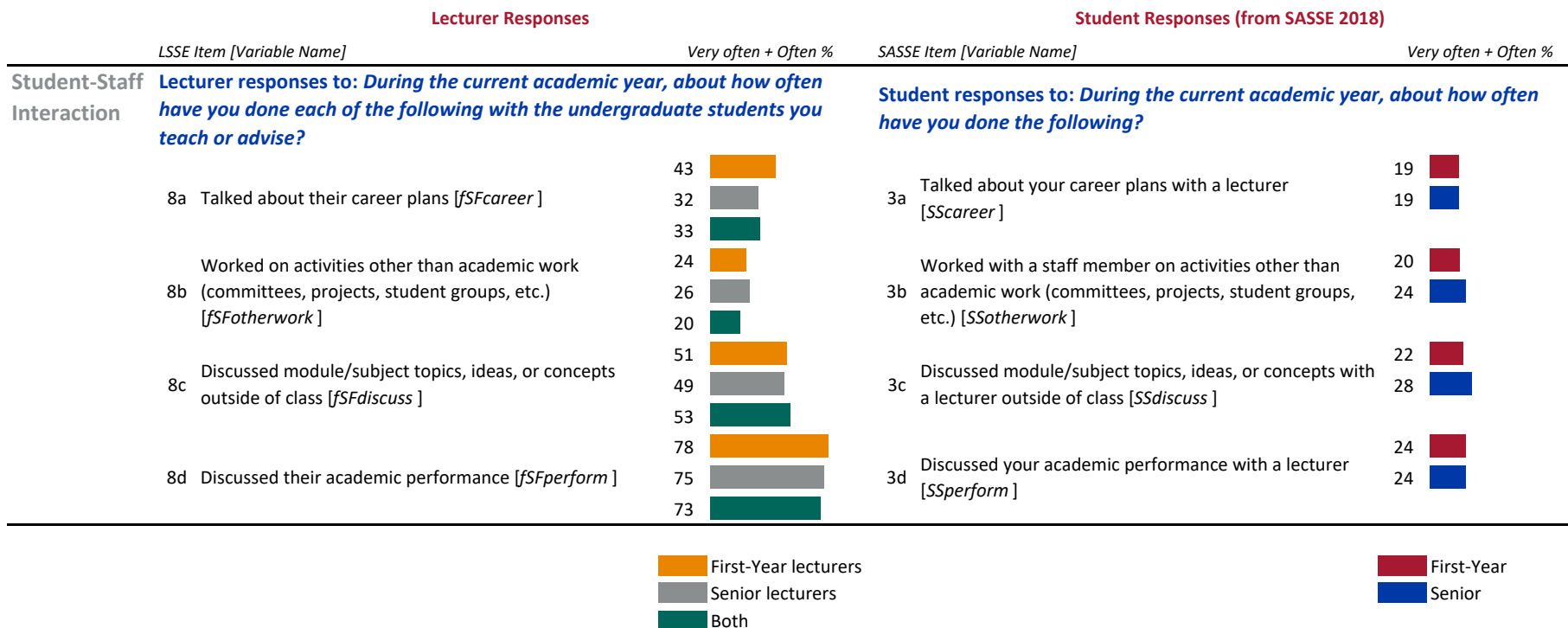
## Learning with Peers



### Learning with Peers (continued)

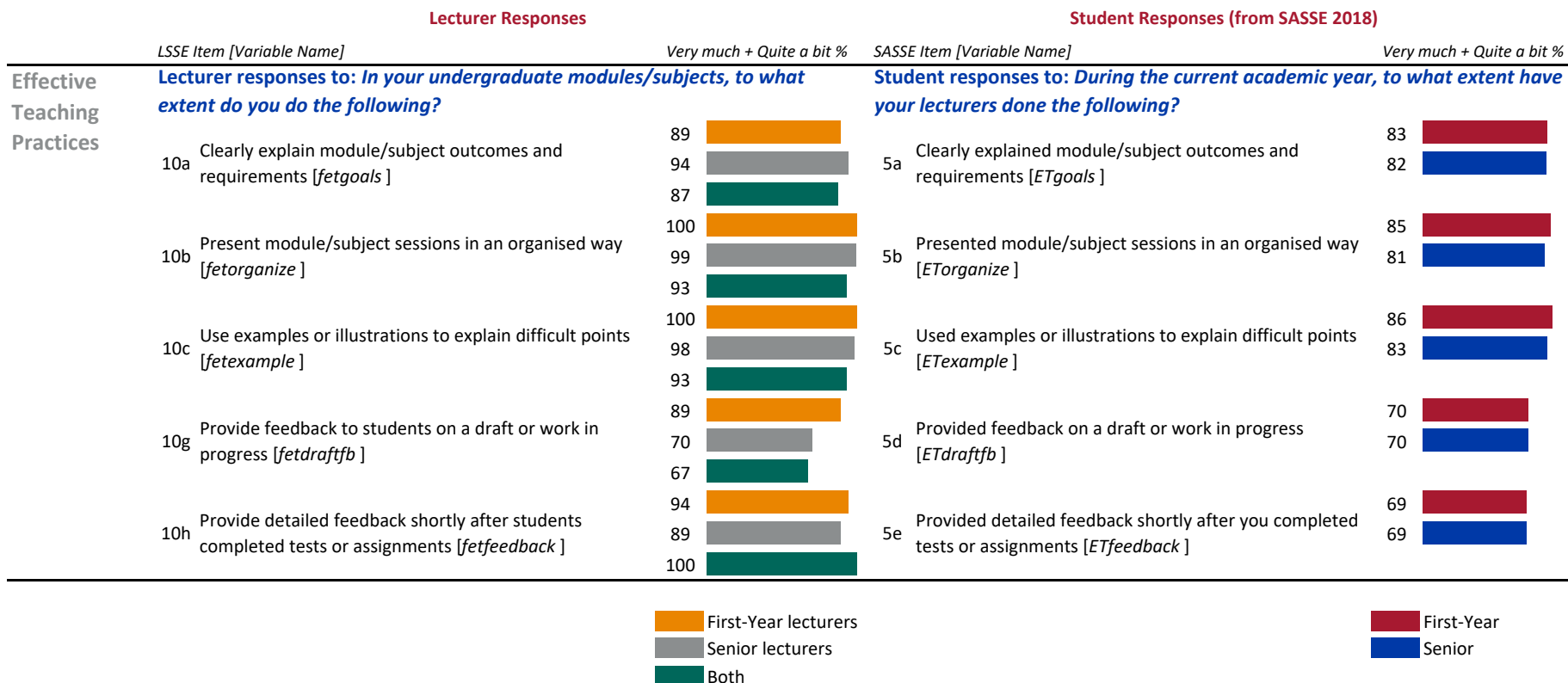


### Experiences with Staff

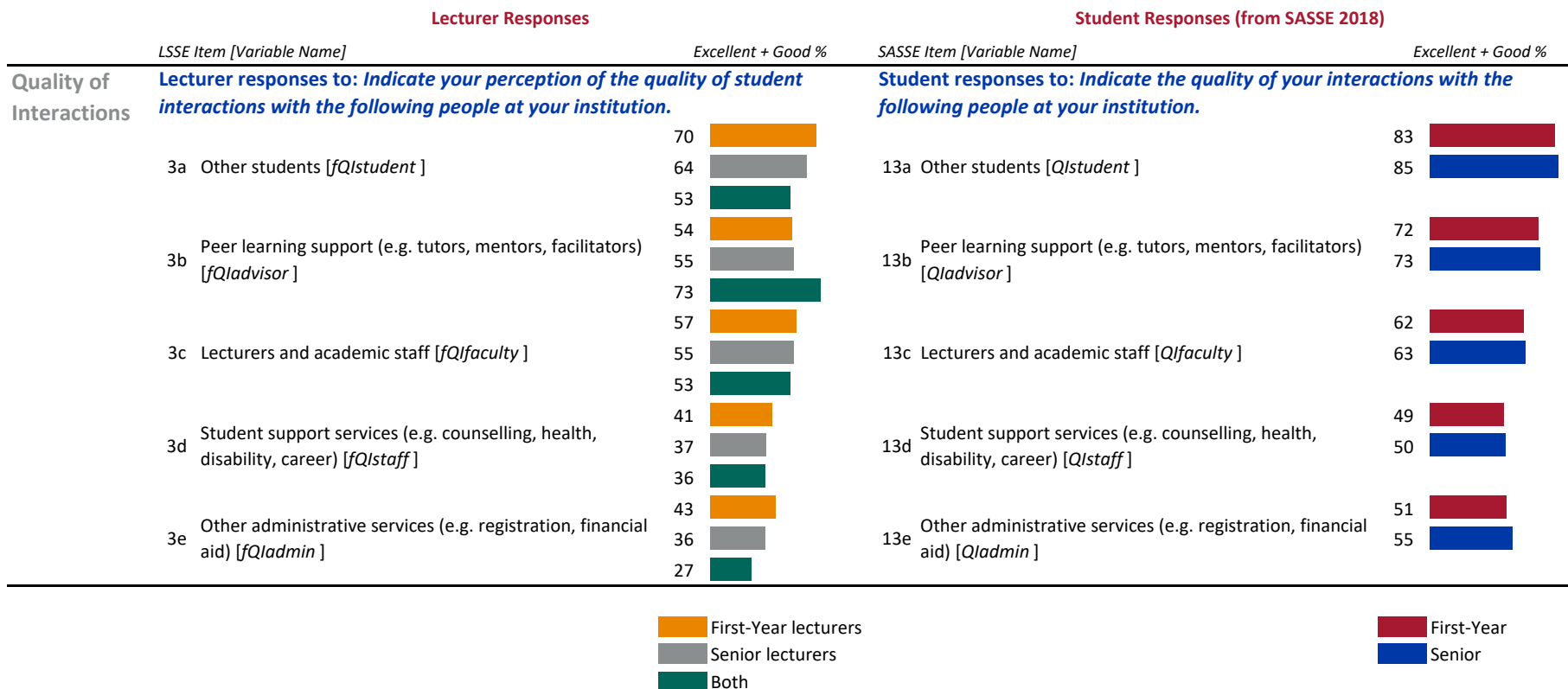




### Experiences with Staff (continued)



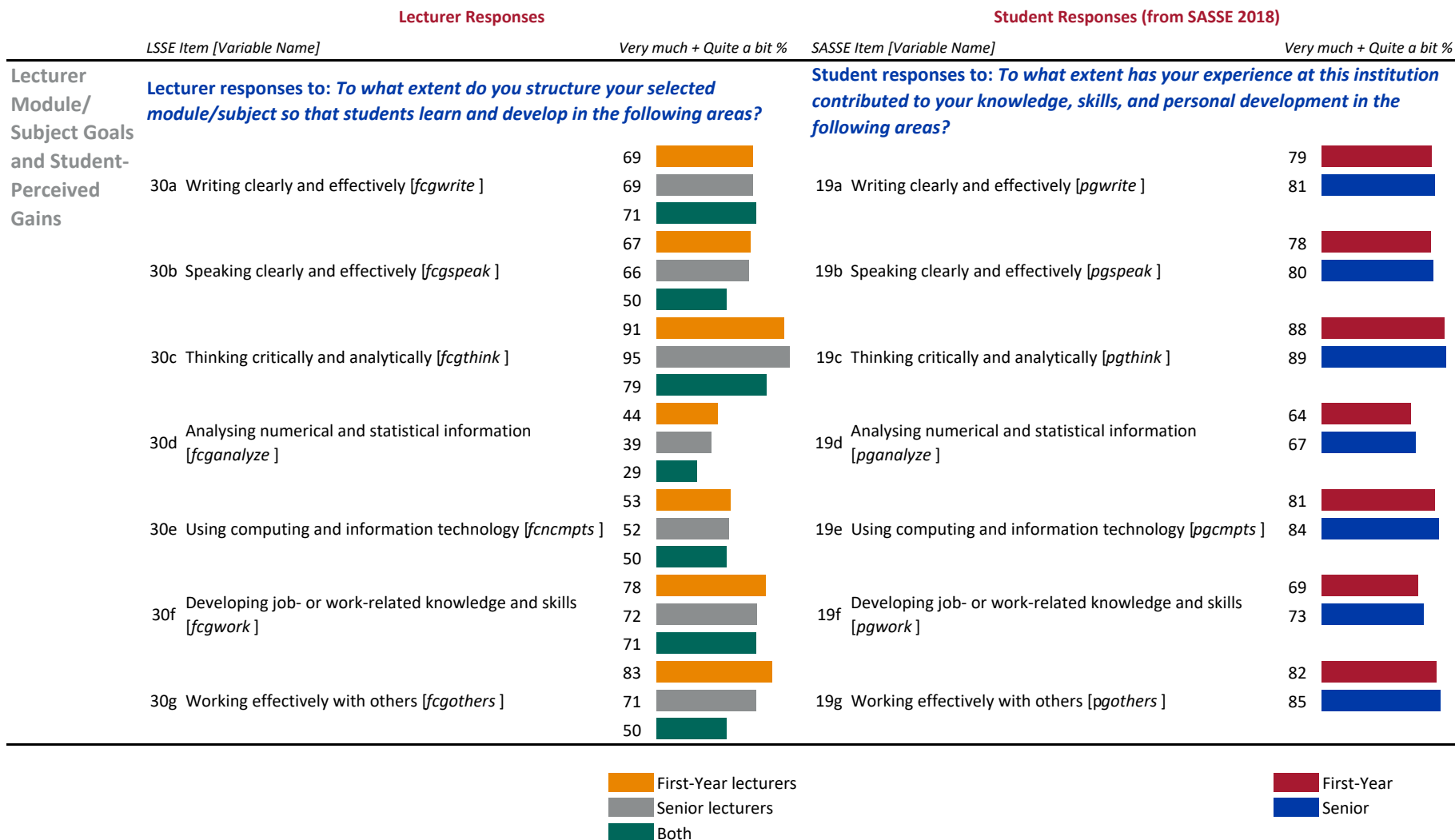
### Campus Environment



### Campus Environment (continued)



### Additional Engagement Items



### Additional Engagement Items (continued)

Lecturer Responses			Student Responses (from SASSE 2018)		
LSSE Item [Variable Name]		Very much + Quite a bit %	SASSE Item [Variable Name]		Very much + Quite a bit %
Lecturer Module/ Subject Goals and Student- Reported Gains (continued)	30h Developing or clarifying a personal code of values and ethics [fcgvalues ]	72	19h Developing or clarifying a personal code of values and ethics [pgvalues ]	74	
		67		75	
		64			
	30i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse ]	69	19i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse ]	79	
		60		80	
		64			
	30j Solving complex real-world problems [fcgprobsolve ]	72	19j Solving complex real-world problems [pgprobsolve ]	71	
		74		75	
		86			
	30k Being an informed and active citizen [fcgcitizen ]	69	19k Being an informed and active citizen [pgcitizen ]	73	
		63		76	
		71			

Very important + Important %			Very often + Often %		
LSSE Item [Variable Name]			SASSE Item [Variable Name]		
Module/ Subject Engagement	<b>Lecturer responses to: In your selected module/subject, how important is it to you that the typical student does the following?</b>		<b>Student responses to: Think about the current academic year. How often have you done each of the following?</b>		
	22a Ask questions or contribute to module/subject discussions in other ways [faskquest ]	95	1a Asked questions or contributed to module/subject discussions in other ways [askquest ]	55	
		97		57	
		93			
	22b Prepare two or more drafts of a paper or assignment before turning it in [fdrafts ]	78	1b Prepared two or more drafts of a paper or assignment before handing it in [drafts ]	62	
		59		60	
		73			
	22c Come to class having completed readings or assignments [fprepared ]	89	1c Attended class without having completed readings or assignments [unprepared ]	20	
		96		23	
		87			

First-Year lecturers  
 Senior lecturers  
 Both

First-Year  
 Senior

### Additional Engagement Items (continued)

Lecturer Responses		Student Responses (from SASSE 2018)	
LSSE Item [Variable Name]	Very important + Important %	SASSE Item [Variable Name]	Done or in progress %
<b>Student Leadership</b>			
<b>Lecturer responses to: How important is it to you that undergraduates at your institution do the following before they graduate?</b>		<b>Student responses to: Which of the following have you done or do you plan to do before you graduate from your institution?</b>	
Hold a formal leadership position in a student	33	Hold a formal leadership position in a student	11
1b organisation or group on campus (societies, political organisations, residence committees, etc.) [ <i>fleader</i> ]	22	11b organisation or group on campus (societies, political organisations, residence committees, etc.) [ <i>leader</i> ]	20
	20		
LSSE Item [Variable Name]	Very much + Quite a bit %	SASSE Item [Variable Name]	Very much + Quite a bit %
<b>Memorisation</b>			
<b>Lecturer responses to: In your selected module/subject, how much does the academic work emphasise the following?</b>		<b>Student responses to: During the current academic year, how much has your academic work emphasised the following?</b>	
27a Memorising module/subject material (facts, ideas, etc.) [ <i>fmemorize</i> ]	43	4a Memorising module/subject material (facts, ideas, etc.) [ <i>memorize</i> ]	79
	67		80
	53		
First-Year lecturers Senior lecturers Both		First-Year Senior	

