



South African Survey of Student Engagement

Institutional Report 2014

SASSEville University

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SASSEville University

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Snapshot



SASSE 2014 Snapshot

SASSEville University

Snapshot

SASSE asks first-year and senior students about a wide range of educationally purposeful activities (for more information, see page 4). This Snapshot is a concise collection of key findings from your institution's SASSE 2014 participation. We hope this information stimulates discussion on your campus about the undergraduate experience. Additional details about these results, including statistical test results, can be found in the reports referenced throughout.

Comparison Group

The comparison group featured in this report is:

Comparison Group

The 2014 cohort of Comparison Group is comprised of four institutions, including your institution.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. 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 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.

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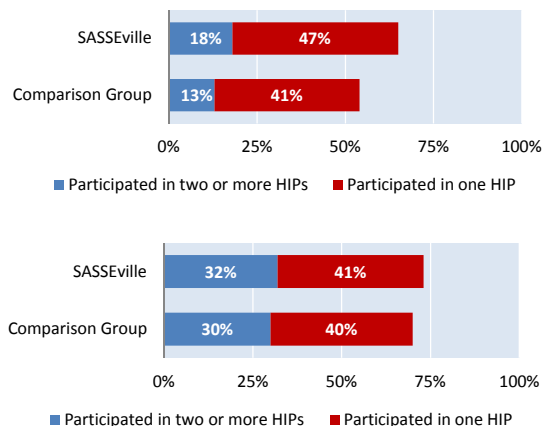
Theme	Engagement Indicator	Your students compared with Comparison Group	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	△	--
	Reflective and Integrative Learning (RI)	△	△
	Learning Strategies (LS)	△	△
	Quantitative Reasoning (QR)	--	△
Learning with Peers	Collaborative Learning (CL)	--	△
	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." For more details and statistical comparisons, see your High-Impact Practices report.

First-year
Student Societies, Service-Learning, Research with Staff and Practical Work

Senior
Student Societies, Service-Learning, Research with Staff and Practical Work



Administration Summary

	Count	Resp. rate	Male	Female
<i>First-year</i>	528	8.6%	36%	64%
<i>Senior</i>	1605	9.1%	35%	65%

Refer to your *Respondent Profile* report for more information.

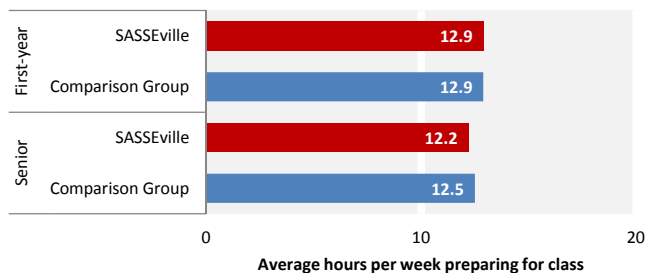


Academic Challenge: Additional Results

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.

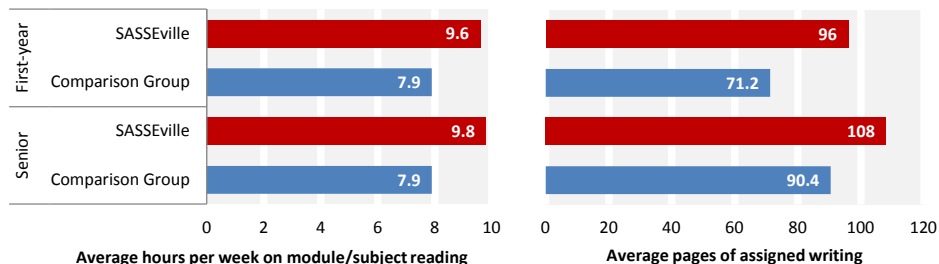
Time Spent Preparing for Class

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



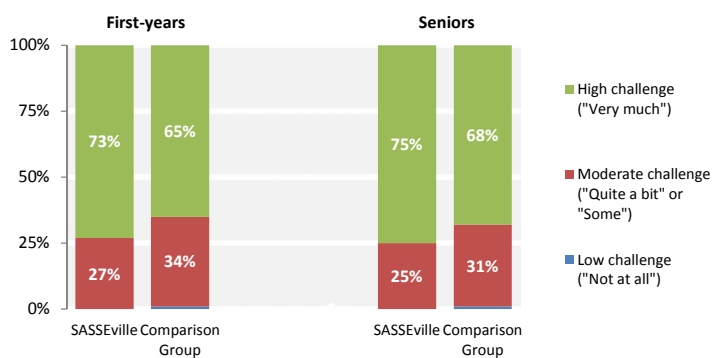
Reading and Writing

These figures report the average 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.



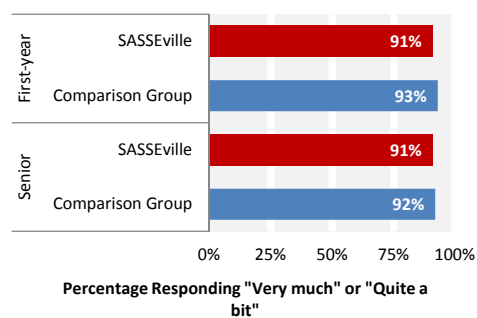
Challenging Modules/Subjects

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."



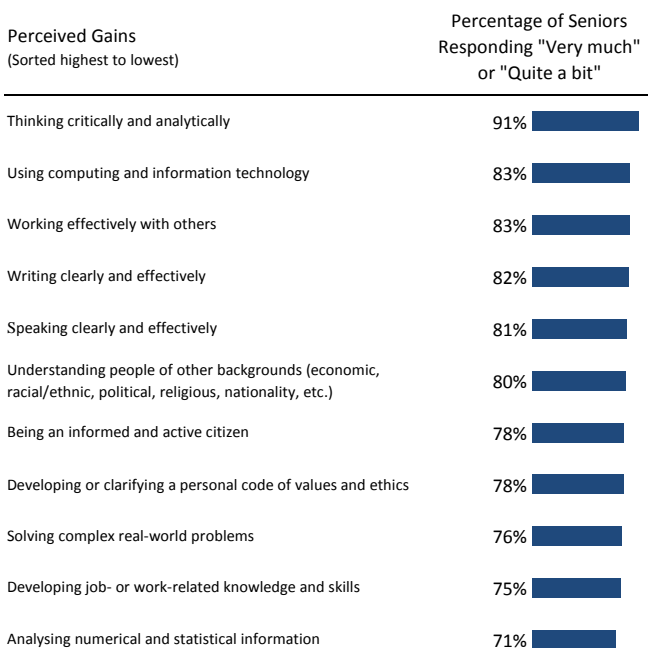


How Students Assess their Experience

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, refer to your Frequencies and Statistical Comparisons report.

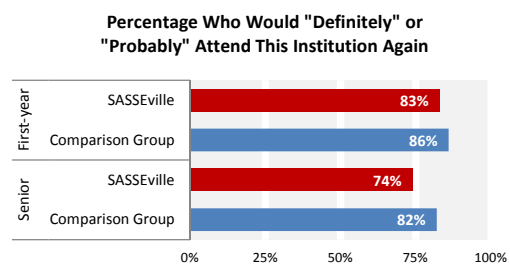
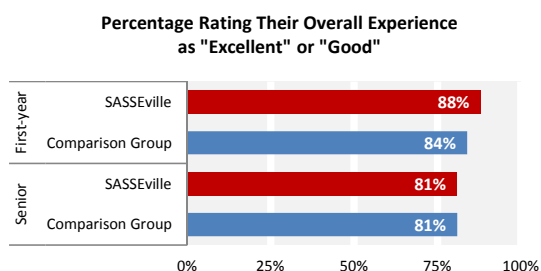
Perceived Gains Among Seniors

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



Satisfaction with SASSEville

Students rated their overall experience at your institution and whether they would attend your institution again.



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 2014 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 themes as shown at right.

<i>Theme</i>	<i>Engagement Indicator</i>
<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
	Student-Staff Interaction
<i>Experiences with Staff</i>	Effective Teaching Practices
	Quality of Interactions
<i>Campus Environment</i>	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: <ul style="list-style-type: none"> <i>Mean comparisons</i> Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below). <i>Score distributions</i> Box-and-whisker charts show the variation in scores within your institution and comparison groups. <i>Summary of indicator items</i> Responses to each item in a given EI are displayed 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. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. 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.



SASSE 2014 Engagement Indicators Overview SASSEville University

Engagement Indicators: Overview

Engagement Indicators are measures that provide summaries based on sets of SASSE questions that examine key dimensions of student engagement. The ten indicators are organised within four 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 at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size of less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size of 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	
<i>Theme</i>	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	
<i>Theme</i>	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	△	△



SASSE 2014 Engagement Indicators
Academic Challenge
SASSEville University

Academic Challenge: First-year students

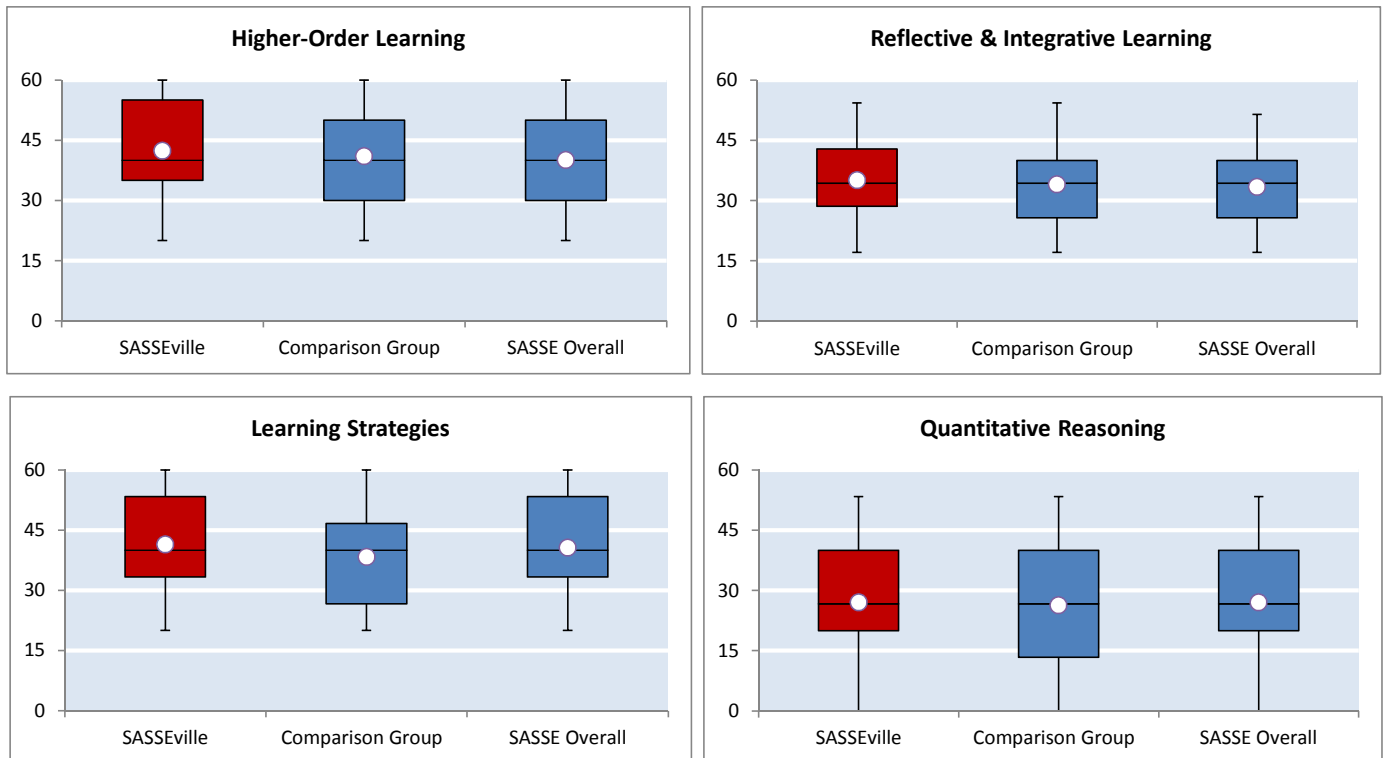
Challenging intellectual and creative work is central to student learning and collegiate quality. Universities promote student learning by challenging and supporting students to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & 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	42.46	40.77 *	.13	40.75 **	.13
Reflective & Integrative Learning	35.20	33.96 *	.12	33.54 **	.16
Learning Strategies	41.49	38.46 ***	.23	39.21 ***	.17
Quantitative Reasoning	27.14	26.01	.07	25.87	.08