### Additional Engagement Items (continued)

		Lecturer Responses		Student Responses (from SASSE 2018)			
LSSE Item [Variable Name]		16 or more hours %		SASSE Item [Variable Name]		16 or more hours %	
Time Spent by Students	Lecturer responses to: About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?			Student responses to: About how many hours do you spend in a typical 7-day week doing each of the following?			
20a	Preparing for class (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities) [ftmprepare]	5	<div><div></div></div>	16a	Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) [tmprep]	31	<div><div></div></div>
		5	<div><div></div></div>			30	<div><div></div></div>
20b	Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [ftmcocurr]	7	<div><div></div></div>	16c	Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [tmcocurr]	6	<div><div></div></div>
		3	<div><div></div></div>			8	<div><div></div></div>
20c	Working for pay on campus (student assistant, tutor, etc.) [ftmworkon]	6	<div><div></div></div>	16d	Working for pay on campus (student assistant, tutor, etc.) [tmworkon]	4	<div><div></div></div>
		7	<div><div></div></div>			6	<div><div></div></div>
20d	Working for pay off campus (being a waiter, casual work in shops, etc.) [ftmworkoff]	5	<div><div></div></div>	16e	Working for pay off campus (being a waiter, casual work in shops, etc.) [tmworkoff]	5	<div><div></div></div>
		2	<div><div></div></div>			8	<div><div></div></div>
20e	Doing community service or volunteer work [ftmservice]	0	<div><div></div></div>	16f	Doing community service or volunteer work [tmservice]	6	<div><div></div></div>
		3	<div><div></div></div>			7	<div><div></div></div>
20f	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [ftmrelax]	0	<div><div></div></div>	16g	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [tmrelax]	22	<div><div></div></div>
		46	<div><div></div></div>			22	<div><div></div></div>
20g	Providing care for dependents (children, siblings, parents, etc.) [ftmcare]	49	<div><div></div></div>	16h	Providing care for dependents (children, siblings, parents, etc.) [tmcare]	9	<div><div></div></div>
		57	<div><div></div></div>			11	<div><div></div></div>
20h	Travelling to class (driving, walking, etc.) [ftmcommute]	16	<div><div></div></div>	16i	Travelling to class (driving, walking, etc.) [tmcommute]	10	<div><div></div></div>
		11	<div><div></div></div>			12	<div><div></div></div>
		7	<div><div></div></div>				
		5	<div><div></div></div>				
		3	<div><div></div></div>				
		0	<div><div></div></div>				
		<div><div></div>First-Year lecturers</div>				<div><div></div>First-Year</div>	
		<div><div></div>Senior lecturers</div>				<div><div></div>Senior</div>	
		<div><div></div>Both</div>					

## High Impact Practices

### FY/SR Participation

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

### Lecturer Participation

The "Lecturer Participation" figures display the percentage of your lecturers who participate in three selected High-Impact Practices in a typical week. For Undergraduate Research and Internship, this represents the percentage of lecturers responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of lecturers responding that at least "Some" of their modules/subjects include a service-learning component.

### Lecturer Importance

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

#### Practical work

FY Participation	16	<div style="width: 16%;"></div>
SR Participation	28	<div style="width: 28%;"></div>
Lecturer Participation	33	<div style="width: 33%;"></div>
Lecturer Importance	83	<div style="width: 83%;"></div>

SASSE variable: 11a *intern* ; LSSE variables: 6b *fdintern* , 1a *fintern*

#### Service-Learning

FY Participation	59	<div style="width: 59%;"></div>
SR Participation	65	<div style="width: 65%;"></div>
Lecturer Participation	39	<div style="width: 39%;"></div>
Lecturer Importance	64	<div style="width: 64%;"></div>

SASSE variable: 12 *servcourse* ; LSSE variables: 9 *fservcourse* , 1m *fservice*

#### Research with Staff

FY Participation	10	<div style="width: 10%;"></div>
SR Participation	18	<div style="width: 18%;"></div>
Lecturer Participation	43	<div style="width: 43%;"></div>
Lecturer Importance	66	<div style="width: 66%;"></div>

SASSE variable: 11e *research* ; LSSE variables: 6a *fdresearch* , 1e *fresearch*

#### Student Societies

FY Participation	16	<div style="width: 16%;"></div>
SR Participation	21	<div style="width: 21%;"></div>
Lecturer Participation		
Lecturer Importance	58	<div style="width: 58%;"></div>

SASSE variable: 11c *learncom* ; LSSE variable: 1c *flearncom*



## High Impact Practices (continued)

### Study Abroad

FY Participation	12	<div style="width: 12%;"></div>
SR Participation	17	<div style="width: 17%;"></div>
Lecturer Participation		
Lecturer Importance	34	<div style="width: 34%;"></div>

SASSE variable: 11d *abroad* ; LSSE variable; 1c *fabroad*

### First-year Experience

FY Participation	51	<div style="width: 51%;"></div>
SR Participation	43	<div style="width: 43%;"></div>
Lecturer Participation		
Lecturer Importance	80	<div style="width: 80%;"></div>

SASSE variable: 11f *Fyexperience* ; LSSE variable; 1f *ffyexperience*

### Academic Literacy Course

FY Participation	33	<div style="width: 33%;"></div>
SR Participation	33	<div style="width: 33%;"></div>
Lecturer Participation		
Lecturer Importance	87	<div style="width: 87%;"></div>

SASSE variable: 11g *acadlit* ; LSSE variable; 1g *facadlit*

### Work with Students

FY Participation	73	<div style="width: 73%;"></div>
SR Participation	77	<div style="width: 77%;"></div>
Lecturer Participation		
Lecturer Importance	87	<div style="width: 87%;"></div>

SASSE variable: 11h *groupproject* ; LSSE variable; 1h *fgroupproject*

### Consult Academic Advisor

FY Participation	41	<div style="width: 41%;"></div>
SR Participation	49	<div style="width: 49%;"></div>
Lecturer Participation		
Lecturer Importance	85	<div style="width: 85%;"></div>

SASSE variable: 11i *acadadvise* ; LSSE variable; 1i *facadadvise*

### Peer Learning Support

FY Participation	67	<div style="width: 67%;"></div>
SR Participation	68	<div style="width: 68%;"></div>
Lecturer Participation		
Lecturer Importance	90	<div style="width: 90%;"></div>

SASSE variable: 11j *usepeer* ; LSSE variable; 1j *fusepeer*

### Explain Material as Tutor

FY Participation	29	<div style="width: 29%;"></div>
SR Participation	35	<div style="width: 35%;"></div>
Lecturer Participation		
Lecturer Importance	74	<div style="width: 74%;"></div>

SASSE variable: 11k *exptutor* ; LSSE variable; 1k *fexptutor*

### Numeracy Course

FY Participation	20	<div style="width: 20%;"></div>
SR Participation	25	<div style="width: 25%;"></div>
Lecturer Participation		
Lecturer Importance	56	<div style="width: 56%;"></div>

SASSE variable: 11l *mathdevel* ; LSSE variable; 1l *mathdevel*

# Frequency Distributions




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

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

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

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

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


1
2

			LSSE 2018 Frequencies SASSEville University							
			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options		Count	%	Count	%	Count	%	Count	%
1. How important is it to you that undergraduates at your institution do the following before they graduate?										
a.	Practical work related to their studies (internship, work integrated learning, clinical placement, field experience, etc.)	fintern								
	Not important		5	3%	5	3%	3	5%	13	3%
	Somewhat important		23	16%	23	13%	15	27%	61	16%
	Important		36	24%	30	17%	25	45%	91	24%
	Very important		83	56%	12	67%	12	22%	107	28%
	Total		147	100%	178	100%	55	100%	380	100%
b.	Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	fforlead								
	Not important		26	18%	32	18%	10	14%	68	17%
	Somewhat important		78	53%	75	42%	25	36%	178	45%
	Important		33	29%	50	28%	30	43%	113	29%
	Very important		9	0%	19	11%	5	7%	33	8%
	Total		146	100%	178	100%	70	100%	394	100%
c.	Participate in student societies (law, psychology, etc.) where students engage in topics related to their subject	flearncom								
	Not important		30	20%	48	27%	24	24%	102	24%
	Somewhat important		60	41%	63	36%	48	48%	171	40%
	Important		39	27%	40	23%	20	20%	99	23%
	Very important		18	12%	26	15%	8	8%	52	12%
	Total		147	100%	177	100%	100	100%	424	100%

5. **Response options:** Response options are listed just as they appear on the instrument.
6. **Count and column percentage (%):** The Count column contains the number of lecturers who selected the corresponding response option. The column percentage represents the percentage of lecturers selecting the corresponding response option.



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
1. How important is it to you that undergraduates at your institution do the following before they graduate?										
a. Practical work related to their studies (internship, work integrated learning, clinical placement, field experience, etc.) as a compulsory part of their degrees	fintern	Not important	2	5%	5	5%	1	7%	8	5%
		Somewhat important	3	8%	9	10%	1	7%	17	11%
		Important	6	16%	21	22%	3	20%	32	20%
		Very important	22	59%	52	55%	9	60%	89	56%
		Not offered at my institution	4	11%	7	7%	1	7%	12	8%
		Total	37	100%	94	100%	15	100%	158	100%
b. Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	fleader	Not important	15	41%	40	43%	6	40%	65	41%
		Somewhat important	9	24%	33	35%	6	40%	52	33%
		Important	9	24%	15	16%	2	13%	29	18%
		Very important	3	8%	6	6%	1	7%	11	7%
		Not offered at my institution	1	3%	0	0%	0	0%	1	1%
		Total	37	100%	94	100%	15	100%	158	100%
c. Participate in student societies (law, psychology, etc.) where students engage in topics related to their subjects	flearncom	Not important	0	0%	17	18%	0	0%	18	12%
		Somewhat important	12	33%	28	30%	4	27%	47	30%
		Important	12	33%	36	39%	7	47%	61	39%
		Very important	11	31%	11	12%	3	20%	27	17%
		Not offered at my institution	1	3%	0	0%	1	7%	2	1%
		Total	36	100%	92	100%	15	100%	155	100%
d. Develop an international perspective through campus initiatives and interacting with international students	fabroad	Not important	1	3%	10	11%	0	0%	13	8%
		Somewhat important	7	19%	27	29%	2	13%	39	25%
		Important	13	36%	34	36%	8	53%	61	39%
		Very important	13	36%	22	23%	5	33%	40	26%
		Not offered at my institution	2	6%	1	1%	0	0%	3	2%
		Total	36	100%	94	100%	15	100%	156	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
e. Work with a lecturer on a research project as part of a module/subject, or part of their degrees	fresearch	Not important	2	5%	7	7%	2	13%	13	8%
		Somewhat important	12	32%	23	24%	1	7%	39	25%
		Important	10	27%	26	28%	5	33%	48	30%
		Very important	12	32%	35	37%	5	33%	52	33%
		Not offered at my institution	1	3%	3	3%	2	13%	6	4%
		Total	37	100%	94	100%	15	100%	158	100%
f. Participate in first-year experience seminars, including orientation and student learning groups	fFyexperience	Not important	3	8%	6	6%	1	7%	11	7%
		Somewhat important	1	3%	17	18%	1	7%	20	13%
		Important	9	25%	32	34%	6	40%	53	34%
		Very important	22	61%	36	39%	7	47%	69	44%
		Not offered at my institution	1	3%	2	2%	0	0%	3	2%
		Total	36	100%	93	100%	15	100%	156	100%
g. Register for an academic literacy or language development course	facadlit	Not important	0	0%	3	3%	0	0%	3	2%
		Somewhat important	3	8%	12	13%	0	0%	16	10%
		Important	5	14%	17	18%	4	27%	29	18%
		Very important	28	76%	58	62%	11	73%	103	65%
		Not offered at my institution	1	3%	4	4%	0	0%	7	4%
		Total	37	100%	94	100%	15	100%	158	100%
h. Work with other students on a group project or assignment	fgroupproject	Not important	0	0%	2	2%	1	7%	3	2%
		Somewhat important	3	8%	9	10%	2	13%	17	11%
		Important	7	19%	28	30%	4	27%	42	27%
		Very important	25	69%	51	54%	8	53%	88	56%
		Not offered at my institution	1	3%	4	4%	0	0%	7	4%
		Total	36	100%	94	100%	15	100%	157	100%

## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
i. Consult with an academic advisor (staff member) who helps students to plan their studies and education	facadadvise	Not important	2	5%	3	3%	0	0%	5	3%
		Somewhat important	2	5%	14	15%	0	0%	18	11%
		Important	7	19%	29	31%	6	40%	45	28%
		Very important	25	68%	44	47%	9	60%	83	53%
		Not offered at my institution	1	3%	4	4%	0	0%	7	4%
		Total	37	100%	94	100%	15	100%	158	100%
j. Make use of peer learning support (e.g. tutors, mentors, facilitators)	fusepeer	Not important	0	0%	1	1%	0	0%	1	1%
		Somewhat important	2	6%	10	11%	2	13%	14	9%
		Important	8	22%	26	28%	2	13%	42	27%
		Very important	25	69%	53	56%	11	73%	92	59%
		Not offered at my institution	1	3%	4	4%	0	0%	8	5%
		Total	36	100%	94	100%	15	100%	157	100%
k. Explain module/subject material to other students as a tutor or learning facilitator	fexptutor	Not important	1	3%	4	4%	0	0%	5	3%
		Somewhat important	7	19%	21	23%	3	21%	34	22%
		Important	15	41%	41	44%	7	50%	68	44%
		Very important	13	35%	26	28%	4	29%	45	29%
		Not offered at my institution	1	3%	1	1%	0	0%	4	3%
		Total	37	100%	93	100%	14	100%	156	100%
l. Register for a mathematics or numeracy development course	fmathdevel	Not important	6	16%	14	15%	2	13%	23	15%
		Somewhat important	7	19%	29	31%	2	13%	43	27%
		Important	13	35%	24	26%	6	40%	44	28%
		Very important	10	27%	25	27%	3	20%	41	26%
		Not offered at my institution	1	3%	2	2%	2	13%	7	4%
		Total	37	100%	94	100%	15	100%	158	100%

## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
m. Participate in a community-based project (service-learning) as part of a regular course	fservice	Not important	5	14%	11	12%	1	7%	18	11%
		Somewhat important	7	19%	25	27%	2	13%	37	24%
		Important	11	31%	24	26%	6	40%	47	30%
		Very important	11	31%	32	34%	5	33%	50	32%
		Not offered at my institution	2	6%	2	2%	1	7%	5	3%
		Total	36	100%	94	100%	15	100%	157	100%
n. Develop a community project which requires them to use their university knowledge to address a problem in the community	fcapstone	Not important	5	14%	9	10%	0	0%	15	10%
		Somewhat important	7	19%	23	25%	3	21%	37	24%
		Important	11	30%	25	27%	4	29%	44	28%
		Very important	13	35%	33	35%	6	43%	55	35%
		Not offered at my institution	1	3%	3	3%	1	7%	5	3%
		Total	37	100%	93	100%	14	100%	156	100%
2. How important is it to you that your institution <i>increases</i> its emphasis on each of the following?										
a. Students spending significant amounts of time studying and on academic work	fempstudy	Not important	0	0%	0	0%	0	0%	0	0%
		Somewhat important	2	5%	3	3%	0	0%	6	4%
		Important	15	41%	40	43%	7	50%	66	42%
		Very important	20	54%	51	54%	7	50%	85	54%
		Total	37	100%	94	100%	14	100%	157	100%
b. Providing support to help students succeed academically	fSEacademic	Not important	0	0%	0	0%	0	0%	0	0%
		Somewhat important	0	0%	3	3%	0	0%	5	3%
		Important	16	43%	30	32%	6	43%	56	36%
		Very important	21	57%	61	65%	8	57%	96	61%
		Total	37	100%	94	100%	14	100%	157	100%
c. Students using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	fSElearnsup	Not important	0	0%	1	1%	0	0%	1	1%
		Somewhat important	2	6%	4	4%	0	0%	6	4%
		Important	9	25%	35	38%	6	43%	55	35%
		Very important	25	69%	53	57%	8	57%	93	60%
		Total	36	100%	93	100%	14	100%	155	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	fSEdiverse	Not important	1	3%	1	1%	0	0%	3	2%
		Somewhat important	3	8%	12	13%	1	7%	17	11%
		Important	12	33%	39	41%	5	36%	65	42%
		Very important	20	56%	42	45%	8	57%	71	46%
		Total	36	100%	94	100%	14	100%	156	100%
e. Providing opportunities to be involved socially (not related to academic work)	fSEsocial	Not important	2	5%	6	6%	0	0%	9	6%
		Somewhat important	13	35%	34	36%	5	36%	56	36%
		Important	11	30%	40	43%	6	43%	63	40%
		Very important	11	30%	14	15%	3	21%	29	18%
		Total	37	100%	94	100%	14	100%	157	100%
f. Providing support for students' overall well-being (recreation, health care, counselling, etc.)	fSEwellness	Not important	0	0%	1	1%	0	0%	1	1%
		Somewhat important	3	8%	13	14%	1	7%	19	12%
		Important	13	35%	40	43%	7	50%	66	42%
		Very important	21	57%	40	43%	6	43%	71	45%
		Total	37	100%	94	100%	14	100%	157	100%
g. Helping students manage their non-academic responsibilities (family, work, etc.)	fSEnonacad	Not important	4	11%	6	6%	0	0%	11	7%
		Somewhat important	9	24%	29	31%	3	21%	46	29%
		Important	17	46%	37	39%	7	50%	65	41%
		Very important	7	19%	22	23%	4	29%	35	22%
		Total	37	100%	94	100%	14	100%	157	100%
h. Students attending campus activities and events (artistic/cultural performances, sports events, etc.)	fSEactivities	Not important	2	5%	12	13%	0	0%	15	10%
		Somewhat important	14	38%	29	31%	7	50%	56	36%
		Important	16	43%	43	46%	2	14%	65	42%
		Very important	5	14%	9	10%	5	36%	20	13%
		Total	37	100%	93	100%	14	100%	156	100%





## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
i. Students attending events that address important economic, political or societal issues	fSEevents	Not important	4	11%	10	11%	1	7%	15	10%
		Somewhat important	8	22%	31	33%	3	21%	48	31%
		Important	16	43%	37	40%	5	36%	64	41%
		Very important	9	24%	15	16%	5	36%	29	19%
		Total	37	100%	93	100%	14	100%	156	100%

## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
3. Indicate your perception of the quality of student interactions with the following people at your institution.										
a. Quality of student interactions with: Other students	fQlstudent	Poor	3	8%	2	2%	0	0%	6	4%
		Fair	8	22%	32	34%	7	47%	50	32%
		Good	23	62%	48	51%	7	47%	86	54%
		Excellent	3	8%	12	13%	1	7%	16	10%
		Total	37	100%	94	100%	15	100%	158	100%
b. Quality of student interactions with: Peer learning support (e.g. tutors, mentors, facilitators)	fQladvisor	Poor	5	14%	10	11%	0	0%	16	10%
		Fair	12	32%	32	34%	4	27%	50	32%
		Good	18	49%	45	48%	10	67%	81	51%
		Excellent	2	5%	7	7%	1	7%	11	7%
		Total	37	100%	94	100%	15	100%	158	100%
c. Quality of student interactions with: Lecturers and academic staff	fQlfaculty	Poor	5	14%	9	10%	1	7%	18	11%
		Fair	11	30%	33	35%	6	40%	54	34%
		Good	18	49%	42	45%	7	47%	72	46%
		Excellent	3	8%	10	11%	1	7%	14	9%
		Total	37	100%	94	100%	15	100%	158	100%
d. Quality of student interactions with: Student support services (e.g. counselling, health, disability, career)	fQlstaff	Poor	4	11%	15	16%	2	14%	25	16%
		Fair	18	49%	44	47%	7	50%	75	48%
		Good	10	27%	28	30%	5	36%	45	29%
		Excellent	5	14%	6	6%	0	0%	11	7%
		Total	37	100%	93	100%	14	100%	156	100%
e. Quality of student interactions with: Other administrative services (e.g. registration, financial aid)	fQladmin	Poor	5	14%	15	16%	1	7%	25	16%
		Fair	16	43%	44	48%	10	67%	75	48%
		Good	12	32%	30	33%	3	20%	48	31%
		Excellent	4	11%	3	3%	1	7%	8	5%
		Total	37	100%	92	100%	15	100%	156	100%



## LSSE 2018 Frequency Distribution SASSEville University

		First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
<b>4. In a typical 7-day week, about how many hours do you spend on each of the following?</b>									
a. Teaching activities (preparing, teaching class sessions, marking, meeting with students outside of class, etc.)	ftmteach 0	0	0%	0	0%	0	0%	0	0%
	1-4	1	3%	2	2%	0	0%	5	3%
	5-8	2	5%	8	9%	5	33%	17	11%
	9-12	9	24%	16	17%	0	0%	27	17%
	13-16	7	19%	22	24%	2	13%	32	20%
	17-20	11	30%	17	18%	2	13%	30	19%
	21-30	5	14%	16	17%	2	13%	27	17%
	More than 30 hours	2	5%	12	13%	4	27%	19	12%
	Total	37	100%	93	100%	15	100%	157	100%
b. Advising undergraduate students	ftmadvise 0	3	8%	3	3%	0	0%	11	7%
	1-4	17	46%	44	47%	10	67%	77	49%
	5-8	9	24%	26	28%	3	20%	39	25%
	9-12	6	16%	15	16%	1	7%	22	14%
	13-16	1	3%	4	4%	0	0%	5	3%
	17-20	0	0%	0	0%	1	7%	1	1%
	21-30	1	3%	2	2%	0	0%	3	2%
	More than 30 hours	0	0%	0	0%	0	0%	0	0%
	Total	37	100%	94	100%	15	100%	158	100%
c. Research and scholarly activities	ftmresearch 0	2	5%	3	3%	0	0%	5	3%
	1-4	8	22%	27	29%	1	7%	41	26%
	5-8	12	32%	19	20%	4	27%	36	23%
	9-12	6	16%	16	17%	5	33%	27	17%
	13-16	4	11%	8	9%	1	7%	13	8%
	17-20	1	3%	10	11%	2	13%	13	8%
	21-30	1	3%	4	4%	1	7%	8	5%
	More than 30 hours	3	8%	6	6%	1	7%	14	9%
	Total	37	100%	93	100%	15	100%	157	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
d. Conducting institutional service activities (membership of institutional committees, reviewer for external journals, etc.)	ftmserviceacts	0	6	16%	8	9%	1	7%	17	11%
		1-4	19	51%	44	48%	9	60%	78	50%
		5-8	5	14%	19	21%	4	27%	30	19%
		9-12	4	11%	13	14%	0	0%	19	12%
		13-16	1	3%	4	4%	0	0%	5	3%
		17-20	1	3%	0	0%	0	0%	1	1%
		21-30	1	3%	4	4%	1	7%	6	4%
		More than 30 hours	0	0%	0	0%	0	0%	0	0%
		Total	37	100%	92	100%	15	100%	156	100%

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

a. Preparing class sessions	ftmprepclass	0	0	0%	0	0%	0	0%	1	1%
		1-4	14	38%	25	27%	3	21%	45	29%
		5-8	10	27%	37	39%	5	36%	56	36%
		9-12	7	19%	11	12%	2	14%	21	13%
		13-16	3	8%	13	14%	1	7%	19	12%
		17-20	2	5%	4	4%	0	0%	7	4%
		More than 20 hours	1	3%	4	4%	3	21%	8	5%
		Total	37	100%	94	100%	14	100%	157	100%
b. Teaching undergraduate students in class	ftmteachclass	0	0	0%	1	1%	0	0%	9	6%
		1-4	10	27%	23	25%	6	40%	41	26%
		5-8	13	35%	38	41%	8	53%	60	38%
		9-12	7	19%	21	23%	1	7%	30	19%
		13-16	5	14%	4	4%	0	0%	9	6%
		17-20	1	3%	4	4%	0	0%	5	3%
		More than 20 hours	1	3%	2	2%	0	0%	3	2%
		Total	37	100%	93	100%	15	100%	157	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
c. Teaching postgraduate students	ftmpgteach	0	13	36%	20	22%	5	36%	40	26%
		1-4	16	44%	35	38%	6	43%	61	40%
		5-8	4	11%	22	24%	3	21%	31	20%
		9-12	3	8%	8	9%	0	0%	14	9%
		13-16	0	0%	3	3%	0	0%	4	3%
		17-20	0	0%	3	3%	0	0%	3	2%
		More than 20 hours	0	0%	1	1%	0	0%	1	1%
		Total	36	100%	92	100%	14	100%	154	100%
d. Marking papers and exams	ftmgrade	0	3	8%	0	0%	0	0%	5	3%
		1-4	9	24%	41	44%	5	33%	60	38%
		5-8	14	38%	24	26%	5	33%	48	31%
		9-12	5	14%	16	17%	2	13%	23	15%
		13-16	3	8%	5	5%	3	20%	11	7%
		17-20	2	5%	3	3%	0	0%	5	3%
		More than 20 hours	1	3%	4	4%	0	0%	5	3%
		Total	37	100%	93	100%	15	100%	157	100%
e. Meeting with students outside of class	ftmmeet	0	3	8%	7	7%	1	7%	14	9%
		1-4	25	68%	52	55%	12	80%	97	61%
		5-8	7	19%	26	28%	2	13%	35	22%
		9-12	0	0%	6	6%	0	0%	7	4%
		13-16	1	3%	2	2%	0	0%	3	2%
		17-20	1	3%	1	1%	0	0%	2	1%
		More than 20 hours	0	0%	0	0%	0	0%	0	0%
		Total	37	100%	94	100%	15	100%	158	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
f. Course administration (emailing students, maintaining course website, etc.)	ftmadmin	0	0	0%	0	0%	0	0%	1	1%
		1-4	21	57%	42	45%	8	53%	75	47%
		5-8	10	27%	37	39%	7	47%	58	37%
		9-12	3	8%	6	6%	0	0%	12	8%
		13-16	2	5%	4	4%	0	0%	6	4%
		17-20	1	3%	4	4%	0	0%	5	3%
		More than 20 hours	0	0%	1	1%	0	0%	1	1%
		Total	37	100%	94	100%	15	100%	158	100%
g. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own modules/subjects, etc.)	ftmimprove	0	1	3%	7	7%	0	0%	9	6%
		1-4	16	43%	48	51%	6	40%	76	48%
		5-8	13	35%	28	30%	5	33%	49	31%
		9-12	5	14%	10	11%	1	7%	16	10%
		13-16	1	3%	0	0%	2	13%	4	3%
		17-20	0	0%	1	1%	1	7%	3	2%
		More than 20 hours	1	3%	0	0%	0	0%	1	1%
		Total	37	100%	94	100%	15	100%	158	100%
6. In a typical 7-day week, do you participate in the following activities?										
a. Working with undergraduates on research	fdresearch	Yes	14	38%	47	50%	5	33%	68	43%
		No	23	62%	47	50%	10	67%	90	57%
		Total	37	100%	94	100%	15	100%	158	100%
b. Supervising undergraduate internships or other field experiences	fdintern	Yes	6	16%	38	40%	6	40%	52	33%
		No	31	84%	56	60%	9	60%	106	67%
		Total	37	100%	94	100%	15	100%	158	100%
c. Supervising postgraduate students	fdsuperpg	Yes	23	62%	74	79%	13	87%	117	74%
		No	14	38%	20	21%	2	13%	41	26%
		Total	37	100%	94	100%	15	100%	158	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
7. During the current academic year, have you taught an undergraduate module/subject? If No, respondent answers #11 then skips to #32.										
teaunder	Yes	37	100%	94	100%	15	100%	148	94%	
	No	0	0%	0	0%	0	0%	10	6%	
	Total	37	100%	94	100%	15	100%	158	100%	
8. During the current academic year, about how often have you done each of the following with the undergraduate students you teach or advise?										
a. Talked about their career plans	fSFcareer	Never	4	11%	7	8%	2	13%	13	9%
		Sometimes	17	46%	56	60%	8	53%	82	56%
		Often	9	24%	18	19%	3	20%	30	20%
		Very often	7	19%	12	13%	2	13%	22	15%
		Total	37	100%	93	100%	15	100%	147	100%
b. Worked on activities other than academic work (committees, projects, student groups, etc.)	fSFotherwork	Never	12	32%	26	28%	4	27%	42	28%
		Sometimes	16	43%	44	47%	8	53%	69	47%
		Often	7	19%	19	20%	2	13%	29	20%
		Very often	2	5%	5	5%	1	7%	8	5%
		Total	37	100%	94	100%	15	100%	148	100%
c. Discussed module/subject topics, ideas, or concepts outside of class	fSFdiscuss	Never	2	5%	8	9%	1	7%	11	7%
		Sometimes	16	43%	40	43%	6	40%	63	43%
		Often	9	24%	36	38%	7	47%	52	35%
		Very often	10	27%	10	11%	1	7%	22	15%
		Total	37	100%	94	100%	15	100%	148	100%
d. Discussed their academic performance	fSFperform	Never	1	3%	0	0%	0	0%	1	1%
		Sometimes	7	19%	23	25%	4	27%	36	24%
		Often	19	51%	56	60%	9	60%	84	57%
		Very often	10	27%	14	15%	2	13%	26	18%
		Total	37	100%	93	100%	15	100%	147	100%

## LSSE 2018 Frequency Distribution SASSEville University

		First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
<b>9. About how many of your undergraduate modules/subjects at this institution have included a community-based project (service-learning)?</b>									
fservcourse	None	26	70%	50	53%	13	87%	90	61%
	Some	7	19%	29	31%	1	7%	38	26%
	Most	3	8%	7	7%	1	7%	11	7%
	All	1	3%	8	9%	0	0%	9	6%
	Total	37	100%	94	100%	15	100%	148	100%
<b>10. In your undergraduate modules/subjects, to what extent do you do the following?</b>									
a. Clearly explain module/subject outcomes and requirements      fetgoals	Very little	0	0%	1	1%	0	0%	1	1%
	Some	4	11%	5	5%	2	13%	11	7%
	Quite a bit	8	22%	40	43%	3	20%	52	35%
	Very much	25	68%	48	51%	10	67%	84	57%
	Total	37	100%	94	100%	15	100%	148	100%
b. Present module/subject sessions in an organised way      fetorganize	Very little	0	0%	1	1%	1	7%	2	1%
	Some	0	0%	0	0%	0	0%	0	0%
	Quite a bit	4	11%	25	27%	0	0%	30	20%
	Very much	33	89%	68	72%	14	93%	116	78%
	Total	37	100%	94	100%	15	100%	148	100%
c. Use examples or illustrations to explain difficult points      fetexample	Very little	0	0%	1	1%	0	0%	1	1%
	Some	0	0%	1	1%	1	7%	2	1%
	Quite a bit	8	22%	16	17%	1	7%	25	17%
	Very much	29	78%	76	81%	13	87%	120	81%
	Total	37	100%	94	100%	15	100%	148	100%
d. Use a variety of teaching techniques to accommodate diversity in student learning styles      fetvariety	Very little	1	3%	2	2%	0	0%	3	2%
	Some	2	5%	22	23%	2	13%	26	18%
	Quite a bit	8	22%	28	30%	6	40%	43	29%
	Very much	26	70%	42	45%	7	47%	76	51%
	Total	37	100%	94	100%	15	100%	148	100%





## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
e. Review and summarise material for students	fetreview	Very little	3	8%	3	3%	0	0%	6	4%
		Some	5	14%	23	24%	2	13%	31	21%
		Quite a bit	8	22%	37	39%	7	47%	53	36%
		Very much	21	57%	31	33%	6	40%	58	39%
		Total	37	100%	94	100%	15	100%	148	100%
f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	fetstandards	Very little	1	3%	1	1%	0	0%	2	1%
		Some	5	14%	16	17%	2	13%	23	16%
		Quite a bit	8	22%	31	33%	5	33%	46	31%
		Very much	22	61%	46	49%	8	53%	76	52%
		Total	36	100%	94	100%	15	100%	147	100%
g. Provide feedback to students on a draft or work in progress	fetdraftfb	Very little	2	6%	7	7%	1	7%	10	7%
		Some	2	6%	21	22%	4	27%	27	18%
		Quite a bit	12	33%	30	32%	3	20%	47	32%
		Very much	20	56%	36	38%	7	47%	63	43%
		Total	36	100%	94	100%	15	100%	147	100%
h. Provide detailed feedback shortly after students completed tests or assignments	fetfeedback	Very little	1	3%	0	0%	0	0%	1	1%
		Some	1	3%	10	11%	0	0%	12	8%
		Quite a bit	12	33%	29	31%	6	40%	47	32%
		Very much	22	61%	54	58%	9	60%	86	59%
		Total	36	100%	93	100%	15	100%	146	100%
14. Estimate the total number of students in your selected module/subject.										
	crssize	20 or fewer	2	5%	19	20%	0	0%	21	14%
		21-30	0	0%	7	7%	1	7%	8	5%
		31-40	1	3%	6	6%	0	0%	7	5%
		41-50	0	0%	5	5%	2	13%	7	5%
		51-100	3	8%	19	20%	0	0%	22	15%
		More than 100	31	84%	38	40%	12	80%	83	56%
		Total	37	100%	94	100%	15	100%	148	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options		Count	%	Count	%	Count	%	Count	%
15. What percentage of your teaching activities is:										
a. Classroom instruction, on campus (including different campuses in a multicampus institution)	teach_cam	None	1	3%	1	1%	0	0%	2	1%
		0-25%	1	3%	0	0%	0	0%	1	1%
		26-50%	1	3%	6	7%	0	0%	8	6%
		51-75%	3	9%	7	8%	2	13%	12	8%
		76-100%	13	37%	30	33%	7	47%	50	35%
		All	16	46%	48	52%	6	40%	71	49%
		Total	35	100%	92	100%	15	100%	144	100%
b. Classroom instruction, on a satellite campus (excluding different campuses in a multicampus institution)	teach_sat	None	22	67%	52	81%	10	91%	86	78%
		0-25%	3	9%	4	6%	1	9%	8	7%
		26-50%	2	6%	3	5%	0	0%	5	5%
		51-75%	1	3%	3	5%	0	0%	4	4%
		76-100%	2	6%	2	3%	0	0%	4	4%
		All	3	9%	0	0%	0	0%	3	3%
		Total	33	100%	64	100%	11	100%	110	100%
c. Distance education (live or pre-recorded video/audio, internet, CD-ROM, correspondence, etc.)	teach_dis	None	27	90%	45	70%	11	100%	85	79%
		0-25%	2	7%	12	19%	0	0%	14	13%
		26-50%	0	0%	3	5%	0	0%	3	3%
		51-75%	0	0%	2	3%	0	0%	2	2%
		76-100%	1	3%	1	2%	0	0%	2	2%
		All	0	0%	1	2%	0	0%	1	1%
		Total	30	100%	64	100%	11	100%	107	100%



## LSSE 2018 Frequency Distribution SASSEville University

		First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
16. In an average 7-day week, about how many hours do you <u>expect</u> the typical student to spend preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)?									
ftmprepexpect	0	0	0%	0	0%	0	0%	0	0%
	1	2	5%	2	2%	0	0%	5	3%
	2	5	14%	8	9%	1	7%	14	9%
	3	6	16%	9	10%	8	53%	23	16%
	4	5	14%	17	18%	0	0%	23	16%
	5	5	14%	13	14%	1	7%	19	13%
	6	4	11%	18	19%	2	13%	24	16%
	7	3	8%	4	4%	0	0%	7	5%
	8	4	11%	10	11%	1	7%	15	10%
	9	0	0%	2	2%	0	0%	2	1%
	10	1	3%	2	2%	0	0%	3	2%
	More than 10 hours	2	5%	9	10%	2	13%	13	9%
	Total	37	100%	94	100%	15	100%	148	100%



## LSSE 2018 Frequency Distribution SASSEville University

		First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
17. In an average 7-day week, about how many hours do you think the typical student <u>actually</u> spends preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)?									
ftmprepactual	0	7	19%	15	16%	3	21%	27	18%
	1	9	24%	33	35%	8	57%	50	34%
	2	6	16%	15	16%	1	7%	22	15%
	3	5	14%	11	12%	0	0%	16	11%
	4	5	14%	7	7%	0	0%	12	8%
	5	2	5%	7	7%	0	0%	9	6%
	6	1	3%	5	5%	1	7%	7	5%
	7	1	3%	0	0%	0	0%	1	1%
	8	0	0%	0	0%	1	7%	1	1%
	9	0	0%	0	0%	0	0%	0	0%
	10	1	3%	1	1%	0	0%	2	1%
	More than 10 hours	0	0%	0	0%	0	0%	0	0%
	Total	37	100%	94	100%	14	100%	147	100%
18. In an average 7-day week, of the time students spend preparing for your selected module/subject, about how many hours do you expect students to spend on assigned reading?									
ftmreadasg	0	3	8%	3	3%	1	7%	8	5%
	1	4	11%	15	16%	3	20%	22	15%
	2	7	19%	24	26%	4	27%	35	24%
	3	4	11%	17	18%	2	13%	24	16%
	4	6	16%	20	21%	1	7%	27	18%
	5	4	11%	6	6%	2	13%	12	8%
	6	3	8%	2	2%	0	0%	5	3%
	7	2	5%	1	1%	0	0%	3	2%
	8	0	0%	2	2%	0	0%	2	1%
	9	0	0%	0	0%	0	0%	0	0%
	10	4	11%	2	2%	1	7%	7	5%
	More than 10 hours	0	0%	2	2%	1	7%	3	2%
	Total	37	100%	94	100%	15	100%	148	100%

## LSSE 2018 Frequency Distribution SASSEville University

		First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
<b>19. If #18 is greater than 0: About how much of the assigned reading in your selected module/subject do you think the typical student completes?</b>									
ftmread	None	4	12%	9	10%	0	0%	13	9%
	Some	20	59%	68	76%	13	93%	102	73%
	Most	10	29%	12	13%	1	7%	23	17%
	All	0	0%	1	1%	0	0%	1	1%
	Total	34	100%	90	100%	14	100%	139	100%
<b>20. About how many hours do you think the typical student <u>actually</u> spends in a typical 7-day week doing each of the following?</b>									
a. Preparing for class (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	ftmprep 0	3	8%	9	10%	0	0%	13	9%
	1-5	23	62%	59	63%	9	64%	91	62%
	6-10	6	16%	18	19%	3	21%	27	18%
	11-15	3	8%	3	3%	1	7%	7	5%
	16-20	2	5%	4	4%	1	7%	7	5%
	21-25	0	0%	0	0%	0	0%	0	0%
	26-30	0	0%	1	1%	0	0%	2	1%
	More than 30 hours	0	0%	0	0%	0	0%	0	0%
	Total	37	100%	94	100%	14	100%	147	100%
b. Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	ftmcocurr 0	0	0%	2	2%	2	14%	4	3%
	1-5	22	59%	44	47%	3	21%	70	48%
	6-10	9	24%	32	34%	5	36%	46	31%
	11-15	5	14%	10	11%	3	21%	19	13%
	16-20	1	3%	4	4%	1	7%	6	4%
	21-25	0	0%	1	1%	0	0%	1	1%
	26-30	0	0%	1	1%	0	0%	1	1%
	More than 30 hours	0	0%	0	0%	0	0%	0	0%
	Total	37	100%	94	100%	14	100%	147	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
c. Working for pay <b>on campus</b> (student assistant, tutor, etc.)	ftmworkon	0	7	19%	21	23%	2	14%	31	21%
		1-5	19	51%	38	41%	9	64%	67	46%
		6-10	8	22%	22	24%	2	14%	32	22%
		11-15	1	3%	10	11%	1	7%	12	8%
		16-20	1	3%	1	1%	0	0%	2	1%
		21-25	1	3%	0	0%	0	0%	1	1%
		26-30	0	0%	1	1%	0	0%	1	1%
		More than 30 hours	0	0%	0	0%	0	0%	0	0%
		Total	37	100%	93	100%	14	100%	146	100%
d. Working for pay <b>off campus</b> (being a waiter, casual work in shops, etc.)	ftmworkoff	0	8	22%	13	14%	1	7%	23	16%
		1-5	13	36%	27	29%	6	43%	46	32%
		6-10	11	31%	26	28%	4	29%	42	29%
		11-15	3	8%	16	17%	3	21%	22	15%
		16-20	1	3%	4	4%	0	0%	5	3%
		21-25	0	0%	6	6%	0	0%	6	4%
		26-30	0	0%	1	1%	0	0%	1	1%
		More than 30 hours	0	0%	0	0%	0	0%	0	0%
		Total	36	100%	93	100%	14	100%	145	100%
e. Doing community service or volunteer work	ftmservice	0	21	57%	42	46%	8	57%	72	50%
		1-5	13	35%	44	48%	6	43%	64	44%
		6-10	2	5%	2	2%	0	0%	4	3%
		11-15	0	0%	2	2%	0	0%	2	1%
		16-20	1	3%	1	1%	0	0%	2	1%
		21-25	0	0%	0	0%	0	0%	0	0%
		26-30	0	0%	1	1%	0	0%	1	1%
		More than 30 hours	0	0%	0	0%	0	0%	0	0%
		Total	37	100%	92	100%	14	100%	145	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
f. Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	ftmrelax	0	0	0%	0	0%	0	0%	0	0%
		1-5	7	19%	6	6%	1	7%	14	10%
		6-10	7	19%	19	20%	2	14%	28	19%
		11-15	6	16%	23	24%	3	21%	32	22%
		16-20	6	16%	19	20%	2	14%	27	18%
		21-25	7	19%	9	10%	4	29%	20	14%
		26-30	1	3%	10	11%	0	0%	11	7%
		More than 30 hours	3	8%	8	9%	2	14%	15	10%
		Total	37	100%	94	100%	14	100%	147	100%
g. Providing care for dependents (children, siblings, parents, etc.)	ftmcare	0	7	19%	10	11%	2	14%	19	13%
		1-5	16	43%	33	36%	5	36%	55	38%
		6-10	5	14%	26	28%	6	43%	38	26%
		11-15	3	8%	13	14%	0	0%	16	11%
		16-20	3	8%	6	7%	1	7%	10	7%
		21-25	0	0%	3	3%	0	0%	3	2%
		26-30	0	0%	1	1%	0	0%	1	1%
		More than 30 hours	3	8%	0	0%	0	0%	3	2%
		Total	37	100%	92	100%	14	100%	145	100%
h. Travelling to class (driving, walking, etc.)	ftmcommute	0	0	0%	2	2%	1	7%	3	2%
		1-5	20	54%	44	47%	5	36%	69	47%
		6-10	8	22%	37	39%	5	36%	51	35%
		11-15	7	19%	8	9%	3	21%	19	13%
		16-20	1	3%	0	0%	0	0%	1	1%
		21-25	1	3%	1	1%	0	0%	2	1%
		26-30	0	0%	1	1%	0	0%	1	1%
		More than 30 hours	0	0%	1	1%	0	0%	1	1%
		Total	37	100%	94	100%	14	100%	147	100%



## LSSE 2018 Frequency Distribution SASSEville University

		First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
<b>21. In your selected module/subject, to what extent do students put forth their best work?</b>									
fchallenge	Very little	3	8%	4	4%	1	7%	8	5%
	Some	19	51%	40	43%	6	40%	66	45%
	Quite a bit	13	35%	40	43%	7	47%	60	41%
	Very much	2	5%	9	10%	1	7%	12	8%
	Total	37	100%	93	100%	15	100%	146	100%
<b>22. In your selected module/subject, how important is it to you that the typical student does the following?</b>									
a. Ask questions or contribute to module/subject discussions in other ways faskquest	Not important	1	3%	2	2%	0	0%	4	3%
	Somewhat important	1	3%	1	1%	1	7%	3	2%
	Important	11	30%	31	33%	2	13%	45	30%
	Very important	24	65%	60	64%	12	80%	96	65%
	Total	37	100%	94	100%	15	100%	148	100%
b. Prepare two or more drafts of a paper or assignment before turning it in fdrafts	Not important	5	14%	9	10%	3	20%	18	12%
	Somewhat important	3	8%	30	32%	1	7%	34	23%
	Important	15	41%	34	36%	7	47%	57	39%
	Very important	14	38%	21	22%	4	27%	39	26%
	Total	37	100%	94	100%	15	100%	148	100%
c. Come to class having completed readings or assignments fprepared	Not important	2	5%	2	2%	0	0%	5	3%
	Somewhat important	2	5%	2	2%	2	13%	6	4%
	Important	13	35%	30	33%	6	40%	49	34%
	Very important	20	54%	58	63%	7	47%	86	59%
	Total	37	100%	92	100%	15	100%	146	100%
d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.) fQRconclude	Not important	6	16%	12	13%	1	7%	20	14%
	Somewhat important	6	16%	15	16%	4	27%	25	17%
	Important	11	30%	35	37%	5	33%	52	35%
	Very important	14	38%	32	34%	5	33%	51	34%
	Total	37	100%	94	100%	15	100%	148	100%





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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
e. Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	Not important	11	30%	15	16%	1	7%	28	19%
		Somewhat important	8	22%	28	30%	4	27%	40	27%
		Important	10	27%	29	31%	5	33%	45	30%
		Very important	8	22%	22	23%	5	33%	35	24%
		Total	37	100%	94	100%	15	100%	148	100%
f. Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	fQRevaluate	Not important	10	27%	19	20%	1	7%	31	21%
		Somewhat important	7	19%	25	27%	6	40%	39	26%
		Important	13	35%	31	33%	2	13%	46	31%
		Very important	7	19%	19	20%	6	40%	32	22%
		Total	37	100%	94	100%	15	100%	148	100%
23. In your selected module/subject, how important is it to you that the typical student does the following?										
a. Combine ideas from different modules/subjects when completing assignments	fRIintegrate	Not important	1	3%	2	2%	0	0%	4	3%
		Somewhat important	5	14%	13	14%	3	20%	21	14%
		Important	13	36%	33	35%	6	40%	53	36%
		Very important	17	47%	45	48%	6	40%	68	47%
		Total	36	100%	93	100%	15	100%	146	100%
b. Connect his or her learning to societal problems or issues	fRIsocietal	Not important	4	11%	2	2%	1	7%	7	5%
		Somewhat important	1	3%	15	16%	2	13%	18	12%
		Important	13	36%	34	37%	6	40%	54	37%
		Very important	18	50%	42	45%	6	40%	67	46%
		Total	36	100%	93	100%	15	100%	146	100%
c. Include diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	fRIDiverse	Not important	4	11%	17	18%	2	14%	24	17%
		Somewhat important	4	11%	15	16%	0	0%	19	13%
		Important	10	27%	32	35%	7	50%	50	34%
		Very important	19	51%	28	30%	5	36%	52	36%
		Total	37	100%	92	100%	14	100%	145	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRlownview	Not important	2	5%	4	4%	2	13%	8	5%
		Somewhat important	3	8%	15	16%	1	7%	19	13%
		Important	14	38%	40	43%	5	33%	60	41%
		Very important	18	49%	34	37%	7	47%	60	41%
		Total	37	100%	93	100%	15	100%	147	100%
e. Try to better understand someone else's views by imagining how an issue looks from his or her point of view	fRlperspect	Not important	4	11%	9	10%	2	13%	15	10%
		Somewhat important	1	3%	16	17%	2	13%	19	13%
		Important	12	32%	33	35%	3	20%	49	33%
		Very important	20	54%	35	38%	8	53%	64	44%
		Total	37	100%	93	100%	15	100%	147	100%
f. Learn something that changes the way he or she understands an issue or concept	fRlnewview	Not important	1	3%	1	1%	0	0%	2	1%
		Somewhat important	0	0%	7	8%	1	7%	8	5%
		Important	15	42%	41	44%	6	40%	63	43%
		Very important	20	56%	44	47%	8	53%	73	50%
		Total	36	100%	93	100%	15	100%	146	100%
g. Connect ideas from your modules/subjects to his or her prior experiences and knowledge	fRlconnect	Not important	1	3%	1	1%	0	0%	2	1%
		Somewhat important	0	0%	6	7%	1	7%	8	5%
		Important	13	35%	39	42%	4	27%	56	38%
		Very important	23	62%	46	50%	10	67%	80	55%
		Total	37	100%	92	100%	15	100%	146	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options		Count	%	Count	%	Count	%	Count	%
<b>24. In your selected module/subject, about what percentage of class time is spent on the following?</b>										
a. Lecture	flecture	0%	0	0%	1	1%	0	0%	1	1%
		1-9%	0	0%	6	6%	1	7%	7	5%
		10-19%	4	11%	1	1%	1	7%	6	4%
		20-29%	0	0%	5	5%	1	7%	6	4%
		30-39%	3	8%	11	12%	1	7%	15	10%
		40-49%	8	22%	19	20%	5	33%	33	22%
		50-74%	16	43%	37	40%	4	27%	58	39%
		75% or more	6	16%	13	14%	2	13%	21	14%
		Total	37	100%	93	100%	15	100%	147	100%
b. Discussion	fdiscuss	0%	1	3%	3	3%	1	7%	5	3%
		1-9%	7	19%	22	24%	3	20%	33	23%
		10-19%	11	30%	37	40%	4	27%	52	36%
		20-29%	4	11%	11	12%	1	7%	17	12%
		30-39%	7	19%	10	11%	2	13%	19	13%
		40-49%	4	11%	7	8%	3	20%	14	10%
		50-74%	2	5%	0	0%	1	7%	3	2%
		75% or more	1	3%	2	2%	0	0%	3	2%
		Total	37	100%	92	100%	15	100%	146	100%
c. Small-group activities	fsmgroup	0%	5	14%	20	22%	6	43%	32	22%
		1-9%	11	31%	28	31%	2	14%	42	29%
		10-19%	10	28%	22	24%	4	29%	36	25%
		20-29%	4	11%	10	11%	0	0%	14	10%
		30-39%	0	0%	4	4%	1	7%	5	3%
		40-49%	2	6%	2	2%	0	0%	4	3%
		50-74%	4	11%	3	3%	1	7%	8	6%
		75% or more	0	0%	2	2%	0	0%	2	1%
		Total	36	100%	91	100%	14	100%	143	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
d. Student presentations or performances	fpresent	0%	12	33%	33	36%	6	40%	52	36%
		1-9%	10	28%	25	27%	1	7%	37	26%
		10-19%	5	14%	18	20%	5	33%	28	19%
		20-29%	3	8%	8	9%	0	0%	11	8%
		30-39%	3	8%	3	3%	0	0%	6	4%
		40-49%	1	3%	3	3%	2	13%	6	4%
		50-74%	2	6%	1	1%	1	7%	4	3%
		75% or more	0	0%	1	1%	0	0%	1	1%
		Total	36	100%	92	100%	15	100%	145	100%
e. Independent student work (writing, painting, designing, etc.)	findwork	0%	10	27%	29	32%	5	33%	44	30%
		1-9%	12	32%	28	30%	4	27%	46	32%
		10-19%	3	8%	16	17%	2	13%	21	14%
		20-29%	4	11%	11	12%	1	7%	16	11%
		30-39%	0	0%	5	5%	1	7%	6	4%
		40-49%	0	0%	2	2%	2	13%	4	3%
		50-74%	7	19%	0	0%	0	0%	7	5%
		75% or more	1	3%	1	1%	0	0%	2	1%
		Total	37	100%	92	100%	15	100%	146	100%
f. Movies, videos, music, or other performances not involving or produced by students	fperform	0%	15	42%	41	45%	4	27%	61	42%
		1-9%	10	28%	29	32%	9	60%	48	33%
		10-19%	5	14%	12	13%	1	7%	19	13%
		20-29%	4	11%	2	2%	0	0%	6	4%
		30-39%	1	3%	3	3%	1	7%	5	3%
		40-49%	0	0%	1	1%	0	0%	1	1%
		50-74%	1	3%	3	3%	0	0%	4	3%
		75% or more	0	0%	0	0%	0	0%	0	0%
		Total	36	100%	91	100%	15	100%	144	100%