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

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
Higher-Order Learning			
<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	81	84	78
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	78	73	70
4d. Evaluating a point of view, decision, or information source	74	71	71
4e. Forming a new idea or understanding by putting together various pieces of information	76	73	74
Reflective & Integrative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
2a. Combined ideas from different modules/subjects when completing assignments	55	55	58
2b. Connected their learning to societal problems or issues	46	46	38
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	42	38	36
2d. Examined the strengths and weaknesses of their own views on a topic or issue	63	58	56
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	73	65	66
2f. Learned something that changed the way they understand an issue or concept	79	75	76
2g. Connected ideas from their modules/subjects to their prior experiences and knowledge	77	78	74
Learning Strategies			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
9a. Identified important information from reading assignments	84	79	80
9b. Reviewed their notes after class	68	57	67
9c. Summarised what they learned in class or from module/subject materials	74	64	69
Quantitative Reasoning			
<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.)	51	51	54
6b. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	37	39
6c. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	37	33	33



SASSE 2014 Engagement Indicators
Academic Challenge
SASSEville University

Academic Challenge: Seniors

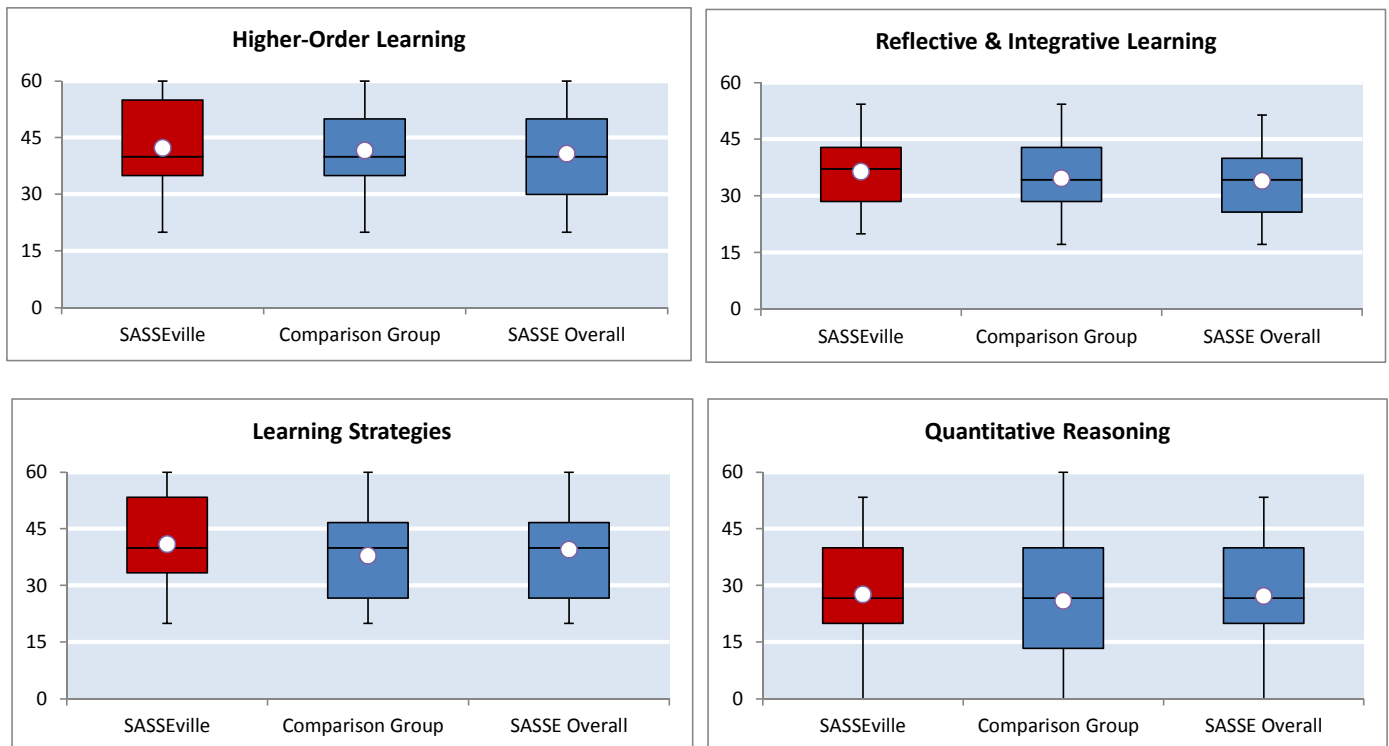
Challenging intellectual and creative work is central to student learning and collegiate quality. Universities promote student learning by challenging and supporting students to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective & 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 <i>Mean</i>	Your seniors compared with			
		Comparison Group		SASSE Overall	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Higher-Order Learning	42.32	41.62	.05	40.80 ***	.12
Reflective & Integrative Learning	36.40	34.68 ***	.16	33.98 ***	.22
Learning Strategies	40.88	37.86 ***	.23	38.16 ***	.20
Quantitative Reasoning	27.53	25.95 **	.10	26.24 **	.08

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

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: Seniors (continued)

Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
Higher-Order Learning			
<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	84	80
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	75	76	73
4d. Evaluating a point of view, decision, or information source	76	71	71
4e. Forming a new idea or understanding by putting together various pieces of information	76	72	74
Reflective & Integrative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
2a. Combined ideas from different modules/subjects when completing assignments	62	58	60
2b. Connected their learning to societal problems or issues	56	52	45
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	50	41	36
2d. Examined the strengths and weaknesses of their own views on a topic or issue	63	54	55
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	71	66	67
2f. Learned something that changed the way they understand an issue or concept	78	76	75
2g. Connected ideas from their modules/subjects to their prior experiences and knowledge	77	79	76
Learning Strategies			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
9a. Identified important information from reading assignments	84	78	79
9b. Reviewed their notes after class	63	57	61
9c. Summarised what they learned in class or from module/subject materials	72	64	68
Quantitative Reasoning			
<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	48	51
6b. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	38	39
6c. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	39	34	37



SASSE 2014 Engagement Indicators
Learning with Peers
SASSEville University

Learning with peers: First-year students

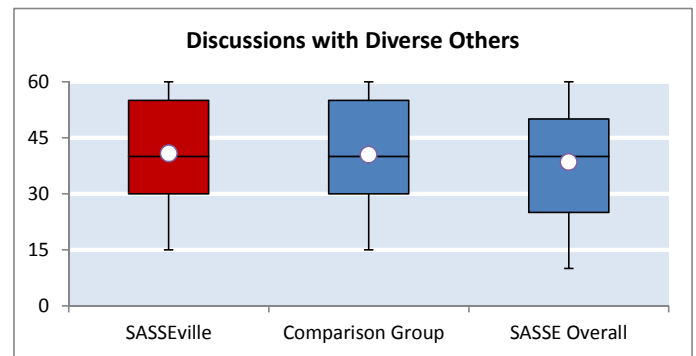
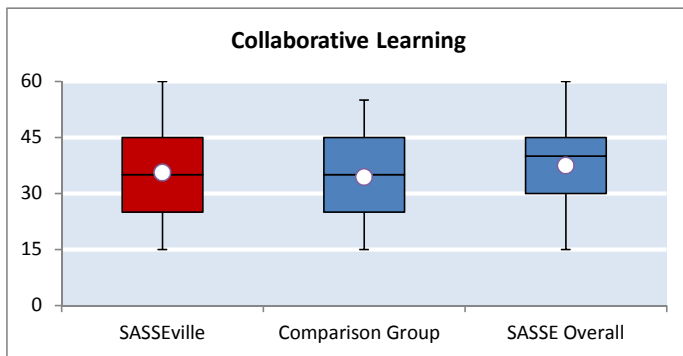
Collaborating with others to master difficult material and develop interpersonal and social competence prepares students to deal with complex, unscripted problems they will encounter during and after university. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with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

Mean comparisons

Engagement Indicator	SASSEville <i>Mean</i>	Your first-year students compared with			
		Comparison Group		SASSE Overall	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Collaborative Learning	35.70	34.37	.10	35.87	-.01
Discussions with Diverse Others	41.07	40.41	.04	40.11	.06

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

Score distributions



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Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
Collaborative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%	%	%
1e. Asked another student to help them understand module/subject material	58	60	60
1f. Explained module/subject material to other students	60	62	61
1g. Prepared for exams by discussing or working through module/subject material with other students	57	53	62
1h. Worked with other students on projects or assignments	67	60	72
Discussions with Diverse Others			
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>			
8a. People of a race or ethnicity other than their own	69	71	63
8b. People from an economic background other than their own	78	75	69
8c. People with religious beliefs other than their own	62	66	64
8d. People with political views other than their own	74	66	63



SASSE 2014 Engagement Indicators Learning with Peers SASSEville University

Learning with peers: Seniors

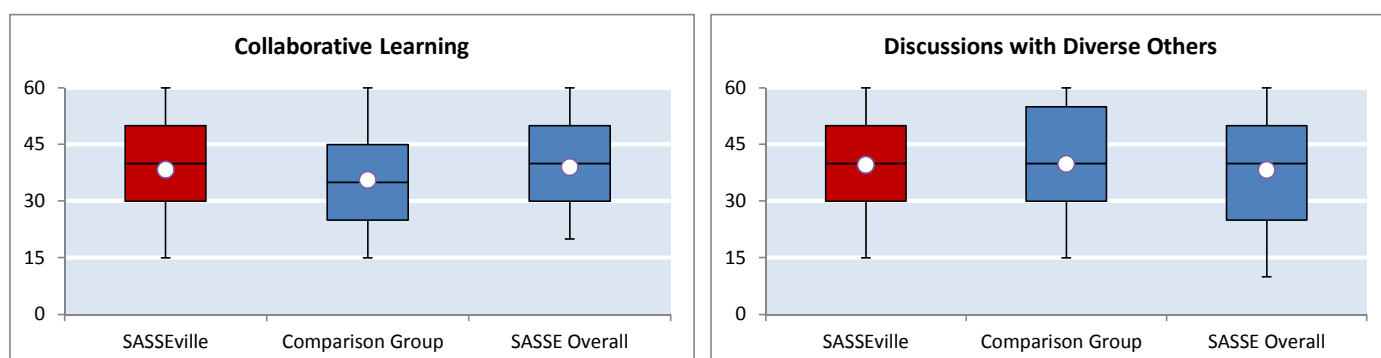
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after university. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean comparisons

Engagement Indicator	SASSEville Mean	Your seniors compared with			
		Comparison Group		SASSE Overall	
		Mean	Effect size	Mean	Effect size
Collaborative Learning	38.31	35.59 ***	.21	36.93 ***	.11
Discussions with Diverse Others	39.59	39.92	-.02	39.20	.03

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

Score distributions



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Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
Collaborative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%	%	%
1e. Asked another student to help them understand module/subject material	63	57	61
1f. Explained module/subject material to other students	67	63	66
1g. Prepared for exams by discussing or working through module/subject material with other students	62	56	66
1h. Worked with other students on projects or assignments	77	67	77
Discussions with Diverse Others			
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>			
8a. People of a race or ethnicity other than their own	66	66	62
8b. People from an economic background other than their own	74	72	68
8c. People with religious beliefs other than their own	63	67	66
8d. People with political views other than their own	69	68	64



SASSE 2014 Engagement Indicators Experiences with Staff SASSEville University

Experiences with Staff: First-year students

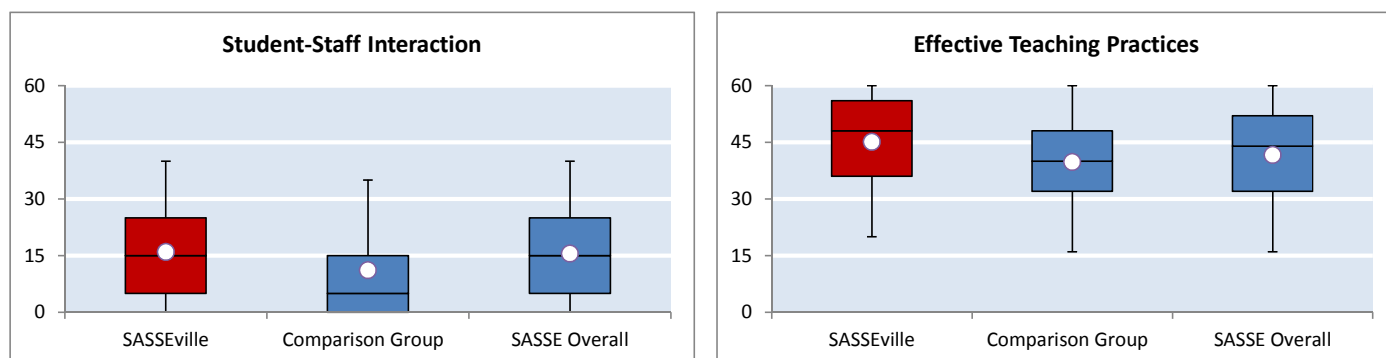
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver course material 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	15.82	11.14 ***	.38	12.75 ***	.24
Effective Teaching Practices	44.98	39.62 ***	.41	40.84 ***	.32

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

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
Student-Staff Interaction			
Percentage of students who responded that they "Very often" or "Often"...			
	%	%	%
3a. Talked about their career plans with a lecturer	18	10	20
3b. Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	18	10	18
3c. Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	21	17	20
3d. Discussed their academic performance with a lecturer	24	13	26
Effective Teaching Practices			
Percentage responding "Very much" or "Quite a bit" about how much lecturers have...			
5a. Clearly explained module/subject outcomes and requirements	86	77	77
5b. Presented module/subject sessions in an organised way	87	84	81
5c. Used examples or illustrations to explain difficult points	86	84	80
5d. Provided feedback on a draft or work in progress	70	50	64
5e. Provided detailed feedback shortly after they completed tests or assignments	75	59	66



SASSE 2014 Engagement Indicators Experiences with Staff SASSEville University

Experiences with Staff: Seniors

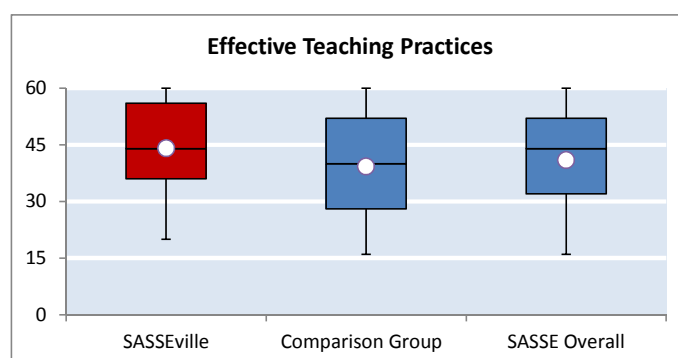
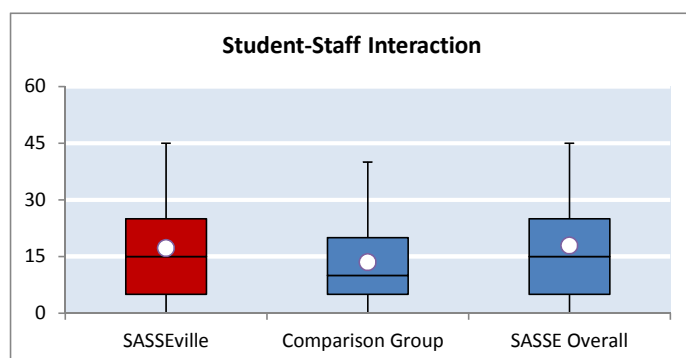
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver course material 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
Student-Staff Interaction	17.15	13.50 ***	.28	15.86 ***	.09
Effective Teaching Practices	44.04	39.27 ***	.35	40.70 ***	.24

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

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
Student-Staff Interaction			
Percentage of students who responded that they "Very often" or "Often"...			
3a. Talked about their career plans with a lecturer	21	15	22
3b. Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	20	16	21
3c. Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	25	20	28
3d. Discussed their academic performance with a lecturer	23	14	25
Effective Teaching Practices			
Percentage responding "Very much" or "Quite a bit" about how much lecturers have...			
5a. Clearly explained module/subject outcomes and requirements	82	76	76
5b. Presented module/subject sessions in an organised way	84	82	80
5c. Used examples or illustrations to explain difficult points	85	82	80
5d. Provided feedback on a draft or work in progress	71	52	62
5e. Provided detailed feedback shortly after they completed tests or assignments	72	55	64



SASSE 2014 Engagement Indicators Campus Environment SASSEville University

Campus Environment: First-year students

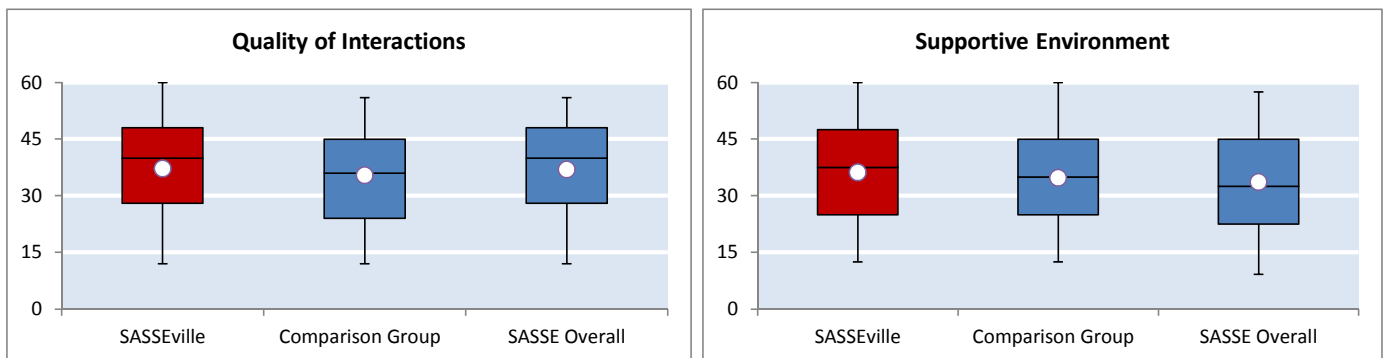
Students benefit from and are more satisfied by supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: Quality of Interactions and Supportive Environment. Below are three views of your results alongside those of 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	37.26	35.17 **	.15	35.23 **	.15
Supportive Environment	36.33	34.49 *	.13	35.03	.09

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

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
Quality of Interaction			
<i>Percentage students responding "Excellent" or "Good" about their interactions with...</i>			
	%	%	%
13a. Other students	86	86	89
13b. Peer learning support (e.g. tutors, mentors, facilitators)	76	70	70
13c. Lecturers and academic staff	70	60	71
13d. Student support services (e.g. counselling, health, disability, career)	44	45	50
13e. Other administrative services (e.g. registration, financial aid)	57	52	52
Supportive Environment			
<i>Percentage students responding "Very much" or "Quite a bit" about how much the institution emphasised...</i>			
15b. Providing support to help students succeed academically	80	79	76
15c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	85	88	80
15d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)	70	57	63
15e. Providing opportunities to be involved socially (not related to academic work)	59	55	51
15f. Providing support for their overall well-being (recreation, health care, counselling, etc.)	61	64	59
15g. Helping them manage their non-academic responsibilities (family, work, etc.)	42	40	38
15h. Attending campus events and activities (artistic/cultural performances, sports events, etc.)	56	50	46
15i. Attending events that address important economic, political, or societal issues	49	41	43