## LSSE 2018 Frequency Distribution SASSEville University

		First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	0%	4	11%	7	8%	1	7%	13	9%
	1-9%	8	22%	35	38%	6	40%	49	34%
	10-19%	10	27%	21	23%	2	13%	34	23%
	20-29%	1	3%	15	16%	3	20%	19	13%
	30-39%	3	8%	7	8%	0	0%	10	7%
	40-49%	4	11%	4	4%	1	7%	9	6%
	50-74%	5	14%	0	0%	2	13%	7	5%
	75% or more	2	5%	3	3%	0	0%	5	3%
	Total	37	100%	92	100%	15	100%	146	100%
h. Experiential activities (labs, fieldwork, clinical or field placements, etc.)	0%	20	54%	33	35%	7	47%	61	41%
	1-9%	4	11%	16	17%	3	20%	24	16%
	10-19%	6	16%	8	9%	1	7%	15	10%
	20-29%	2	5%	13	14%	1	7%	16	11%
	30-39%	1	3%	6	6%	0	0%	7	5%
	40-49%	0	0%	7	8%	2	13%	9	6%
	50-74%	3	8%	5	5%	1	7%	9	6%
	75% or more	1	3%	5	5%	0	0%	6	4%
	Total	37	100%	93	100%	15	100%	147	100%
<b>25. In your selected module/subject, how much do you encourage students to do the following?</b>									
a. Ask other students for help understanding module/subject material	Very little	3	8%	9	10%	0	0%	12	8%
	Some	7	19%	29	31%	5	33%	41	28%
	Quite a bit	14	38%	36	38%	6	40%	57	39%
	Very much	13	35%	20	21%	4	27%	38	26%
	Total	37	100%	94	100%	15	100%	148	100%
b. Explain module/subject material to other students	Very little	1	3%	8	9%	0	0%	9	6%
	Some	9	24%	35	38%	4	27%	48	33%
	Quite a bit	13	35%	28	30%	5	33%	47	32%
	Very much	14	38%	22	24%	6	40%	43	29%
	Total	37	100%	93	100%	15	100%	147	100%

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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
c. Prepare for exams by discussing or working through module/subject material with other students	fCLstudy	Very little	3	8%	7	8%	0	0%	10	7%
		Some	4	11%	30	33%	3	20%	37	25%
		Quite a bit	10	27%	29	32%	6	40%	46	32%
		Very much	20	54%	26	28%	6	40%	53	36%
		Total	37	100%	92	100%	15	100%	146	100%
d. Work with other students on projects or assignments	fCLproject	Very little	4	11%	13	14%	1	7%	18	12%
		Some	11	30%	20	22%	5	33%	36	24%
		Quite a bit	7	19%	37	40%	6	40%	51	35%
		Very much	15	41%	23	25%	3	20%	42	29%
		Total	37	100%	93	100%	15	100%	147	100%
e. Identify important information from reading assignments	fLSreading	Very little	5	14%	5	5%	0	0%	10	7%
		Some	3	8%	17	18%	3	21%	23	16%
		Quite a bit	14	38%	40	43%	7	50%	62	42%
		Very much	15	41%	31	33%	4	29%	51	35%
		Total	37	100%	93	100%	14	100%	146	100%
f. Review notes after class	fLSnotes	Very little	2	5%	8	9%	1	7%	11	7%
		Some	4	11%	16	17%	0	0%	20	14%
		Quite a bit	12	32%	36	38%	7	47%	55	37%
		Very much	19	51%	34	36%	7	47%	62	42%
		Total	37	100%	94	100%	15	100%	148	100%
g. Summarise what has been learned from class or from module/subject materials	fLSsummary	Very little	1	3%	6	6%	1	7%	8	5%
		Some	4	11%	14	15%	2	13%	20	14%
		Quite a bit	13	35%	35	37%	5	33%	54	36%
		Very much	19	51%	39	41%	7	47%	66	45%
		Total	37	100%	94	100%	15	100%	148	100%

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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
26. In your selected module/subject, how much opportunity do students have to engage in discussions with people from the following groups?										
a. People of a race or ethnicity other than their own	fDDrace	Very little	5	14%	14	15%	0	0%	19	13%
		Some	9	24%	17	18%	4	29%	30	20%
		Quite a bit	9	24%	31	33%	5	36%	46	31%
		Very much	14	38%	32	34%	5	36%	52	35%
		Total	37	100%	94	100%	14	100%	147	100%
b. People from an economic background other than their own	fDDeconomic	Very little	4	11%	14	15%	0	0%	18	12%
		Some	11	30%	21	23%	5	36%	38	26%
		Quite a bit	11	30%	31	33%	4	29%	46	32%
		Very much	11	30%	27	29%	5	36%	44	30%
		Total	37	100%	93	100%	14	100%	146	100%
c. People with religious beliefs other than their own	fDDreligion	Very little	6	16%	20	21%	1	7%	27	18%
		Some	14	38%	30	32%	6	43%	51	35%
		Quite a bit	8	22%	24	26%	3	21%	35	24%
		Very much	9	24%	20	21%	4	29%	34	23%
		Total	37	100%	94	100%	14	100%	147	100%
d. People with political views other than their own	fDDpolitical	Very little	3	9%	15	16%	1	8%	19	13%
		Some	13	37%	26	28%	4	31%	44	31%
		Quite a bit	8	23%	31	33%	2	15%	41	28%
		Very much	11	31%	22	23%	6	46%	40	28%
		Total	35	100%	94	100%	13	100%	144	100%

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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
27. In your selected module/subject, how much does the academic work emphasise the following?										
a. Memorising module/subject material (facts, ideas, etc.)	fmemorize	Very little	6	16%	8	9%	3	20%	18	12%
		Some	15	41%	23	24%	4	27%	43	29%
		Quite a bit	14	38%	42	45%	7	47%	63	43%
		Very much	2	5%	21	22%	1	7%	24	16%
		Total	37	100%	94	100%	15	100%	148	100%
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	0	0%	0	0%	0	0%	0	0%
		Some	3	8%	2	2%	1	7%	6	4%
		Quite a bit	15	41%	34	36%	5	33%	55	37%
		Very much	19	51%	58	62%	9	60%	87	59%
		Total	37	100%	94	100%	15	100%	148	100%
c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	fHOanalyze	Very little	1	3%	3	3%	0	0%	4	3%
		Some	5	14%	13	14%	3	20%	22	15%
		Quite a bit	10	27%	36	38%	6	40%	52	35%
		Very much	21	57%	42	45%	6	40%	70	47%
		Total	37	100%	94	100%	15	100%	148	100%
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	4	11%	7	7%	0	0%	11	7%
		Some	6	16%	20	21%	5	33%	32	22%
		Quite a bit	12	32%	34	36%	7	47%	53	36%
		Very much	15	41%	33	35%	3	20%	52	35%
		Total	37	100%	94	100%	15	100%	148	100%
e. Forming a new idea or understanding by putting together various pieces of information	fHOform	Very little	1	3%	8	9%	0	0%	9	6%
		Some	10	29%	13	14%	2	13%	26	18%
		Quite a bit	9	26%	44	47%	8	53%	61	42%
		Very much	15	43%	29	31%	5	33%	50	34%
		Total	35	100%	94	100%	15	100%	146	100%





## LSSE 2018 Frequency Distribution SASSEville University

		First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
28. Does your selected module/subject include assigned papers, reports, or other writing tasks?										
fwrwriting	Yes	23	66%	83	88%	13	93%	120	83%	
	No	12	34%	11	12%	1	7%	25	17%	
	Total	35	100%	94	100%	14	100%	145	100%	
29. If #28 is Yes: About how many papers, reports, or other writing tasks of the following lengths do you assign?										
a. Up to 5 pages	fwrshort	0	1	6%	9	12%	2	17%	13	12%
		1	4	24%	18	24%	2	17%	24	23%
		2	4	24%	10	13%	4	33%	18	17%
		3	1	6%	8	11%	1	8%	10	10%
		4	1	6%	5	7%	1	8%	7	7%
		5	3	18%	12	16%	1	8%	16	15%
		6	1	6%	0	0%	0	0%	1	1%
		7	0	0%	3	4%	0	0%	3	3%
		8	0	0%	4	5%	0	0%	4	4%
		9	0	0%	1	1%	0	0%	1	1%
		10	0	0%	3	4%	1	8%	4	4%
		More than 10	2	12%	2	3%	0	0%	4	4%
		Total	17	100%	75	100%	12	100%	105	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
b. From 6 to 10 pages	fwrmed	0	8	44%	25	37%	4	36%	38	39%
		1	3	17%	24	36%	5	45%	32	33%
		2	1	6%	7	10%	1	9%	9	9%
		3	0	0%	4	6%	1	9%	5	5%
		4	1	6%	1	1%	0	0%	2	2%
		5	0	0%	2	3%	0	0%	2	2%
		6	2	11%	1	1%	0	0%	3	3%
		7	0	0%	0	0%	0	0%	0	0%
		8	0	0%	0	0%	0	0%	0	0%
		9	0	0%	1	1%	0	0%	1	1%
		10	2	11%	1	1%	0	0%	3	3%
		More than 10	1	6%	1	1%	0	0%	2	2%
		Total	18	100%	67	100%	11	100%	97	100%
c. 11 pages or more	fwrlong	0	10	83%	39	58%	7	58%	57	62%
		1	2	17%	14	21%	4	33%	20	22%
		2	0	0%	5	7%	1	8%	6	7%
		3	0	0%	5	7%	0	0%	5	5%
		4	0	0%	1	1%	0	0%	1	1%
		5	0	0%	0	0%	0	0%	0	0%
		6	0	0%	1	1%	0	0%	1	1%
		7	0	0%	0	0%	0	0%	0	0%
		8	0	0%	0	0%	0	0%	0	0%
		9	0	0%	1	1%	0	0%	1	1%
		10	0	0%	0	0%	0	0%	0	0%
		More than 10	0	0%	1	1%	0	0%	1	1%
		Total	12	100%	67	100%	12	100%	92	100%

## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
30. To what extent do you structure your selected module/subject so that students learn and develop in the following areas?										
a. Writing clearly and effectively	fcgwrite	Very little	5	14%	5	5%	2	14%	12	8%
		Some	6	17%	24	26%	2	14%	32	22%
		Quite a bit	5	14%	36	38%	4	29%	46	32%
		Very much	20	56%	29	31%	6	43%	56	38%
		Total	36	100%	94	100%	14	100%	146	100%
b. Speaking clearly and effectively	fcgspeak	Very little	5	14%	14	15%	1	7%	20	14%
		Some	7	19%	18	19%	6	43%	32	22%
		Quite a bit	10	28%	35	37%	2	14%	48	33%
		Very much	14	39%	27	29%	5	36%	46	32%
		Total	36	100%	94	100%	14	100%	146	100%
c. Thinking critically and analytically	fcgthink	Very little	1	3%	0	0%	0	0%	1	1%
		Some	2	6%	5	5%	3	21%	10	7%
		Quite a bit	6	17%	38	40%	3	21%	48	33%
		Very much	26	74%	51	54%	8	57%	86	59%
		Total	35	100%	94	100%	14	100%	145	100%
d. Analysing numerical and statistical information	fcganalyze	Very little	10	28%	26	28%	6	43%	44	30%
		Some	10	28%	31	33%	4	29%	45	31%
		Quite a bit	5	14%	19	20%	1	7%	25	17%
		Very much	11	31%	18	19%	3	21%	32	22%
		Total	36	100%	94	100%	14	100%	146	100%
e. Using computing and information technology	fcncmpts	Very little	8	22%	13	14%	2	14%	23	16%
		Some	9	25%	32	34%	5	36%	47	32%
		Quite a bit	8	22%	33	35%	5	36%	47	32%
		Very much	11	31%	16	17%	2	14%	29	20%
		Total	36	100%	94	100%	14	100%	146	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
f. Developing job- or work-related knowledge and skills	fcgwork	Very little	6	17%	3	3%	1	7%	10	7%
		Some	2	6%	23	24%	3	21%	29	20%
		Quite a bit	10	28%	28	30%	4	29%	42	29%
		Very much	18	50%	40	43%	6	43%	65	45%
		Total	36	100%	94	100%	14	100%	146	100%
g. Working effectively with others	fcgothers	Very little	1	3%	9	10%	1	7%	11	8%
		Some	5	14%	18	19%	6	43%	29	20%
		Quite a bit	9	25%	30	32%	1	7%	41	28%
		Very much	21	58%	37	39%	6	43%	65	45%
		Total	36	100%	94	100%	14	100%	146	100%
h. Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	6	17%	7	8%	4	29%	17	12%
		Some	4	11%	24	26%	1	7%	30	21%
		Quite a bit	10	28%	33	35%	2	14%	45	31%
		Very much	16	44%	29	31%	7	50%	53	37%
		Total	36	100%	93	100%	14	100%	145	100%
i. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	Very little	5	14%	11	12%	4	29%	20	14%
		Some	6	17%	27	29%	1	7%	36	25%
		Quite a bit	7	19%	26	28%	1	7%	34	23%
		Very much	18	50%	30	32%	8	57%	56	38%
		Total	36	100%	94	100%	14	100%	146	100%
j. Solving complex real-world problems	fcgprobsolve	Very little	4	11%	9	10%	0	0%	13	9%
		Some	6	17%	15	16%	2	14%	23	16%
		Quite a bit	9	25%	34	37%	5	36%	50	35%
		Very much	17	47%	34	37%	7	50%	58	40%
		Total	36	100%	92	100%	14	100%	144	100%

## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
k. Being an informed and active citizen	fcgcitizen	Very little	6	17%	9	10%	3	21%	19	13%	
		Some	5	14%	26	28%	1	7%	33	23%	
		Quite a bit	6	17%	35	37%	2	14%	43	30%	
		Very much	18	51%	24	26%	8	57%	50	34%	
		Total	35	100%	94	100%	14	100%	145	100%	
31. Prior to the current academic year, about how many times have you taught your selected module/subject?											
	crstimes	0	7	19%	11	12%	2	13%	20	14%	
		1-2	9	25%	12	13%	4	27%	26	18%	
		3-4	8	22%	20	21%	5	33%	33	22%	
		5-9	5	14%	26	28%	2	13%	33	22%	
		10 or more times	7	19%	25	27%	2	13%	35	24%	
		Total	36	100%	94	100%	15	100%	147	100%	
32. To what extent are you encouraged by your ... to do the following?											
a. Institution: Systematically consult literature about the effectiveness of teaching practices	instconsult	Not at all	0	0%	4	4%	0	0%	4	3%	
		Very little	5	14%	9	10%	4	31%	23	15%	
		Some	7	19%	26	28%	1	8%	35	23%	
		Quite a bit	5	14%	24	26%	4	31%	36	23%	
		Very much	19	53%	31	33%	4	31%	55	35%	
		Not applicable	0	0%	0	0%	0	0%	2	1%	
		Total	36	100%	94	100%	13	100%	155	100%	
	Department/Unit: Systematically consult literature about the effectiveness of teaching practices	deptconsult	Not at all	4	11%	8	9%	0	0%	13	9%
			Very little	2	6%	16	18%	3	23%	23	15%
			Some	5	14%	18	20%	1	8%	26	17%
			Quite a bit	4	11%	15	17%	4	31%	27	18%
			Very much	18	51%	32	36%	5	38%	56	38%
			Not applicable	2	6%	0	0%	0	0%	4	3%
Total			35	100%	89	100%	13	100%	149	100%	



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
	Institution: Use student evaluations to inform possible changes to modules/courses	insteval Not at all	3	8%	1	1%	0	0%	6	4%
		Very little	5	14%	10	11%	2	15%	19	12%
		Some	5	14%	21	22%	3	23%	30	19%
		Quite a bit	5	14%	27	29%	2	15%	37	24%
		Very much	18	50%	33	35%	6	46%	59	38%
		Not applicable	0	0%	2	2%	0	0%	4	3%
		Total	36	100%	94	100%	13	100%	155	100%
b.	Department/Unit: Use student evaluations to inform possible changes to modules/courses	depteval Not at all	4	11%	3	3%	0	0%	7	5%
		Very little	4	11%	10	11%	1	8%	15	10%
		Some	6	17%	15	17%	2	17%	26	18%
		Quite a bit	5	14%	22	25%	7	58%	38	26%
		Very much	15	43%	39	44%	2	17%	59	40%
		Not applicable	1	3%	0	0%	0	0%	3	2%
		Total	35	100%	89	100%	12	100%	148	100%
	Institution: Collaborate with colleagues by means of scholarly research to improve teaching and assessment practices	instcollab Not at all	0	0%	5	5%	0	0%	6	4%
		Very little	3	8%	12	13%	3	23%	19	12%
		Some	7	19%	21	22%	3	23%	35	23%
		Quite a bit	8	22%	24	26%	2	15%	37	24%
		Very much	18	50%	31	33%	5	38%	55	35%
		Not applicable	0	0%	1	1%	0	0%	3	2%
		Total	36	100%	94	100%	13	100%	155	100%
c.	Department/Unit: Collaborate with colleagues by means of scholarly research to improve teaching and assessment practices	deptcollab Not at all	3	9%	8	9%	0	0%	11	7%
		Very little	5	14%	16	18%	0	0%	23	16%
		Some	5	14%	16	18%	3	23%	27	18%
		Quite a bit	6	17%	21	24%	4	31%	35	24%
		Very much	15	43%	25	28%	6	46%	47	32%
		Not applicable	1	3%	2	2%	0	0%	5	3%
		Total	35	100%	88	100%	13	100%	148	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
	Institution: Attend workshops, lectures or seminars by teaching and learning experts about improving teaching practices	instattend Not at all	1	3%	2	2%	0	0%	4	3%
		Very little	1	3%	7	7%	1	8%	11	7%
		Some	6	17%	13	14%	2	15%	25	16%
		Quite a bit	10	28%	21	22%	3	23%	34	22%
		Very much	18	50%	50	53%	7	54%	78	50%
		Not applicable	0	0%	1	1%	0	0%	3	2%
		Total	36	100%	94	100%	13	100%	155	100%
d.	Department/Unit: Attend workshops, lectures or seminars by teaching and learning experts about improving teaching practices	deptattend Not at all	2	6%	2	2%	0	0%	4	3%
Very little		2	6%	8	9%	1	8%	15	10%	
Some		11	31%	21	24%	3	23%	37	25%	
Quite a bit		6	17%	19	21%	4	31%	31	21%	
Very much		13	37%	38	43%	5	38%	59	40%	
Not applicable		1	3%	1	1%	0	0%	3	2%	
Total		35	100%	89	100%	13	100%	149	100%	
	Institution: Publicly present (e.g. papers, lectures or workshops) or publish information about teaching practices or learning activities	instpresent Not at all	2	6%	8	9%	1	8%	12	8%
		Very little	7	19%	15	16%	3	23%	28	18%
		Some	4	11%	18	19%	4	31%	29	19%
		Quite a bit	9	25%	20	22%	2	15%	31	20%
		Very much	14	39%	31	33%	3	23%	51	33%
		Not applicable	0	0%	1	1%	0	0%	3	2%
		Total	36	100%	93	100%	13	100%	154	100%
e.	Department/Unit: Publicly present (e.g. papers, lectures or workshops) or publish information about teaching practices or learning activities	deptpresent Not at all	4	12%	11	13%	1	8%	16	11%
Very little		6	18%	15	17%	2	15%	25	17%	
Some		7	21%	18	20%	4	31%	32	22%	
Quite a bit		5	15%	14	16%	2	15%	23	16%	
Very much		11	32%	26	30%	4	31%	44	30%	
Not applicable		1	3%	4	5%	0	0%	7	5%	
Total		34	100%	88	100%	13	100%	147	100%	



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
f.	Institution: Participate in an institutional SoTL programme	instprogram								
		Not at all	3	9%	11	12%	0	0%	15	10%
		Very little	2	6%	16	17%	2	17%	21	14%
		Some	6	17%	22	23%	6	50%	37	24%
		Quite a bit	10	29%	19	20%	2	17%	33	22%
		Very much	13	37%	22	23%	2	17%	39	25%
		Not applicable	1	3%	4	4%	0	0%	8	5%
		Total	35	100%	94	100%	12	100%	153	100%
f.	Department/Unit: Participate in an institutional SoTL programme	deptprogram								
		Not at all	5	15%	11	13%	0	0%	17	12%
		Very little	6	18%	21	24%	1	8%	29	20%
		Some	5	15%	25	28%	7	54%	40	28%
		Quite a bit	5	15%	12	14%	1	8%	21	14%
		Very much	10	30%	16	18%	3	23%	30	21%
		Not applicable	2	6%	3	3%	1	8%	8	6%
		Total	33	100%	88	100%	13	100%	145	100%





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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
33. Which of the following Scholarship of Teaching and Learning (SoTL) initiatives have you participated in or do you plan to participate in at your institution?										
a. Institutional SoTL programme	partprogram	Have not decided	12	33%	28	30%	4	31%	48	31%
		Do not plan to do	2	6%	8	9%	0	0%	11	7%
		Plan to do	9	25%	21	22%	5	38%	39	25%
		Done or in progress	12	33%	31	33%	3	23%	49	32%
		Not offered at my institution	1	3%	6	6%	1	8%	8	5%
		Total	36	100%	94	100%	13	100%	155	100%
b. SoTL programme coordinated by Faculty	partfaculty	Have not decided	10	27%	24	26%	3	23%	41	26%
		Do not plan to do	2	5%	3	3%	0	0%	6	4%
		Plan to do	11	30%	25	27%	4	31%	44	28%
		Done or in progress	10	27%	37	39%	5	38%	55	35%
		Not offered at my institution	4	11%	5	5%	1	8%	10	6%
		Total	37	100%	94	100%	13	100%	156	100%
c. SoTL programme coordinated by Department/Unit	partdept	Have not decided	11	31%	28	30%	2	15%	43	28%
		Do not plan to do	2	6%	5	5%	1	8%	9	6%
		Plan to do	9	26%	22	23%	6	46%	42	27%
		Done or in progress	7	20%	18	19%	2	15%	30	19%
		Not offered at my institution	6	17%	21	22%	2	15%	30	19%
		Total	35	100%	94	100%	13	100%	154	100%

## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name		Response Options	Count	%	Count	%	Count	%	Count	%
34. To what extent have you done the following?										
a. Systematically consulted literature about the effectiveness of teaching practices	consult	Not at all	3	8%	5	5%	1	8%	9	6%
		Very little	2	5%	11	12%	1	8%	15	10%
		Some	6	16%	28	30%	4	31%	43	28%
		Quite a bit	10	27%	25	27%	2	15%	40	26%
		Very much	15	41%	24	26%	5	38%	47	30%
		Not applicable	1	3%	0	0%	0	0%	1	1%
		Total	37	100%	93	100%	13	100%	155	100%
b. Publicly presented about teaching practices or learning activities (e.g. papers, lectures or workshops)	present	Not at all	12	33%	40	43%	3	23%	61	40%
		Very little	5	14%	15	16%	3	23%	24	16%
		Some	3	8%	13	14%	3	23%	21	14%
		Quite a bit	6	17%	10	11%	1	8%	17	11%
		Very much	9	25%	14	15%	3	23%	28	18%
		Not applicable	1	3%	1	1%	0	0%	3	2%
		Total	36	100%	93	100%	13	100%	154	100%
c. Published information about teaching practices or learning activities (e.g. articles, books, etc.)	publish	Not at all	18	50%	55	59%	5	38%	85	55%
		Very little	6	17%	13	14%	3	23%	25	16%
		Some	6	17%	9	10%	3	23%	18	12%
		Quite a bit	3	8%	5	5%	1	8%	9	6%
		Very much	2	6%	10	11%	1	8%	14	9%
		Not applicable	1	3%	1	1%	0	0%	3	2%
		Total	36	100%	93	100%	13	100%	154	100%
d. Collaborated with colleagues by means of scholarly research to improve teaching and assessment practices	collaborate	Not at all	8	22%	30	33%	2	15%	44	29%
		Very little	5	14%	15	16%	0	0%	22	14%
		Some	9	24%	21	23%	8	62%	42	27%
		Quite a bit	8	22%	12	13%	1	8%	23	15%
		Very much	6	16%	13	14%	2	15%	21	14%
		Not applicable	1	3%	1	1%	0	0%	2	1%
		Total	37	100%	92	100%	13	100%	154	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%	
35. To what extent have you used the following to inform your decisions when making a change to your modules/courses?										
a. Student feedback (module/course evaluations, etc.)	usefeedback	Not at all	2	5%	1	1%	0	0%	3	2%
		Very little	4	11%	2	2%	0	0%	6	4%
		Some	3	8%	20	21%	2	15%	28	18%
		Quite a bit	11	30%	28	30%	4	31%	48	31%
		Very much	17	46%	41	44%	7	54%	68	44%
		Not applicable	0	0%	2	2%	0	0%	3	2%
		Total	37	100%	94	100%	13	100%	156	100%
b. Student performance on assignments, exams, or formal assessments	useperf	Not at all	1	3%	2	2%	0	0%	3	2%
		Very little	2	5%	0	0%	0	0%	2	1%
		Some	3	8%	9	10%	4	31%	18	12%
		Quite a bit	11	30%	30	32%	2	15%	48	31%
		Very much	19	51%	50	54%	7	54%	80	52%
		Not applicable	1	3%	2	2%	0	0%	4	3%
		Total	37	100%	93	100%	13	100%	155	100%
c. Student survey results (e.g. SASSE, BUSSE, STARS, etc.)	usesurvey	Not at all	11	30%	28	30%	4	31%	48	31%
		Very little	2	5%	15	16%	2	15%	21	13%
		Some	9	24%	13	14%	3	23%	26	17%
		Quite a bit	7	19%	16	17%	2	15%	27	17%
		Very much	5	14%	10	11%	2	15%	18	12%
		Not applicable	3	8%	12	13%	0	0%	16	10%
		Total	37	100%	94	100%	13	100%	156	100%
d. Institutional influences (e.g. institutional policies, department-level influences, peer feedback, etc.)	useinstinfl	Not at all	5	14%	7	7%	2	15%	15	10%
		Very little	2	5%	7	7%	1	8%	11	7%
		Some	9	24%	26	28%	1	8%	40	26%
		Quite a bit	10	27%	32	34%	3	23%	48	31%
		Very much	10	27%	21	22%	5	38%	38	24%
		Not applicable	1	3%	1	1%	1	8%	4	3%
		Total	37	100%	94	100%	13	100%	156	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
e. External influences (e.g. accreditation standards, advances and trends in your disciplinary area/industry, etc.)	useextinfl	Not at all	4	11%	5	5%	1	8%	10	6%
		Very little	1	3%	6	6%	1	8%	8	5%
		Some	5	14%	15	16%	4	31%	28	18%
		Quite a bit	15	41%	29	31%	2	15%	48	31%
		Very much	10	27%	36	39%	4	31%	55	35%
		Not applicable	2	5%	2	2%	1	8%	6	4%
		Total	37	100%	93	100%	13	100%	155	100%
f. Other	useother	Not at all	9	29%	29	35%	4	44%	45	33%
		Very little	1	3%	5	6%	0	0%	6	4%
		Some	2	6%	12	14%	2	22%	16	12%
		Quite a bit	4	13%	6	7%	2	22%	13	10%
		Very much	0	0%	4	5%	1	11%	6	4%
		Not applicable	15	48%	28	33%	0	0%	50	37%
		Total	31	100%	84	100%	9	100%	136	100%

### 36. To what extent would the following encourage you to participate in the SoTL activities?

a. Continuing Professional Development (CPD)	enccpd	Not at all	3	8%	9	10%	0	0%	12	8%
		Very little	1	3%	6	6%	0	0%	8	5%
		Some	6	16%	26	28%	4	29%	38	24%
		Quite a bit	8	22%	17	18%	2	14%	31	20%
		Very much	19	51%	36	38%	7	50%	67	43%
		Not applicable	0	0%	0	0%	1	7%	1	1%
		Total	37	100%	94	100%	14	100%	157	100%
b. Promotion possibilities	encpromote	Not at all	4	11%	7	7%	0	0%	11	7%
		Very little	5	14%	5	5%	0	0%	10	6%
		Some	5	14%	14	15%	3	21%	25	16%
		Quite a bit	6	16%	25	27%	3	21%	35	22%
		Very much	17	46%	43	46%	7	50%	75	48%
		Not applicable	0	0%	0	0%	1	7%	1	1%
		Total	37	100%	94	100%	14	100%	157	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%	Count	%
c. Teaching and Learning Awards	encaward	Not at all	6	17%	17	18%	0	0%	25	16%
		Very little	5	14%	19	20%	2	14%	28	18%
		Some	5	14%	25	27%	1	7%	33	21%
		Quite a bit	6	17%	22	24%	4	29%	33	21%
		Very much	14	39%	10	11%	6	43%	35	23%
		Not applicable	0	0%	0	0%	1	7%	1	1%
		Total	36	100%	93	100%	14	100%	155	100%
d. Funding SoTL research grants	encgrant	Not at all	5	14%	13	14%	0	0%	20	13%
		Very little	6	16%	11	12%	0	0%	18	12%
		Some	4	11%	17	18%	4	29%	26	17%
		Quite a bit	3	8%	28	30%	4	29%	39	25%
		Very much	19	51%	24	26%	5	36%	52	33%
		Not applicable	0	0%	0	0%	1	7%	1	1%
		Total	37	100%	93	100%	14	100%	156	100%
e. Funding national or international conference presentation possibilities	encpresent	Not at all	6	16%	11	12%	0	0%	19	12%
		Very little	3	8%	7	8%	1	7%	12	8%
		Some	3	8%	17	18%	2	14%	22	14%
		Quite a bit	4	11%	27	29%	4	29%	35	22%
		Very much	21	57%	31	33%	6	43%	67	43%
		Not applicable	0	0%	0	0%	1	7%	1	1%
		Total	37	100%	93	100%	14	100%	156	100%
f. Research outputs (published articles, conference presentations, etc.)	encoutput	Not at all	5	14%	8	9%	0	0%	14	9%
		Very little	1	3%	6	7%	0	0%	7	5%
		Some	5	14%	15	16%	1	7%	22	14%
		Quite a bit	4	11%	31	34%	3	21%	40	26%
		Very much	21	58%	31	34%	9	64%	69	45%
		Not applicable	0	0%	1	1%	1	7%	2	1%
		Total	36	100%	92	100%	14	100%	154	100%