SASSE 2014 Engagement Indicators Campus Environment SASSEville University

Campus Environment: Seniors

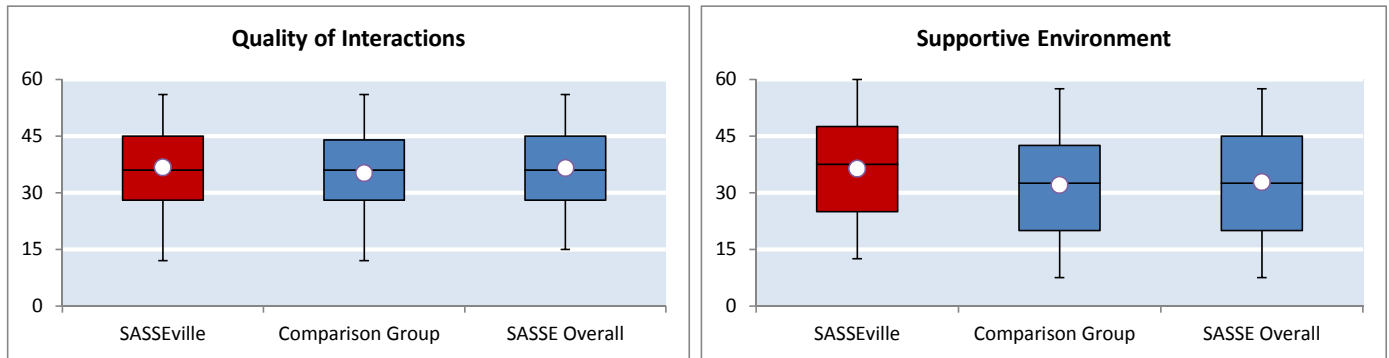
Students benefit from and are more satisfied by supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: Quality of Interactions and Supportive Environment. Below are three views of your results alongside those of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

Mean comparisons

<i>Engagement Indicator</i>	SASSEville <i>Mean</i>	Your seniors compared with			
		Comparison Group		SASSE Overall	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Quality of Interactions	36.70	35.26 ***	.11	35.64 **	.08
Supportive Environment	36.37	32.19 ***	.29	33.12 ***	.22

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

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
Quality of Interaction			
<i>Percentage students responding "Excellent" or "Good" about their interactions with...</i>	%	%	%
13a. Other students	90	87	88
13b. Peer learning support (e.g. tutors, mentors, facilitators)	74	69	70
13c. Lecturers and academic staff	66	62	70
13d. Student support services (e.g. counselling, health, disability, career)	45	44	49
13e. Other administrative services (e.g. registration, financial aid)	53	50	51
Supportive Environment			
<i>Percentage students responding "Very much" or "Quite a bit" about how much the institution emphasised...</i>			
15b. Providing support to help students succeed academically	77	71	71
15c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	82	81	77
15d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)	68	52	57
15e. Providing opportunities to be involved socially (not related to academic work)	61	49	50
15f. Providing support for their overall well-being (recreation, health care, counselling, etc.)	63	57	58
15g. Helping them manage their non-academic responsibilities (family, work, etc.)	42	31	35
15h. Attending campus events and activities (artistic/cultural performances, sports events, etc.)	60	46	50
15i. Attending events that address important economic, political, or societal issues	56	43	46



High-Impact Practices



SASSE 2014 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 four HIPs shown in the box above. Unlike most questions on the SASSE survey, the HIP questions are not limited to the current academic year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in SASSE

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

Modules/subjects that included a community-based project (service-learning)

Work with a lecturer on a research project

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

Report sections

Participation Comparisons Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail

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

Participation by Student Characteristics

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

Interpreting comparisons

The "Statistical Comparison" section on page 2 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

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 table on page 20 provides an initial look at how HIP participation varies by selected student characteristics.



SASSE 2014 High-Impact Practices

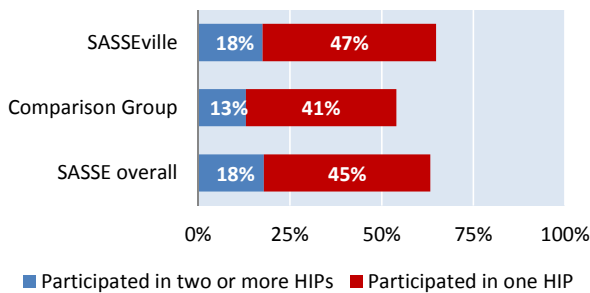
Participation Comparisons

SASSEville University

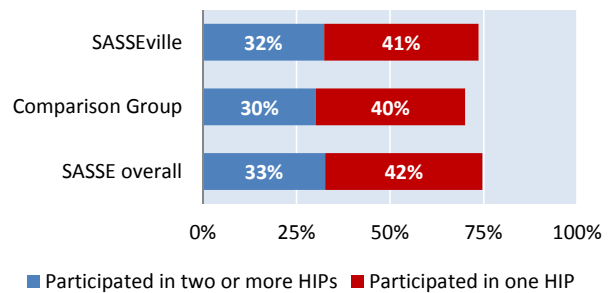
Overall HIP Participation

The figures below display the percentage of students who participated in high-impact practices. The first segment (blue) in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colours) represents the percentage who participated in at least one.

First-Year Students



Seniors



Statistical comparisons

The table below compares the percentage of your students who participated^a in a high-impact practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	SASSEville		Comparison Group		SASSE overall	
	%	Effect size ^c	% ^b	Effect size ^c	% ^b	Effect size ^c
First-Year Students						
11a. Practical work	16	.05	15	.05	15	.06
11c. Student societies	8	-.08	10	-.08	10 ^{**}	-.12
11e. Research with staff	6	.13	3 [*]	.13	6	.06
12. Service-learning	57	.25	44 ^{***}	.25	56 ^{**}	.13
<i>Participated in at least one</i>	47	-.10	41	-.10	45	-.01
<i>Participated in two or more</i>	18	.07	13	.07	18	.01
Seniors						
11a. Practical work	24	-.10	28 ^{***}	-.10	29 ^{***}	-.11
11c. Student societies	17	-.03	18	-.03	17 [*]	-.05
11e. Research with staff	12	.13	9 ^{***}	.13	12 [*]	.06
12. Service-learning	64	.16	56 ^{***}	.16	62 [*]	.07
<i>Participated in at least one</i>	41	-.04	40	-.04	42	.02
<i>Participated in two or more</i>	32	.01	30	.01	33	-.03

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. *p<.05, **p<.01, ***p<.001 (z-test comparing participation rates).

c. Cohen's h: The standardised difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

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



SASSE 2014 High-Impact Practices

Response Detail

SASSEville University

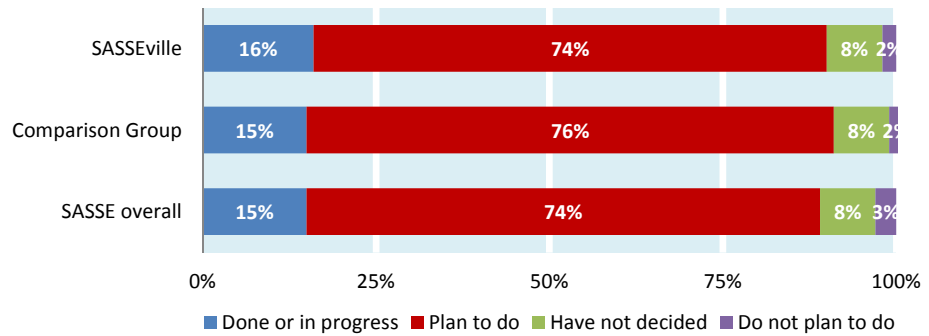
First-Year Students

The figures below display further details about each high-impact practice for your first-year students and those of your comparison groups.

Practical work

Which of the following have you done or do you plan to do before you graduate?

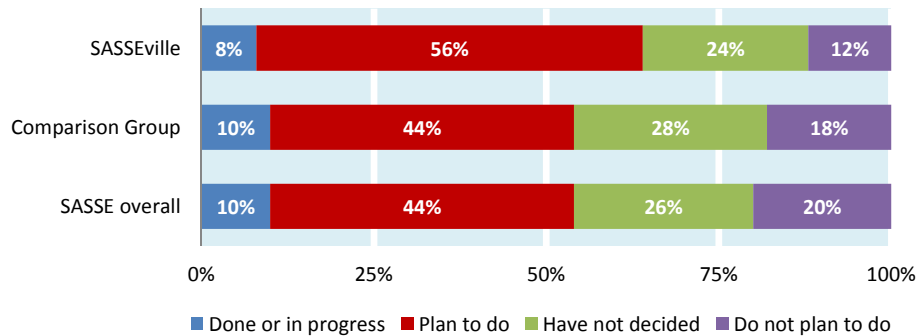
Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)



Student societies

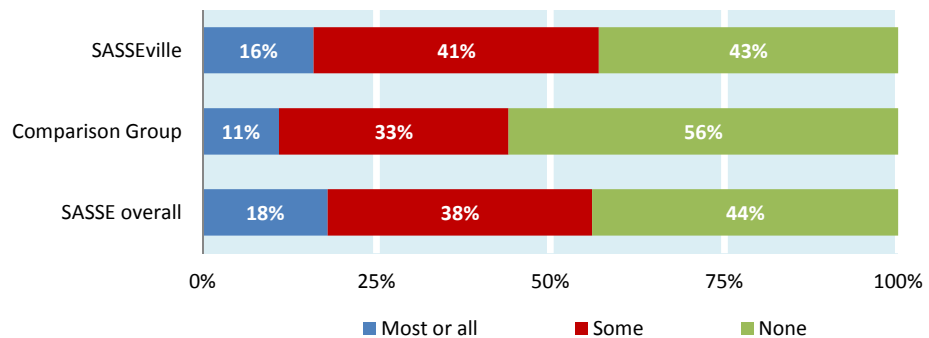
Which of the following have you done or do you plan to do before you graduate?

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



Service-learning

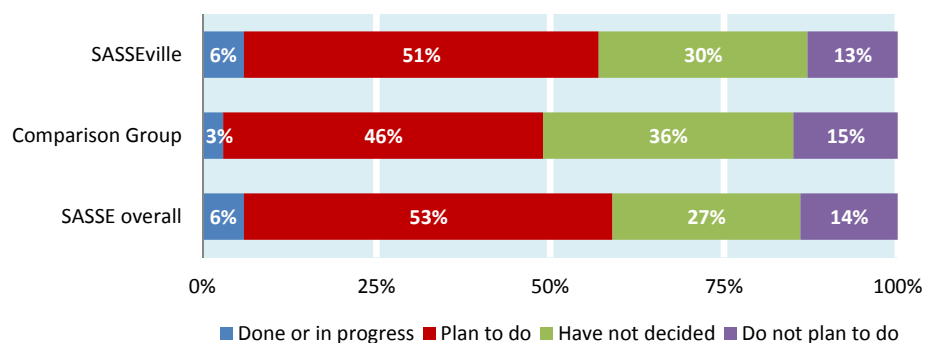
About how many of your modules/subjects have included a community-based project (service-learning)?