## LSSE 2018 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
g. Other	encother	Not at all	5	16%	23	33%	3	30%	32	27%
		Very little	1	3%	3	4%	0	0%	4	3%
		Some	1	3%	2	3%	0	0%	4	3%
		Quite a bit	0	0%	2	3%	0	0%	2	2%
		Very much	4	13%	6	9%	3	30%	14	12%
		Not applicable	20	65%	33	48%	4	40%	64	53%
		Total	31	100%	69	100%	10	100%	120	100%

# Respondent Profile



## LSSE 2018 Respondent Profile

### About This Report


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

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

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

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

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



**LSSE Respondent Profile**  
**SASSEville University**

			First-Year Lecturers		Senior Lecturers		First-Year and Senior Lecturers		Total		
			Count	%	Count	%	Count	%	Count	%	
11.	What is the broad academic discipline of your appointment?	apdiscol	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Response options</p> <p>Business, Commerce, and Management Education</p> <p>Human and Social Sciences</p> <p>Science, Engineering, and Technology</p> <p>Total</p> </div> <div style="width: 50%;"> <p>7 15% 10 9% 2 8% 19 10%</p> <p>11 24% 12 10% 4 16% 15 14%</p> <p>19 41% 61 53% 14 56% 95 50%</p> <p>9 20% 33 28% 5 20% 47 25%</p> <p>46 100% 116 100% 25 100% 188 100%</p> </div> </div>								
35.	During the current academic year, does your institution consider you to be employed:	empstat	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Part-time contract appointment</p> <p>Full-time contract appointment</p> <p>Part-time permanent appointment</p> <p>Full-time permanent appointment</p> <p>Total</p> </div> <div style="width: 50%;"> <p>7 15% 4 3% 1 4% 12 6%</p> <p>3 7% 6 5% 1 4% 10 5%</p> <p>2 4% 7 6% 2 8% 11 6%</p> <p>34 74% 98 85% 21 84% 154 82%</p> <p>46 100% 115 100% 25 100% 187 100%</p> </div> </div>								

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

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





## LSSE 2018 Respondent Profile

### SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Response Options</i>			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
At which campus do you present most of your campus modules?	Campus 1		27	73%	89	95%	14	93%	142	90%
	Campus 2		9	24%	5	5%	1	7%	15	9%
	Campus 3		1	3%	0	0%	0	0%	1	1%
	Total		37	100%	94	100%	15	100%	158	100%
11. What is the broad academic discipline of your appointment?	Business, Commerce, and Management		6	16%	13	14%	3	20%	26	17%
	Education		5	14%	8	9%	2	13%	16	10%
	Human and Social Sciences		16	43%	40	43%	5	33%	66	42%
	Science, Engineering, and Technology		10	27%	31	34%	5	33%	48	31%
	Total		37	100%	92	100%	15	100%	156	100%
12. What is the general discipline of your selected module?	Faculty 1		5	14%	11	12%	3	20%	20	14%
	Faculty 2		4	11%	3	3%	1	7%	8	5%
	Faculty 3		4	11%	26	28%	0	0%	30	20%
	Faculty 4		1	3%	9	10%	0	0%	10	7%
	Faculty 5		9	24%	29	31%	5	33%	43	29%
	Faculty 6		13	35%	15	16%	6	40%	35	24%
	Faculty 7		1	3%	1	1%	0	0%	2	1%
	Total		37	100%	94	100%	15	100%	148	100%



## LSSE 2018 Respondent Profile

### SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
Response Options										
37. Estimate the total number of <i>undergraduate</i> students you have taught during the current academic year.	totugstud	0	0	0%	0	0%	0	0%	0	0%
		1-25	0	0%	13	14%	0	0%	13	9%
		26-50	3	8%	7	7%	1	7%	11	7%
		51-75	2	5%	7	7%	1	7%	10	7%
		76-100	3	8%	12	13%	1	7%	16	11%
		101-125	3	8%	6	6%	2	13%	11	7%
		126-150	1	3%	9	10%	0	0%	10	7%
		151-200	5	14%	8	9%	0	0%	13	9%
		201-300	2	5%	8	9%	1	7%	11	7%
		More than 300 students	18	49%	24	26%	9	60%	53	36%
		Total	37	100%	94	100%	15	100%	148	100%
38. Indicate the total number of <i>undergraduate</i> modules/subjects you have taught or are scheduled to teach during the current academic year.	totugcour	0	0	0%	0	0%	0	0%	7	4%
		1	9	24%	24	26%	1	7%	38	24%
		2	12	32%	30	32%	10	67%	52	33%
		3	8	22%	17	18%	1	7%	26	17%
		4	4	11%	8	9%	1	7%	13	8%
		5	2	5%	4	4%	1	7%	7	4%
		6	1	3%	4	4%	1	7%	7	4%
		7	0	0%	2	2%	0	0%	2	1%
		8	0	0%	0	0%	0	0%	0	0%
		9 or more modules/subjects	1	3%	4	4%	0	0%	5	3%
		Total	37	100%	93	100%	15	100%	157	100%

## LSSE 2018 Respondent Profile

### SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
<i>Response Options</i>										
39. Indicate the total number of <i>postgraduate</i> modules/subjects you have taught or are scheduled to teach during the current academic year.	totpgcour	0	17	46%	24	26%	4	27%	47	30%
		1	7	19%	27	29%	5	33%	42	27%
		2	5	14%	29	31%	5	33%	39	25%
		3	7	19%	5	5%	1	7%	16	10%
		4 or more modules/subjects	1	3%	9	10%	0	0%	14	9%
		Total	37	100%	94	100%	15	100%	158	100%
40. During the current academic year, does your institution consider you to be employed:	empstat	Part-time contract appointment	2	5%	0	0%	0	0%	3	2%
		Full-time contract appointment	2	5%	8	9%	4	27%	15	9%
		Part-time permanent appointment	1	3%	0	0%	0	0%	1	1%
		Full-time permanent appointment	32	86%	86	91%	11	73%	139	88%
		Total	37	100%	94	100%	15	100%	158	100%
41. Which of the following best describes your academic rank, title, or current position?	rank	Professor	0	0%	8	9%	2	13%	10	6%
		Associate professor	1	3%	6	6%	0	0%	9	6%
		Senior lecturer	5	14%	25	27%	3	20%	37	23%
		Lecturer	20	54%	44	47%	8	53%	76	48%
		Junior lecturer	10	27%	10	11%	2	13%	24	15%
		Other	1	3%	1	1%	0	0%	2	1%
		Total	37	100%	94	100%	15	100%	158	100%



## LSSE 2018 Respondent Profile

### SASSEville University

				First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
<i>Response Options</i>				<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
42. Number of years teaching at <i>any</i> university	beginthc_recode	4 or less		13	37%	28	30%	6	40%	49	32%
		5-9		6	17%	22	24%	5	33%	34	22%
		10-19		11	31%	23	25%	2	13%	43	28%
		20-29		5	14%	13	14%	1	7%	20	13%
		30 or more		0	0%	7	8%	1	7%	9	6%
		Total		35	100%	93	100%	15	100%	155	100%
43. What is the highest degree you have earned?	degree	Doctoral		10	27%	48	52%	8	53%	71	46%
		Masters		21	57%	34	37%	4	27%	62	40%
		Honours		5	14%	7	8%	2	13%	15	10%
		Postgraduate Bachelor		0	0%	1	1%	0	0%	1	1%
		Postgraduate diploma or certificate		1	3%	0	0%	1	7%	2	1%
		Professional first Bachelor		0	0%	2	2%	0	0%	3	2%
		General academic Bachelor		0	0%	1	1%	0	0%	2	1%
		Undergraduate diploma		0	0%	0	0%	0	0%	0	0%
		Other		0	0%	0	0%	0	0%	0	0%
		Total		37	100%	93	100%	15	100%	156	100%
44. Age	fbirthyr_recode	34 or younger		11	31%	18	20%	4	27%	33	22%
		35-44		15	42%	35	38%	5	33%	59	39%
		45-54		5	14%	19	21%	3	20%	31	20%
		55-64		5	14%	19	21%	3	20%	30	20%
		65 or older		0	0%	0	0%	0	0%	0	0%
		Total		36	100%	91	100%	15	100%	153	100%
45. Please indicate your gender.	fgender	Male		13	35%	36	39%	6	40%	59	38%
		Female		24	65%	56	61%	9	60%	96	62%
		Total		37	100%	92	100%	15	100%	155	100%



## LSSE 2018 Respondent Profile

### SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
<i>Response Options</i>										
46. What is your citizenship status?	finterna	South African	30	81%	91	97%	14	93%	147	93%
		SADC (excluding South Africa)	6	16%	2	2%	0	0%	8	5%
		African (excluding SADC)	0	0%	1	1%	0	0%	1	1%
		International (outside of Africa)	1	3%	0	0%	1	7%	2	1%
		Total	37	100%	94	100%	15	100%	158	100%
47. What is your racial or ethnic identification? (Mark only one.)	frace	Black African	17	49%	13	14%	4	27%	35	23%
		Coloured	1	3%	2	2%	1	7%	4	3%
		Indian	1	3%	1	1%	0	0%	2	1%
		Asian	0	0%	0	0%	0	0%	0	0%
		White	15	43%	76	81%	9	60%	108	70%
		Other	1	3%	2	2%	1	7%	6	4%
		Total	35	100%	94	100%	15	100%	155	100%

## LSSE 2018 Respondent Profile

### SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
48. What is your home language or mother tongue? (Mark only one.)	tmothton	English	7	19%	20	22%	1	7%	30	19%
		Afrikaans	14	38%	63	68%	9	60%	95	61%
		IsiXhosa	1	3%	1	1%	0	0%	2	1%
		IsiZulu	3	8%	0	0%	0	0%	3	2%
		IsiNdebele	0	0%	0	0%	0	0%	0	0%
		North Sotho	0	0%	1	1%	0	0%	1	1%
		Sesotho	8	22%	4	4%	1	7%	13	8%
		Setswana	2	5%	2	2%	2	13%	6	4%
		Tshivenda	0	0%	0	0%	0	0%	0	0%
		SiSwati	0	0%	0	0%	0	0%	1	1%
		Xitsonga	0	0%	0	0%	0	0%	0	0%
		Other	2	5%	2	2%	2	13%	6	4%
		Total	37	100%	93	100%	15	100%	157	100%
49. During 2018, in which language do you mostly teach?	tchlang	Mostly English	32	86%	74	79%	11	73%	129	82%
		Mostly Afrikaans	1	3%	1	1%	0	0%	2	1%
		Approximately equal teaching time in English and Afrikaans	3	8%	18	19%	2	13%	23	15%
		Other	1	3%	1	1%	2	13%	4	3%
		Total	37	100%	94	100%	15	100%	158	100%



## LSSE 2018 Respondent Profile

### SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
Response Options										
50. Do you have any disabilities? (Mark all that apply.)	fdis_none	No, I do not have any disabilities	36	97%	81	86%	14	93%	143	91%
	fdis_sense	Yes, I have a sensory impairment (vision or hearing)	1	3%	3	3%	0	0%	4	3%
	fdis_mobility	Yes, I have a mobility impairment	0	0%	1	1%	0	0%	1	1%
	fdis_learning	Yes, I have a learning disability	0	0%	0	0%	0	0%	0	0%
	fdis_mental	Yes, I have a mental health disorder	0	0%	2	2%	0	0%	2	1%
	fdis_other	Yes, I have another disability	0	0%	2	2%	0	0%	2	1%
	fdis_notansw	I prefer not to answer	0	0%	5	5%	1	7%	6	4%
Total			37	100%	94	100%	15	100%	158	100%



# Codebook



Item #	Variable	Variable Label	Values and Labels
	campus	<b>On which campus do you present most of your modules?</b>	1 = Campus 1 2 = Campus 2 3 = Campus 3
<b>Question 1. How important is it to you that undergraduates at your institution do the following before they graduate?</b>			
1a.	fintern	Practical work related to their studies (internship, work integrated learning, clinical placement, field experience, etc.) as a compulsory part of their degrees	
1b.	fleader	Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	
1c.	flearncom	Participate in student societies (law, psychology, etc.) where students engage in topics related to their subjects	
1d.	fabroad	Develop an international perspective through campus initiatives and interacting with international students	
1e.	fresearch	Work with a lecturer on a research project as part of a module/subject, or part of their degrees	
1f.	fFyexperience	Participate in first-year experience seminars, including orientation and student learning groups	1 = Not important 2 = Somewhat important 3 = Important 4 = Very important 5 = Not offered at my institution
1g.	facadlit	Register for an academic literacy or language development course	
1h.	fgroupproject	Work with other students on a group project or assignment	
1i.	facadadvise	Consult with an academic advisor (staff member) who helps students to plan their studies and education	
1j.	fusepeer	Make use of peer learning support (e.g. tutors, mentors, facilitators)	
1k.	fexptutor	Explain module/subject material to other students as a tutor or learning facilitator	
1l.	fmathdevel	Register for a mathematics or numeracy development course	
1m.	fservice	Participate in a community-based/community-engagement project (service-learning) as part of a regular course	
1n.	fcapstone	Develop a community project which requires them to use their university knowledge to address a problem in the community	

Item #	Variable	Variable Label	Values and Labels
<b>Question 2. How important is it to you that your institution <u>increases</u> its emphasis on each of the following?</b>			
2a.	fempstudy	Students spending significant amounts of time studying and on academic work	
2b.	fSEacademic	Providing support to help students succeed academically	
2c.	fSElearnsup	Students using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	
2d.	fSEdiverse	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	1 = Not important
2e.	fSEsocial	Providing opportunities to be involved socially (not related to academic work)	2 = Somewhat important
2f.	fSEwellness	Providing support for students' overall well-being (recreation, health care, counselling, etc.)	3 = Important
2g.	fSEnonacad	Helping students manage their non-academic responsibilities (family, work, etc.)	4 = Very important
2h.	fSEactivities	Students attending campus activities and events (artistic/cultural performances, sports events, etc.)	
2i.	fSEevents	Students attending events that address important economic, political, or societal issues	
<b>Question 3. Indicate your perception of the quality of student interactions with the following people at your institution.</b>			
3a.	fQIstudent	Other students	
3b.	fQIadvisor	Peer learning support (e.g. tutors, mentors, facilitators)	1 = Poor
3c.	fQIfaculty	Lecturers and academic staff	2 = Fair
3d.	fQIstaff	Student support services (e.g. counselling, health, disability, career)	3 = Good
3e.	fQIadmin	Other administrative services (e.g. registration, financial aid)	4 = Excellent



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Item #	Variable	Variable Label	Values and Labels
<b>Question 4. In a typical 7-day week, about how many hours do you spend on each of the following?</b>			
4a.	ftmteach	Teaching activities (preparing, teaching class sessions, marking, meeting with students outside of class, etc.)	1 = 0 2 = 1-4 3 = 5-8
4b.	ftmadvise	Advising undergraduate students	4 = 9-12 5 = 13-16
4c.	ftmresearch	Research and scholarly activities	6 = 17-20 7 = 21-30
4d.	ftmserviceacts	Conducting institutional service activities (membership of institutional committees, reviewer for external journals, etc.)	8 = More than 30 hours
<b>Question 5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?</b>			
5a.	ftmprepclass	Preparing class sessions	
5b.	ftmteachclass	Teaching undergraduate students in class	1 = 0 2 = 1-4 3 = 5-8
5c.	ftmpgteach	Teaching postgraduate students	4 = 9-12 5 = 13-16
5d.	ftmgrade	Marking papers and exams	6 = 17-20 7 = More than 20 hours
5e.	ftmmeet	Meeting with students outside of class	
5f.	ftmadmin	Course administration (emailing students, maintaining course website, etc.)	
5g.	ftmimprove	Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own modules/subjects, etc.)	
<b>Question 6. In a typical 7-day week, do you participate in the following activities?</b>			
6a.	fdresearch	Working with undergraduates on research	1 = Yes 2 = No
6b.	fdintern	Supervising undergraduate internships or other field experiences	
6c.	fdsuperpg	Supervising postgraduate students	
7.	teaunder	During the current academic year, have you taught an undergraduate module/subject? [Programming note: if "No" was selected for this item, respondents skipped to item 11 and then to SOTL and demographic items 31-50]	1 = Yes 2 = No