Research with a staff member

Which of the following have you done or do you plan to do before you graduate?

Work with a lecturer on a research project



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



SASSE 2014 High-Impact Practices

Response Detail

SASSEville University

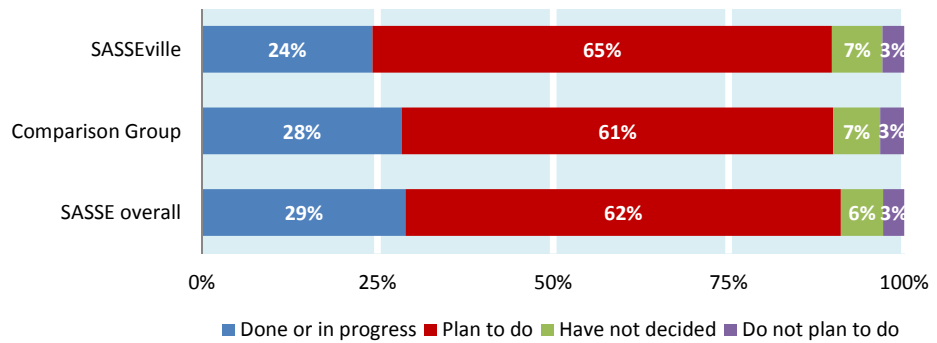
Seniors

The figures below display further details about each HIPs for your seniors and those of your comparison groups.

Practical work

Which of the following have you done or do you plan to do before you graduate?

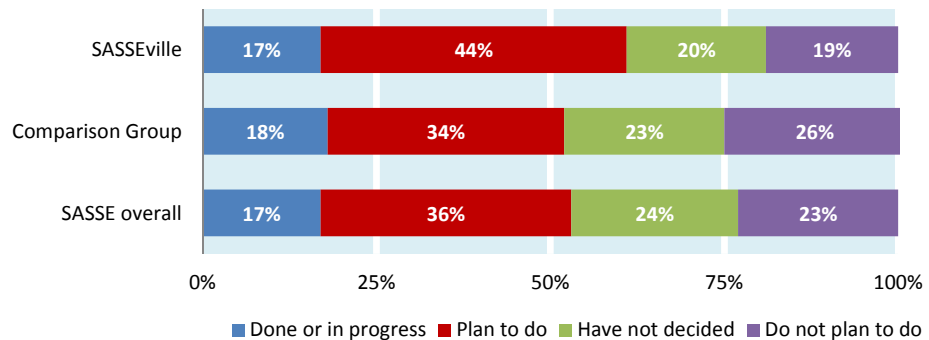
Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)



Student societies

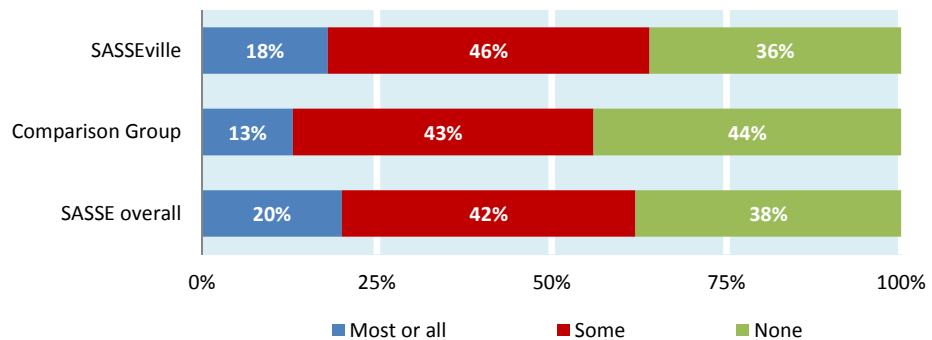
Which of the following have you done or do you plan to do before you graduate?

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



Service-learning

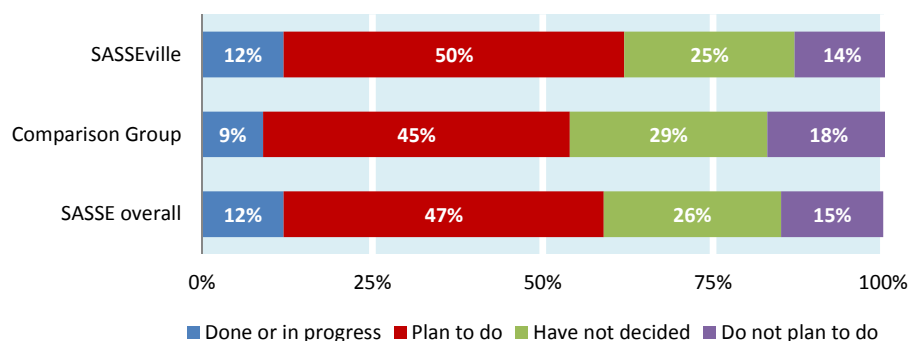
About how many of your modules/subjects have included a community-based project (service-learning)?



Research with a staff member

Which of the following have you done or do you plan to do before you graduate?

Work with a lecturer on a research project



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



SASSE 2014 High-Impact Practices

Participation by Student Characteristics
 SASSEville University

Percent participation in High-Impact Practices by student characteristics

The table below displays the percentage of your students who participated^a 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 Students				Seniors			
	Student Societies	Service-Learning	Research with Staff	Practical Work	Student Societies	Service-Learning	Research with Staff	Practical Work
Gender	%	%	%	%	%	%	%	%
Male	7	62	7	15	19	62	14	26
Female	8	55	5	16	16	65	12	23
Race								
Black African	8	58	6	13	17	63	12	20
Coloured	-	55	-	-	14	60	14	31
Indian	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
White	-	59	-	28	15	73	19	48
Multiracial	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Prefer not to answer	-	-	-	-	20	64	-	31
First-generation^b								
Not first-generation	7	56	6	11	19	62	12	27
First-generation	8	58	6	18	16	65	12	23
Enrollment								
Full-time	8	58	6	16	17	64	12	24
Part-time	-	-	-	-	-	71	-	42
Residence								
Living on campus	7	57	-	18	18	62	11	29
Living off campus	8	57	6	15	16	65	13	22
Major field of study^c								
Business, Commerce, and Management	-	45	-	11	16	54	10	17
Education	-	80	-	46	11	85	9	52
Human and Social Sciences	12	62	-	14	21	76	15	23
Science, Engineering, and Technology	-	49	-	8	15	47	14	21
Overall	6	8	8	9	11	11	11	9

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 default related-major field of study categories, based on students' first reported majors.



Frequencies and Statistical Comparisons

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

SASSE 2014 Frequencies and Statistical Comparisons SASSEville University															
				Frequency Distributions						Statistical Comparisons					
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group		
Item wording or description	Variable name	Value	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size	Mean	Effect size	
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 2 3 4 Total	45 450 428 307 1230	4% 34% 25% 25% 100%	250 1300 800 350 2700	9% 48% 30% 9% 100%	15 90 70 25 200	8% 45% 35% 13% 100%	2.86	2.74 **	.11	2.92 **	-.09	
b	Prepared two or more drafts of a paper or assignment before handing it in	drafts	1 2 3 4 Total	207 416 363 235 1221	18% 34% 29% 18% 100%	350 850 850 650 2700	13% 31% 31% 24% 100%	15 45 90 50 200	8% 23% 45% 25% 100%	2.56	2.63	.06	2.60 *	-.07	

1. *The Frequencies and Statistical Comparisons* report is based on information from all respondents for both your institution and your comparison institutions.

2. *Class* : As reported by your institution.

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.

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

6. *Count and column percentage (%)*: The count column represents the actual number of students who selected the corresponding question. The column percentage is the weighted percentage of students selecting the corresponding response option. Counts are unweighted and cannot be used to replicate column percentages.

7. *Weighting*: Column percentages and statistics are weighted by gender. Comparison group statistics are also weighted by institutional size. Counts are unweighted.

8. *Mean*: The mean is the arithmetic average of student responses on a particular item.

9. *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 below) to judge the practical meaning of the results. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests.

10. *Effect size*: Effect size indicates practical significance. In practice, 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 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.



SASSE Frequencies and Statistical Comparisons

SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group				
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
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	24	4%	211	9%	121	9%	2.68	2.43	***	.32	2.36	***	.42
			2	Sometimes	200	38%	1 209	43%	749	55%							
			3	Often	220	42%	706	33%	359	26%							
			4	Very Often	81	16%	261	15%	122	9%							
			Total		525	100%	2 387	100%	1 351	100%							
b	Prepared two or more drafts of a paper or assignment before handing it in	drafts	1	Never	47	9%	351	12%	249	18%	2.77	2.60	***	.18	2.50	***	.28
			2	Sometimes	156	29%	756	30%	429	32%							
			3	Often	191	37%	768	34%	422	31%							
			4	Very Often	131	25%	505	24%	249	18%							
			Total		525	100%	2 380	100%	1 349	100%							
c	Attended class without having completed readings or assignments	unpreparedR (Reverse-coded version of unprepared created by SASSE)	1	Very Often	13	3%	139	6%	93	7%	3.20	2.97	***	.28	2.86	***	.42
			2	Often	60	11%	386	14%	256	20%							
			3	Sometimes	258	50%	1 255	47%	736	54%							
			4	Never	190	36%	594	33%	257	18%							
			Total		521	100%	2 374	100%	1 342	100%							
d	Attended an art exhibit, play, or other theatre performance (dance, music, etc.)	attendart	1	Never	243	46%	1 318	57%	718	52%	1.74	1.64	*	.12	1.68		.06
			2	Sometimes	196	38%	721	29%	418	31%							
			3	Often	62	12%	229	10%	145	11%							
			4	Very Often	22	4%	114	4%	72	5%							
			Total		523	100%	2 382	100%	1 353	100%							
e	Asked another student to help you understand module/subject material	Claskhelp (CL)	1	Never	29	6%	124	4%	85	7%	2.75	2.78		-.03	2.75		.01
			2	Sometimes	189	36%	826	35%	451	34%							
			3	Often	190	37%	888	35%	532	40%							
			4	Very Often	117	22%	544	25%	280	20%							
			Total		525	100%	2 382	100%	1 348	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b					
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
f Explained module/subject material to other students	CLexplain (CL)	1	Never	16	3%	58	2%	37	3%	2.77	2.78	-.01	2.77	.00	
		2	Sometimes	193	37%	874	36%	490	36%						
		3	Often	211	40%	970	40%	556	42%						
		4	Very Often	106	20%	471	21%	260	19%						
		Total		526	100%	2 373	100%	1 343	100%						
g Prepared for exams by discussing or working through module/subject material with other students	CLstudy (CL)	1	Never	59	11%	228	7%	154	11%	2.73	2.74	-.02	2.66	.07	
		2	Sometimes	168	32%	768	31%	462	35%						
		3	Often	155	30%	762	31%	408	31%						
		4	Very Often	142	27%	615	31%	316	23%						
		Total		524	100%	2 373	100%	1 340	100%						
h Worked with other students on projects or assignments	CLproject (CL)	1	Never	27	5%	164	6%	122	8%	2.90	2.88	.02	2.71	***	.21
		2	Sometimes	142	28%	643	22%	430	31%						
		3	Often	207	40%	878	33%	512	39%						
		4	Very Often	143	28%	688	39%	279	21%						
		Total		519	100%	2 373	100%	1 343	100%						
i Gave a module/subject presentation	present	1	Never	218	41%	940	33%	625	46%	1.89	1.92	-.03	1.76	**	.15
		2	Sometimes	187	36%	855	35%	479	37%						
		3	Often	77	15%	422	22%	187	13%						
		4	Very Often	41	8%	162	11%	56	4%						
		Total		523	100%	2 379	100%	1 347	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
2. During the current academic year, about how often have you done the following?																
a Combined ideas from different modules/subjects when completing assignments	Rlintegrate (RI)	1	Never	36	7%	186	6%	110	7%	2.63	2.64	-.01	2.63	.00		
		2	Sometimes	201	38%	893	35%	505	38%							
		3	Often	212	40%	904	38%	512	39%							
		4	Very Often	77	14%	398	20%	220	16%							
		Total		526	100%	2 381	100%	1 347	100%							
b Connected your learning to societal problems or issues	Risocietal (RI)	1	Never	55	11%	380	22%	190	14%	2.48	2.39	*	.11	2.46	.03	
		2	Sometimes	224	43%	981	41%	528	40%							
		3	Often	177	34%	729	27%	445	33%							
		4	Very Often	65	13%	286	11%	182	13%							
		Total		521	100%	2 376	100%	1 345	100%							
c Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	Rldiverse (RI)	1	Never	73	14%	589	25%	293	21%	2.41	2.19	***	.23	2.26	**	.16
		2	Sometimes	231	44%	950	39%	539	41%							
		3	Often	154	29%	616	26%	374	28%							
		4	Very Often	66	13%	217	10%	137	10%							
		Total		524	100%	2 372	100%	1 343	100%							
d Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview (RI)	1	Never	28	6%	197	10%	106	8%	2.75	2.63	**	.14	2.64	*	.13
		2	Sometimes	170	32%	838	35%	468	35%							
		3	Often	228	44%	971	41%	563	43%							
		4	Very Often	97	19%	364	15%	203	15%							
		Total		523	100%	2 370	100%	1 340	100%							
e Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	Rlperspect (RI)	1	Never	14	3%	82	4%	49	4%	2.94	2.85	*	.12	2.83	**	.14
		2	Sometimes	125	24%	724	30%	418	32%							
		3	Often	261	49%	1 040	44%	592	44%							
		4	Very Often	123	24%	528	22%	287	21%							
		Total		523	100%	2 374	100%	1 346	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b				
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group	
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
f Learned something that changed the way you understand an issue or concept	Rlnewview (RI)	1	Never	5	1%	47	2%	25	2%	3.08	3.02	.08	3.01	.08
		2	Sometimes	105	20%	529	22%	311	23%					
		3	Often	256	49%	1 128	47%	627	48%					
		4	Very Often	156	29%	665	30%	381	28%					
		Total		522	100%	2 369	100%	1 344	100%					
g Connected ideas from your modules/subjects to your prior experiences and knowledge	Rlconnect (RI)	1	Never	11	2%	37	2%	19	1%	3.03	3.02	.01	3.05	-.03
		2	Sometimes	108	21%	539	24%	275	21%					
		3	Often	255	49%	1 121	47%	661	50%					
		4	Very Often	146	28%	671	27%	385	29%					
		Total		520	100%	2 368	100%	1 340	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
3. During the current academic year, about how often have you done the following?																
a Talked about your career plans with a lecturer	SScareer (SS)	1	Never	246	47%	1 411	50%	864	64%	1.76	1.59	***	.20	1.50	***	.32
		2	Sometimes	186	35%	649	30%	347	26%							
		3	Often	67	13%	228	14%	91	6%							
		4	Very Often	26	5%	101	5%	51	4%							
		Total		525	100%	2 389	100%	1 353	100%							
b Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	SSotherwork (SS)	1	Never	294	56%	1 586	58%	950	71%	1.67	1.49	***	.23	1.42	***	.33
		2	Sometimes	135	26%	503	25%	264	19%							
		3	Often	63	12%	208	12%	95	7%							
		4	Very Often	30	6%	82	5%	39	3%							
		Total		522	100%	2 379	100%	1 348	100%							
c Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	SSdiscuss (SS)	1	Never	206	39%	1 060	41%	642	48%	1.87	1.80		.08	1.75	**	.15
		2	Sometimes	211	40%	871	39%	474	35%							
		3	Often	79	15%	335	15%	179	13%							
		4	Very Often	29	6%	122	5%	59	4%							
		Total		525	100%	2 388	100%	1 354	100%							
d Discussed your academic performance with a lecturer	SSperform (SS)	1	Never	224	42%	1 290	45%	815	60%	1.88	1.68	***	.23	1.56	***	.41
		2	Sometimes	178	34%	685	29%	367	28%							
		3	Often	88	17%	288	19%	128	9%							
		4	Very Often	36	7%	117	7%	43	3%							
		Total		526	100%	2 380	100%	1 353	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons

SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
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	13	2%	104	4%	44	3%	3.23	3.01	***	.26	3.03	***	.24
			2	Some	70	14%	528	21%	306	22%							
			3	Quite a bit	225	43%	1 003	44%	563	42%							
			4	Very much	215	41%	750	30%	439	33%							
			Total		523	100%	2 385	100%	1 352	100%							
b	Applying facts, theories, or methods to practical problems or new situations	HOapply (HO)	1	Very little	11	2%	60	4%	24	2%	3.22	3.21		.02	3.24		-.03
			2	Some	85	17%	376	18%	204	14%							
			3	Quite a bit	201	38%	943	39%	533	40%							
			4	Very much	222	43%	990	38%	580	44%							
			Total		519	100%	2 369	100%	1 341	100%							
c	Identifying the different parts of an idea, experience, or argument in detail (analysing)	HOanalyze (HO)	1	Very little	17	3%	78	5%	39	2%	3.11	3.00	**	.14	3.00	*	.13
			2	Some	94	19%	570	24%	321	24%							
			3	Quite a bit	221	42%	1 003	41%	583	43%							
			4	Very much	185	36%	723	29%	404	30%							
			Total		517	100%	2 374	100%	1 347	100%							
d	Evaluating a point of view, decision, or information source	HOevaluate (HO)	1	Very little	16	3%	127	7%	69	5%	3.06	2.94	**	.14	2.93	**	.16
			2	Some	117	23%	566	22%	328	24%							
			3	Quite a bit	208	40%	1 003	44%	577	43%							
			4	Very much	179	34%	668	28%	367	28%							
			Total		520	100%	2 364	100%	1 341	100%							
e	Forming a new idea or understanding by putting together various pieces of information	HOform (HO)	1	Very little	23	5%	138	5%	85	6%	3.08	3.00	*	.09	2.98	*	.12
			2	Some	101	19%	520	21%	291	21%							
			3	Quite a bit	209	40%	929	40%	541	40%							
			4	Very much	190	36%	788	34%	431	33%							
			Total		523	100%	2 375	100%	1 348	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
5. During the current academic year, to what extent have your lecturers done the following?																	
a	Clearly explained module/subject outcomes and requirements	ETgoals (ET)	1	Very little	10	2%	75	3%	40	3%	3.34	3.18	***	.19	3.13	***	.25
			2	Some	64	12%	444	19%	269	20%							
			3	Quite a bit	187	36%	835	33%	510	39%							
			4	Very much	264	50%	1 027	44%	527	38%							
			Total		525	100%	2 381	100%	1 346	100%							
b	Presented module/subject sessions in an organised way	ETorganize (ET)	1	Very little	17	3%	67	4%	35	2%	3.39	3.27	**	.15	3.24	***	.18
			2	Some	53	10%	343	15%	194	13%							
			3	Quite a bit	163	31%	857	34%	523	40%							
			4	Very much	289	56%	1 109	47%	593	44%							
			Total		522	100%	2 376	100%	1 345	100%							
c	Used examples or illustrations to explain difficult points	ETexample (ET)	1	Very little	7	1%	52	4%	24	1%	3.39	3.29	*	.12	3.27	**	.15
			2	Some	67	13%	352	16%	206	15%							
			3	Quite a bit	161	32%	811	31%	493	38%							
			4	Very much	282	55%	1 140	49%	615	46%							
			Total		517	100%	2 355	100%	1 338	100%							
d	Provided feedback on a draft or work in progress	ETdraftfb (ET)	1	Very little	39	8%	291	10%	215	16%	3.02	2.70	***	.33	2.56	***	.47
			2	Some	118	22%	717	27%	437	34%							
			3	Quite a bit	154	29%	767	35%	420	31%							
			4	Very much	208	40%	589	29%	271	19%							
			Total		519	100%	2 364	100%	1 343	100%							
e	Provided detailed feedback shortly after you completed tests or assignments	ETfeedback (ET)	1	Very little	41	8%	293	10%	177	11%	3.10	2.77	***	.33	2.70	***	.40
			2	Some	91	17%	659	24%	395	30%							
			3	Quite a bit	166	31%	731	31%	425	33%							
			4	Very much	226	44%	694	34%	348	26%							
			Total		524	100%	2 377	100%	1 345	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b					
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
6. During the current academic year, about how often have you done the following?															
a Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude (QR)	1	Never	71	14%	337	10%	205	14%	2.51	2.49	.02	2.48	.03	
		2	Sometimes	184	35%	872	36%	482	35%						
		3	Often	200	37%	843	38%	473	36%						
		4	Very Often	70	13%	337	16%	192	15%						
		Total		525	100%	2 389	100%	1 352	100%						
b Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem (QR)	1	Never	97	19%	579	23%	307	23%	2.34	2.24	*	.10	2.27	.07
		2	Sometimes	210	41%	940	38%	540	40%						
		3	Often	156	30%	579	28%	335	25%						
		4	Very Often	58	11%	287	11%	168	13%						
		Total		521	100%	2 385	100%	1 350	100%						
c Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	QRevaluate (QR)	1	Never	113	21%	606	23%	343	25%	2.23	2.15	.09	2.15	.09	
		2	Sometimes	214	42%	1 005	44%	570	42%						
		3	Often	157	30%	553	23%	318	24%						
		4	Very Often	38	8%	203	10%	115	9%						
		Total		522	100%	2 367	100%	1 346	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group				
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
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	35	7%	241	8%	151	10%	3.22	3.22	.00	3.18	.02		
			2	1-2	131	26%	564	20%	335	25%							
			3	3-5	185	37%	738	34%	411	30%							
			4	6-10	77	15%	361	19%	189	15%							
			5	11-15	31	6%	170	8%	109	9%							
			6	16-20	13	3%	90	4%	46	4%							
			7	More than 20	33	6%	147	7%	84	7%							
			Total		505	100%	2 311	100%	1 325	100%							
b	Between 6 and 10 pages	wrmed	1	None	151	30%	724	28%	487	36%	2.54	2.39	*	.11	2.18	***	.28
			2	1-2	139	29%	654	21%	390	31%							
			3	3-5	83	16%	397	19%	210	18%							
			4	6-10	68	14%	306	20%	130	11%							
			5	11-15	28	6%	88	5%	38	3%							
			6	16-20	16	3%	39	4%	12	1%							
			7	More than 20	10	2%	35	2%	17	1%							
			Total		495	100%	2 243	100%	1 284	100%							
c	11 pages or more	wrlong	1	None	275	56%	1 210	46%	790	60%	2.13	2.08		.03	1.82	***	.22
			2	1-2	89	18%	477	18%	271	23%							
			3	3-5	38	8%	162	10%	74	6%							
			4	6-10	17	4%	108	7%	35	3%							
			5	11-15	33	7%	122	8%	51	4%							
			6	16-20	14	3%	77	6%	27	2%							
			7	More than 20	22	5%	68	4%	30	2%							
			Total		488	100%	2 224	100%	1 278	100%							