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Item #	Variable	Variable Label	Values and Labels
<b>Question 8. During the current academic year, about how often have you done each of the following with the undergraduate students you teach or advise?</b>			
8a.	fSFcareer	Talked about their career plans	
8b.	fSFotherwork	Worked on activities other than academic work (committees, projects, student groups, etc.)	1 = Never 2 = Sometimes 3 = Often 4 = Very often
8c.	fSFdiscuss	Discussed module/subject topics, ideas, or concepts outside of class	
8d.	fSFperform	Discussed their academic performance	
9.	fservcourse	About how many of your undergraduate modules/subjects at this institution have included a community-based project (service-learning)?	1 = None 2 = Some 3 = Most 4 = All
<b>Question 10. In your undergraduate modules/subjects, to what extent do you do the following?</b>			
10a.	fetgoals	Clearly explain module/subject outcomes and requirements	
10b.	fetorganize	Present module/subject sessions in an organised way	
10c.	fetexample	Use examples or illustrations to explain difficult points	
10d.	fetvariety	Use a variety of teaching techniques to accommodate diversity in student learning styles	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
10e.	fetreview	Review and summarise material for students	
10f.	fetstandards	Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	
10g.	fetdraftfb	Provide feedback to students on a draft or work in progress	
10h.	fetfeedback	Provide detailed feedback shortly after students completed tests or assignments	
11.	apdiscol	What is the broad academic discipline of your appointment?	1 = Business, Commerce, and Management 2 = Education 3 = Human and Social Sciences 4 = Science, Engineering, and Technology



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Item #	Variable	Variable Label	Values and Labels
<b>Please respond to the following questions based on one particular module/subject you are teaching or have taught during this academic year.</b>			
12.	fcesm	What is the general discipline of your selected module/subject?	1 = Faculty 1 2 = Faculty 2 3 = Faculty 3 4 = Faculty 4 5 = Faculty 5 6 = Faculty 6 7 = Faculty 7
13.	crslevel	During the current academic year, have you taught more first-year or more senior modules?	1 = More first-year modules than senior modules (second year or later) 2 = More senior modules (second year or later) than first-year modules 3 = Equal number of first-year and senior modules
14.	crssize	Estimate the total number of students in your selected module/subject.	1 = 20 or fewer 2 = 21-30 3 = 31-40 4 = 41-50 5 = 51-100 6 = More than 100
<b>Question 15. What percentage of your teaching activities is:</b>			
15a.	teach_cam	Classroom instruction, on campus (including different campuses in a multicampus institution)	1 = None 2 = 0-25%
15b.	teach_sat	Classroom instruction, on a satellite campus (excluding different campuses in a multicampus institution)	3 = 26-50% 4 = 51-75%
15c.	teach_dis	Distance education (live or prerecorded video/audio, internet, CD-ROM, correspondence, etc.)	5 = 76-100% 6 = All

Item #	Variable	Variable Label	Values and Labels
16.	ftmprepexpect	In an average 7-day week, about how many hours do you <u>expect</u> the typical student to spend preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)?	1 = 0 2 = 1 3 = 2 4 = 3 5 = 4
17.	ftmprepactual	In an average 7-day week, about how many hours do you think the typical student actually spends preparing for your selected module/subject (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)?	6 = 5 7 = 6 8 = 7 9 = 8 10 = 9
18.	ftmreadasg	In an average 7-day week, of the time students spend preparing for your selected module/subject, about how many hours do you expect students to spend on assigned reading?	11 = 10 12 = More than 10 hours
19.	ftmread	About how much of the assigned reading for your selected module/subject do you think the typical student completes? <i>[Note: item was only given if respondents selected a response greater than 0 for item 18.]</i>	1 = None 2 = Some 3 = Most 4 = All
<b>Question 20. About how many hours do you think the typical student <u>actually</u> spends in a typical 7-day week doing each of the following?</b>			
20a.	ftmprep	Preparing for class (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)	
20b.	ftmcocurr	Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	1 = 0 2 = 1-5 3 = 6-10
20c.	ftmworkon	Working for pay <b>on campus</b> (student assistant, tutor, etc.)	4 = 11-15 5 = 16-20
20d.	ftmworkoff	Working for pay <b>off campus</b> (being a waiter, casual work in shops, etc.)	6 = 21-25 7 = 26-30
20e.	ftmservice	Doing community service or volunteer work	8 = More than 30 hours
20f.	ftmrelax	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	
20g.	ftmcare	Providing care for dependents (children, siblings, parents, etc.)	
20h.	ftmcommute	Travelling to class (driving, walking, etc.)	
21	fchallenge	In your selected module/subject, to what extent do students put forth their best work?	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much



Item #	Variable	Variable Label	Values and Labels
<b>Question 22. In your selected module/subject, how important is it to you that the typical student does the following?</b>			
22a.	faskquest	Ask questions or contribute to module/subject discussions in other ways	
22b.	fdrafts	Prepare two or more drafts of a paper or assignment before turning it in	
22c.	fprepared	Come to class having completed readings or assignments	1 = Not important 2 = Somewhat important
22d.	fQRconclude	Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	3 = Important 4 = Very important
22e.	fQRproblem	Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	
22f.	fQRevaluate	Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	
<b>Question 23. In your selected module/subject, how important is it to you that the typical student does the following?</b>			
23a.	fRIintegrate	Combine ideas from different modules/subjects when completing assignments	
23b.	fRIsocietal	Connect his or her learning to societal problems or issues	
23c.	fRIdiverse	Include diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	1 = Not important 2 = Somewhat important
23d.	fRIownview	Examine the strengths and weaknesses of his or her own views on a topic or issue	3 = Important 4 = Very important
23e.	fRIperspect	Try to better understand someone else's views by imagining how an issue looks from his or her point of view	
23f.	fRInewview	Learn something that changes the way he or she understands an issue or concept	
23g.	fRIconnect	Connect ideas from your modules/subjects to his or her prior experiences and knowledge	



Item #	Variable	Variable Label	Values and Labels
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**Question 24. In your selected module/subject, about what percentage of class time is spent on the following?**

24a.	flecture	Lecture	
24b.	fdiscuss	Discussion	
24c.	fsmgroup	Small-group activities	1 = 0% 2 = 1-9% 3 = 10-19% 4 = 20-29% 5 = 30-39% 6 = 40-49% 7 = 50-74% 8 = 75% or more
24d.	fpresent	Student presentations or performances	
24e.	findwork	Independent student work (writing, painting, designing, etc.)	
24f.	fperform	Movies, videos, music, or other performances not involving or produced by students	
24g.	fassess	Assessing student learning (tests, evaluations, surveys, polls, etc.)	
24h.	factivity	Experiential activities (labs, fieldwork, clinical or field placements, etc.)	

**Question 25. In your selected module/subject, how much do you encourage students to do the following?**

25a.	fCLaskhelp	Ask other students for help understanding module/subject material	
25b.	fCLexplain	Explain module/subject material to other students	
25c.	fCLstudy	Prepare for exams by discussing or working through module/subject material with other students	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
25d.	fCLproject	Work with other students on projects or assignments	
25e.	fLSreading	Identify important information from reading assignments	
25f.	fLSnotes	Review notes after class	
25g.	fLSsummary	Summarise what has been learned from class or from module/subject materials	



Item #	Variable	Variable Label	Values and Labels
<b>Question 26. In your selected module/subject, how much opportunity do students have to engage in discussions with people from the following groups?</b>			
26a.	fDDrace	People of a race or ethnicity other than their own	
26b.	fDDeconomic	People from an economic background other than their own	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
26c.	fDDreligion	People with religious beliefs other than their own	
26d.	fDDpolitical	People with political views other than their own	
<b>Question 27. In your selected module/subject, how much does the academic work emphasise the following?</b>			
27a.	fmemorize	Memorising module/subject material (facts, ideas, etc.)	
27b.	fHOapply	Applying facts, theories, or methods to practical problems or new situations	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
27c.	fHOanalyze	Identifying the different parts of an idea, experience, or argument in detail (analysing)	
27d.	fHOevaluate	Evaluating a point of view, decision, or information source	
27e.	fHOform	Forming a new idea or understanding by putting together various pieces of information	
28.	fwrwriting	Does your selected module/subject include assigned papers, reports, or other writing tasks?	1 = Yes 2 = No
<b>Question 29. About how many papers, reports, or other writing tasks of the following lengths do you assign?</b> [Note: items 29a-29c were only given if respondents selected "Yes" for item 28.]			
29a.	fwrshort	Up to 5 pages	1 = 0 2 = 1 3 = 2 4 = 3 5 = 4
29b.	fwrmed	From 6 to 10 pages	6 = 5 7 = 6 8 = 7 9 = 8
29c.	fwrlong	11 pages or more	10 = 9 11 = 10 12 = More than 10



Item #	Variable	Variable Label	Values and Labels
<b>Question 30. To what extent do you structure your selected module/subject so that students learn and develop in the following areas?</b>			
30a.	fcgwrite	Writing clearly and effectively	
30b.	fcgspeak	Speaking clearly and effectively	
30c.	fcgthink	Thinking critically and analytically	
30d.	fcganalyze	Analysing numerical and statistical information	
30e.	fcncmpts	Using computing and information technology	1 = Very little
			2 = Some
30f.	fcgwork	Developing job- or work-related knowledge and skills	3 = Quite a bit
			4 = Very much
30g.	fcgothers	Working effectively with others	
30h.	fcgvalues	Developing or clarifying a personal code of values and ethics	
30i.	fcgdiverse	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	
30j.	fcgprobsolve	Solving complex real-world problems	
30k.	fcgcitizen	Being an informed and active citizen	
			1 = 0
			2 = 1-2
31.	crstimes	Prior to the current academic year, about how many times have you taught your selected module/subject?	3 = 3-4
			4 = 5-9
			5 = 10 or more times

Item #	Variable	Variable Label	Values and Labels
<b>Question 32. To what extent are you encouraged by your institution and department/unit to do the following?</b>			
32a.	instconsult deptconsult	Systematically consult literature about the effectiveness of teaching practices	
32b.	insteval depteval	Use student evaluations to inform possible changes to modules/courses	1 = Not at all
32c.	instcollab deptcollab	Collaborate with colleagues by means of scholarly research to improve teaching and assessment practices	2 = Very little 3 = Some
32d.	instattend deptattend	Attend workshops, lectures or seminars by teaching and learning experts about improving teaching practices	4 = Quite a bit 5 = Very much 6 = Not applicable
32e.	instpresent deptpresent	Publicly present (e.g. papers, lectures or workshops) or publish information about teaching practices or learning activities	
32f.	instprogram deptprogram	Participate in an institutional SoTL programme	
<b>Question 33. Which of the following Scholarship of Teaching and Learning (SoTL) initiatives have you participated in or do you plan to participate in at your institution?</b>			
33a.	partprogram	Institutional SoTL programme	1 = Have not decided 2 = Do not plan to do 3 = Plan to do
33b.	partfaculty	SoTL programme coordinated by Faculty	4 = Done or in progress 5 = Not offered at my institution
33c.	partdept	SoTL programme coordinated by Department/Unit	
<b>Question 34. To what extent have you done the following?</b>			
34a.	consult	Systematically consulted literature about the effectiveness of teaching practices	1 = Not at all
34b.	present	Publicly presented about teaching practices or learning activities (e.g. papers, lectures or workshops)	2 = Very little 3 = Some
34c.	publish	Published information about teaching practices or learning activities (e.g. articles, books, etc.)	4 = Quite a bit 5 = Very much 6 = Not applicable
34d.	collaborate	Collaborated with colleagues by means of scholarly research to improve teaching and assessment practices	



Item #	Variable	Variable Label	Values and Labels
<b>Question 35. To what extent have you used the following to inform your decisions when making a change to your modules/courses?</b>			
35a.	usefeedback	Student feedback (module/course evaluations, etc.)	
35b.	useperf	Student performance on assignments, exams, or formal assessments	
35c.	usesurvey	Student survey results (e.g. SASSE, BUSSE, STARS, etc.)	1 = Not at all 2 = Very little
35d.	useinstinfl	Institutional influences (e.g. institutional policies, department-level influences, peer feedback, etc.)	3 = Some 4 = Quite a bit
35e.	useextinfl	External influences (e.g. accreditation standards, advances and trends in your disciplinary area/industry, etc.)	5 = Very much 6 = Not applicable
	useother		
35f.		Other, specify	
	useother_spec		

**Question 36. To what extent would the following encourage you to participate in the SoTL activities?**

36a.	enccpd	Continuing Professional Development (CPD)	
36b.	encpromote	Promotion possibilities	
36c.	encaward	Teaching and Learning Awards	
36d.	encgrant	Funding SoTL research grants	1 = Not at all 2 = Very little
36e.	encpresent	Funding national or international conference presentation possibilities	3 = Some 4 = Quite a bit
36f.	encoutput	Research outputs (published articles, conference presentations, etc.)	5 = Very much 6 = Not applicable
	encother		
36g.		Other, specify	
	encother_spec		



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Item #	Variable	Variable Label	Values and Labels
37.	totugstud	Estimate the total number of <i>undergraduate</i> students you have taught during the current academic year.	1 = 0 2 = 1-25 3 = 26-50 4 = 51-75 5 = 76-100 6 = 101-125 7 = 126-150 8 = 151-200 9 = 201-300 10 = More than 300 students
38.	totugcour	Indicate the total number of <i>undergraduate</i> modules/subjects you have taught or are scheduled to teach during the current academic year.	1 = 0 2 = 1 3 = 2 4 = 3 5 = 4 6 = 5 7 = 6 8 = 7 9 = 8 10 = 9 or more modules/subjects
39.	totpgcour	Indicate the total number of <i>postgraduate</i> modules/subjects you have taught or are scheduled to teach during the current academic year.	1 = 0 2 = 1 3 = 2 4 = 3 5 = 4 or more modules/subjects
40.	empstat	During the current academic year, does your institution consider you to be employed:	1 = Part-time contract appointment 2 = Full-time contract appointment 3 = Part-time permanent appointment 4 = Full-time permanent appointment

Item #	Variable	Variable Label	Values and Labels
41.	rank rnkother	Which of the following best describes your academic rank, title, or current position?	1 = Professor 2 = Associate professor 3 = Senior lecturer 4 = Lecturer 5 = Junior lecturer 6 = Other, specify
42.	begintch	Indicate the year that you began teaching at <i>any</i> university.	Select year [From 2018 - Before 1980]
-	begintch_recode	Number of years teaching at <i>any</i> university	1 = 4 or less 2 = 5-9 3 = 10-19 4 = 20-29 5 = 30 or more
43.	degree degothor	What is the highest degree you have earned?	1 = Doctoral 2 = Masters 3 = Honours 4 = Postgraduate Bachelor 5 = Postgraduate diploma or certificate 6 = Professional first Bachelor 7 = General academic Bachelor 8 = Undergraduate diploma 9 = Other, specify
44.	fbirthyr	Select your year of birth.	Select year [From 1997 – Before 1950]
-	fbirthyr_recode	Age recoded from year of birth	1 = 34 or younger 2 = 35-44 3 = 45-54 4 = 55-64 5 = 65 or older
45.	fgender	Please indicate your gender.	1 = Male 2 = Female

Item #	Variable	Variable Label	Values and Labels
46.	finterna	What is your citizenship status?	1 = South African 2 = SADC (excluding South Africa) 3 = African (excluding SADC) 4 = International (outside of Africa)
47.	frace	What is your racial or ethnic identification? (Mark only one.)	1 = Black African 2 = Coloured 3 = Indian 4 = Asian 5 = White 6 = Other
48.	tmothton	What is your home language or mother tongue? (Mark only one.)	1 = English 2 = Afrikaans 3 = IsiXhosa 4 = IsiZulu 5 = IsiNdebele 6 = North Sotho 7 = Sesotho 8 = Setswana 9 = Tshivenda 10 = SiSwati 11 = Xitsonga 12 = Other
49.	tchlang	During 2018, in which language do you mostly teach?	1 = Mostly English 2 = Mostly Afrikaans 3 = Approximately equal teaching time in English and Afrikaans 4 = Other

**Question 50. Do you have any disabilities? (Mark all that apply.)**

fdis_none	No, I do not have any disabilities	
fdis_sense	Yes, I have a sensory impairment (vision or hearing)	
fdis_mobility	Yes, I have a mobility impairment	
fdis_learning	Yes, I have a learning disability	1 = True
fdis_mental	Yes, I have a mental health disorder	
fdis_other	Yes, I have another disability	
fdis_notansw	I prefer not to answer	