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SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group				
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
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 (DD)	1	Never	35	7%	127	9%	51	4%	3.04	3.05	-.01	3.08	-.04		
			2	Sometimes	127	24%	620	28%	359	26%							
			3	Often	145	28%	634	23%	377	28%							
			4	Very often	219	41%	999	41%	565	43%							
			Total		526	100%	2 380	100%	1 352	100%							
b	People from an economic background other than your own	DDeconomic (DD)	1	Never	23	5%	130	8%	57	4%	3.16	3.08	.09	3.10	.07		
			2	Sometimes	92	18%	496	23%	288	21%							
			3	Often	182	35%	800	32%	465	35%							
			4	Very often	223	42%	947	37%	535	40%							
			Total		520	100%	2 373	100%	1 345	100%							
c	People with religious beliefs other than your own	DDreligion (DD)	1	Never	44	9%	189	11%	91	7%	2.89	2.95	-.06	2.97	-.09		
			2	Sometimes	148	29%	620	25%	360	27%							
			3	Often	148	29%	690	28%	388	28%							
			4	Very often	180	34%	873	36%	508	38%							
			Total		520	100%	2 372	100%	1 347	100%							
d	People with political views other than your own	DDpolitical (DD)	1	Never	25	5%	189	10%	105	8%	3.10	2.95	***	.16	2.94	***	.17
			2	Sometimes	109	21%	608	26%	347	26%							
			3	Often	171	34%	700	28%	407	31%							
			4	Very often	212	40%	864	35%	481	35%							
			Total		517	100%	2 361	100%	1 340	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b				
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
9. During the current academic year, about how often have you done the following?														
a Identified important information from reading assignments	LSreading (LS)	1	Never	6	1%	42	1%	31	2%	3.20	3.11	* .12	3.09	** .14
		2	Sometimes	77	15%	456	19%	259	19%					
		3	Often	247	47%	1 073	45%	616	46%					
		4	Very often	196	37%	810	35%	445	33%					
		Total		526	100%	2 381	100%	1 351	100%					
b Reviewed your notes after class	LSnotes (LS)	1	Never	23	5%	115	4%	83	7%	2.91	2.81	* .12	2.74	*** .19
		2	Sometimes	142	27%	824	29%	490	37%					
		3	Often	215	41%	840	36%	464	34%					
		4	Very often	143	28%	599	31%	312	22%					
		Total		523	100%	2 378	100%	1 349	100%					
c Summarised what you learned in class or from module/subject materials	LSsummary (LS)	1	Never	21	4%	110	3%	69	5%	3.11	2.96	*** .16	2.94	*** .19
		2	Sometimes	113	22%	685	27%	397	30%					
		3	Often	173	34%	768	34%	434	31%					
		4	Very often	210	40%	811	35%	449	33%					
		Total		517	100%	2 374	100%	1 349	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	0	0%	17	1%	12	1%	3.68	3.57	*** .17	3.58	*** .17
		2	Some	23	4%	153	9%	76	6%					
		3	Quite a bit	115	23%	638	26%	371	29%					
		4	Very much	370	73%	1 529	64%	858	65%					
		Total		508	100%	2 337	100%	1 317	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons

SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
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.)	intern <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	44	8%	183	8%	110	8%	16%	15%	.06	15%	.05		
		2	Do not plan to do	8	2%	43	3%	26	2%							
		3	Plan to do	388	74%	1 822	74%	1 022	76%							
		4	Done or in progress	84	16%	332	15%	192	15%							
		Total		524	100%	2 380	100%	1 350	100%							
b Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	138	26%	643	28%	371	28%	11%	6%	*	.14	7%	*	.14
		2	Do not plan to do	77	15%	580	25%	348	26%							
		3	Plan to do	250	48%	984	41%	532	40%							
		4	Done or in progress	55	11%	168	6%	94	7%							
		Total		520	100%	2 375	100%	1 345	100%							
c Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	127	24%	645	26%	371	28%	8%	10%	**	-.12	10%	-.08	
		2	Do not plan to do	60	12%	409	20%	243	18%							
		3	Plan to do	291	56%	1 044	44%	596	44%							
		4	Done or in progress	40	8%	273	10%	135	10%							
		Total		518	100%	2 371	100%	1 345	100%							
d Develop an international perspective through campus initiatives and interacting with international students	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	157	31%	682	26%	405	30%	8%	7%	-.04	9%	-.01		
		2	Do not plan to do	57	11%	362	17%	203	16%							
		3	Plan to do	260	50%	1 098	50%	620	46%							
		4	Done or in progress	42	8%	221	7%	112	9%							
		Total		516	100%	2 363	100%	1 340	100%							
e Work with a lecturer on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	153	30%	794	27%	487	36%	6%	6%	.06	3%	*	.13	
		2	Do not plan to do	67	13%	315	14%	188	15%							
		3	Plan to do	267	51%	1 150	53%	622	46%							
		4	Done or in progress	29	6%	103	6%	45	3%							
		Total		516	100%	2 362	100%	1 342	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b				
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
12. About how many of your modules/subjects have included a community-based project (service-learning)?														
	servcourse	1	None	225	43%	1 185	44%	748	56%	1.76	1.67	* .12	1.59	*** .23
		2	Some	215	41%	889	38%	441	33%					
		3	Most	66	13%	253	14%	119	9%					
		4	All	17	3%	66	4%	36	2%					
		Total		523	100%	2 393	100%	1 344	100%					
13. Indicate the quality of your interactions with the following people at your institution.														
a Other students	Qlstudent (Ql)	1	Poor	9	2%	62	2%	45	3%	3.27	3.29	-.02	3.27	.00
		2	Fair	64	12%	259	10%	146	11%					
		3	Good	225	43%	999	41%	559	41%					
		4	Excellent	222	43%	1 061	48%	597	45%					
		5	Not applicable	1	0%	2	0%	2	0%					
		Total		521	100%	2 383	100%	1 349	100%					
b Peer learning support (e.g. tutors, mentors, facilitators)	Qladvisor (Ql)	1	Poor	25	5%	174	8%	93	7%	3.02	2.91	** .12	2.93	* .10
		2	Fair	98	19%	514	21%	295	23%					
		3	Good	224	43%	963	40%	547	41%					
		4	Excellent	159	31%	659	28%	389	28%					
		5	Not applicable	14	3%	66	4%	21	2%					
		Total		520	100%	2 376	100%	1 345	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
c Lecturers and academic staff	Qlfaculty (QI)	1	Poor	43	8%	271	8%	176	13%	2.89	2.76	**	.14	2.67	***	.23
		2	Fair	113	21%	606	21%	369	27%							
		3	Good	216	42%	886	37%	493	37%							
		4	Excellent	143	27%	578	33%	286	22%							
		5	Not applicable	5	1%	25	1%	15	1%							
		Total		520	100%	2 366	100%	1 339	100%							
d Student support services (e.g. counselling, health, disability, career)	Qlstaff (QI)	1	Poor	112	21%	575	21%	314	23%	2.39	2.32		.06	2.32		.06
		2	Fair	136	26%	524	22%	289	21%							
		3	Good	112	22%	536	27%	303	23%							
		4	Excellent	86	16%	336	17%	180	14%							
		5	Not applicable	71	14%	394	13%	253	20%							
		Total		517	100%	2 365	100%	1 339	100%							
e Other administrative services (e.g. registration, financial aid)	Qladmin (QI)	1	Poor	55	10%	473	19%	238	16%	2.69	2.45	***	.23	2.50	***	.18
		2	Fair	155	30%	697	26%	396	29%							
		3	Good	165	32%	681	31%	393	30%							
		4	Excellent	112	21%	404	19%	240	19%							
		5	Not applicable	32	6%	116	4%	76	6%							
		Total		519	100%	2 371	100%	1 343	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
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	19	4%	50	2%	26	2%	3.34	3.46	**	-.16	3.46	**	-.16
			2	Sometimes	80	15%	281	13%	162	11%							
			3	Often	127	25%	573	25%	320	24%							
			4	Very often	293	55%	1 472	60%	837	63%							
			Total		519	100%	2 376	100%	1 345	100%							
b	Peer learning support (e.g. tutors, mentors, facilitators)	itpls	1	Never	115	22%	558	27%	269	20%	2.43	2.39		.04	2.46		-.03
			2	Sometimes	163	31%	769	30%	457	34%							
			3	Often	139	27%	601	25%	345	26%							
			4	Very often	100	20%	436	18%	272	20%							
			Total		517	100%	2 364	100%	1 343	100%							
c	Lecturers and academic staff	itfac	1	Never	115	22%	405	21%	227	17%	2.30	2.47	***	-.17	2.46	**	-.16
			2	Sometimes	202	40%	882	37%	520	39%							
			3	Often	121	23%	587	24%	326	25%							
			4	Very often	74	15%	464	17%	255	19%							
			Total		512	100%	2 338	100%	1 328	100%							
d	Student support services (e.g. counselling, health, disability, career)	itsss	1	Never	322	62%	1 502	60%	833	61%	1.62	1.57		.06	1.60		.02
			2	Sometimes	105	20%	534	22%	313	23%							
			3	Often	54	11%	197	11%	107	9%							
			4	Very often	36	7%	139	7%	93	7%							
			Total		517	100%	2 372	100%	1 346	100%							
e	Other administrative services (e.g. registration, financial aid)	itadm	1	Never	181	35%	783	33%	416	30%	1.99	2.06		-.08	2.10	*	-.12
			2	Sometimes	210	41%	903	38%	521	38%							
			3	Often	82	15%	436	18%	263	21%							
			4	Very often	47	9%	249	11%	145	11%							
			Total		520	100%	2 371	100%	1 345	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b				
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
15. How much does your institution emphasise the following?														
a Spending significant amounts of time studying and on academic work	empstudy	1	Very little	5	1%	44	3%	21	1%	3.53	3.47	.08	3.52	.02
		2	Some	41	8%	201	12%	86	6%					
		3	Quite a bit	148	28%	725	30%	418	31%					
		4	Very much	330	63%	1 417	55%	826	62%					
		Total		524	100%	2 387	100%	1 351	100%					
b Providing support to help students succeed academically	SEacademic (SE)	1	Very little	16	3%	115	5%	58	4%	3.24	3.20	.04	3.21	.03
		2	Some	89	17%	417	19%	232	16%					
		3	Quite a bit	169	33%	716	33%	420	32%					
		4	Very much	246	47%	1 128	44%	635	47%					
		Total		520	100%	2 376	100%	1 345	100%					
c Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	SElearnsup (SE)	1	Very little	16	3%	71	5%	28	2%	3.36	3.39	-.04	3.45	* -.12
		2	Some	62	12%	284	15%	134	10%					
		3	Quite a bit	160	31%	660	28%	383	29%					
		4	Very much	281	54%	1 350	52%	793	59%					
		Total		519	100%	2 365	100%	1 338	100%					
d Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	SEdiverse (SE)	1	Very little	49	10%	349	12%	226	16%	3.00	2.76	*** .23	2.66	*** .33
		2	Some	101	20%	578	25%	352	27%					
		3	Quite a bit	168	32%	730	32%	418	32%					
		4	Very much	200	38%	716	31%	345	25%					
		Total		518	100%	2 373	100%	1 341	100%					
e Providing opportunities to be involved socially (not related to academic work)	SEsocial (SE)	1	Very little	68	13%	418	20%	236	16%	2.72	2.62	* .10	2.58	** .14
		2	Some	142	28%	666	30%	396	30%					
		3	Quite a bit	177	33%	699	28%	410	32%					
		4	Very much	132	26%	591	23%	300	23%					
		Total		519	100%	2 374	100%	1 342	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b				
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
f Providing support for your overall well-being (recreation, health care, counselling, etc.)	SEwellness (SE)	1	Very little	71	13%	294	15%	163	11%	2.76	2.82	-.06	2.83	-.07
		2	Some	129	25%	599	26%	333	25%					
		3	Quite a bit	174	33%	720	29%	418	32%					
		4	Very much	147	28%	762	30%	428	32%					
		Total		521	100%	2 375	100%	1 342	100%					
g Helping you manage your non-academic responsibilities (family, work, etc.)	SEnonacad (SE)	1	Very little	149	29%	775	35%	425	29%	2.33	2.22	* .11	2.22	* .11
		2	Some	147	28%	671	27%	399	31%					
		3	Quite a bit	124	24%	569	22%	321	25%					
		4	Very much	99	18%	365	16%	202	15%					
		Total		519	100%	2 380	100%	1 347	100%					
h Attending campus events and activities (artistic/cultural performances, sports events, etc.)	SEactivities (SE)	1	Very little	103	20%	460	27%	256	17%	2.62	2.55	.07	2.49	* .13
		2	Some	126	24%	681	27%	424	33%					
		3	Quite a bit	159	30%	690	23%	403	31%					
		4	Very much	135	26%	537	23%	257	19%					
		Total		523	100%	2 368	100%	1 340	100%					
i Attending events that address important economic, political, or societal issues	SEevents (SE)	1	Very little	102	20%	509	28%	298	22%	2.49	2.45	.04	2.37	* .13
		2	Some	162	31%	739	29%	475	37%					
		3	Quite a bit	150	29%	650	24%	343	26%					
		4	Very much	104	20%	466	18%	224	15%					
		Total		518	100%	2 364	100%	1 340	100%					
j Providing technology to help you learn, study, or complete academic work	techlrn	1	Very little	11	2%	109	5%	57	4%	3.41	3.31	* .11	3.33	.08
		2	Some	72	14%	318	15%	174	12%					
		3	Quite a bit	131	25%	660	28%	375	29%					
		4	Very much	304	59%	1 278	52%	734	55%					
		Total		518	100%	2 365	100%	1 340	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
k Teaching you how to use available technologies to learn, study, or complete academic work	techtch	1	Very little	17	3%	138	7%	80	5%	3.32	3.21	**	.12	3.23	.10	
		2	Some	75	14%	384	18%	200	14%							
		3	Quite a bit	151	30%	695	28%	394	30%							
		4	Very much	273	53%	1 155	47%	667	51%							
		Total		516	100%	2 372	100%	1 341	100%							
l Providing support services to assist you with your use of technology	techsup	1	Very little	17	3%	203	9%	112	7%	3.23	3.05	***	.18	3.06	***	.18
		2	Some	99	19%	458	20%	266	19%							
		3	Quite a bit	146	29%	711	30%	395	31%							
		4	Very much	251	49%	990	40%	567	43%							
		Total		513	100%	2 362	100%	1 340	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	6	1%	29	1%	15	1%	3.98	3.96		.01	3.99	.00	
		2	1-5 hrs	157	30%	675	29%	358	27%							
		3	6-10 hrs	100	20%	512	23%	295	22%							
		4	11-15 hrs	73	13%	341	12%	212	16%							
		5	16-20 hrs	66	13%	277	11%	163	12%							
		6	21-25 hrs	43	8%	221	11%	123	9%							
		7	26-30 hrs	42	8%	161	8%	85	6%							
		8	More than 30 hrs	36	7%	164	6%	93	7%							
Total		523	100%	2 380	100%	1 344	100%									

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
b Attending timetabled academic activities (lectures, practicals, tutorials, etc.)	tmacaatt	1	0 hrs	4	1%	17	1%	4	0%	4.88	5.16	**	-.14	5.42	***	-.28
		2	1-5 hrs	55	10%	249	14%	102	7%							
		3	6-10 hrs	88	17%	386	19%	175	13%							
		4	11-15 hrs	90	18%	278	12%	159	12%							
		5	16-20 hrs	101	20%	353	14%	227	17%							
		6	21-25 hrs	52	10%	365	15%	221	16%							
		7	26-30 hrs	60	11%	333	12%	215	16%							
		8	More than 30 hrs	71	13%	400	14%	247	19%							
		Total		521	100%	2 381	100%	1 350	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	232	44%	1 151	51%	637	48%	2.05	1.84	**	.18	1.86	**	.16
		2	1-5 hrs	170	33%	843	31%	492	36%							
		3	6-10 hrs	50	10%	202	9%	112	9%							
		4	11-15 hrs	29	6%	88	4%	47	4%							
		5	16-20 hrs	25	5%	46	2%	23	2%							
		6	21-25 hrs	7	1%	19	2%	11	1%							
		7	26-30 hrs	3	1%	15	1%	8	0%							
		8	More than 30 hrs	5	1%	16	0%	14	1%							
		Total		521	100%	2 380	100%	1 344	100%							
d Working for pay on campus (student assistant, tutor, etc.)	tmworkon	1	0 hrs	468	90%	2 179	88%	1 252	94%	1.24	1.19		.07	1.17		.09
		2	1-5 hrs	18	4%	78	6%	27	2%							
		3	6-10 hrs	11	2%	52	2%	29	2%							
		4	11-15 hrs	7	1%	25	2%	13	1%							
		5	16-20 hrs	6	1%	12	0%	8	1%							
		6	21-25 hrs	3	1%	11	1%	5	0%							
		7	26-30 hrs	2	0%	9	0%	5	0%							
		8	More than 30 hrs	2	0%	4	0%	3	0%							
		Total		517	100%	2 370	100%	1 342	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
e Working for pay off campus (being a waiter, casual work in shops, etc.)	tmworkoff	1	0 hrs	433	83%	1 887	78%	1 069	79%	1.47	1.50	-.02	1.46	.00		
		2	1-5 hrs	32	6%	187	8%	113	9%							
		3	6-10 hrs	12	2%	133	5%	71	5%							
		4	11-15 hrs	15	3%	56	3%	40	3%							
		5	16-20 hrs	9	2%	51	3%	30	2%							
		6	21-25 hrs	6	1%	21	2%	8	1%							
		7	26-30 hrs	2	0%	11	0%	5	0%							
		8	More than 30 hrs	9	2%	26	2%	8	1%							
		Total		518	100%	2 372	100%	1 344	100%							
f Doing community service or volunteer work	tmservice	1	0 hrs	291	56%	1 585	64%	900	67%	1.73	1.54	**	.18	1.53	***	.20
		2	1-5 hrs	153	30%	528	23%	310	24%							
		3	6-10 hrs	37	7%	120	7%	58	4%							
		4	11-15 hrs	13	3%	57	2%	33	2%							
		5	16-20 hrs	6	1%	27	1%	14	1%							
		6	21-25 hrs	7	1%	17	1%	8	0%							
		7	26-30 hrs	3	1%	11	1%	8	1%							
		8	More than 30 hrs	5	1%	12	0%	5	0%							
		Total		515	100%	2 357	100%	1 336	100%							
g Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	1	0 hrs	8	1%	61	3%	25	2%	3.48	3.35	.08	3.41	.05		
		2	1-5 hrs	166	32%	842	37%	438	32%							
		3	6-10 hrs	154	29%	650	25%	410	31%							
		4	11-15 hrs	81	16%	359	17%	205	16%							
		5	16-20 hrs	47	9%	197	8%	121	9%							
		6	21-25 hrs	25	5%	102	3%	58	4%							
		7	26-30 hrs	17	3%	65	3%	32	2%							
		8	More than 30 hrs	23	5%	96	3%	57	4%							
		Total		521	100%	2 372	100%	1 346	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
h Providing care for dependents (children, siblings, parents, etc.)	tmcare	1	0 hrs	289	56%	1 328	46%	828	63%	1.96	1.92	.03	1.77	*	.13	
		2	1-5 hrs	116	22%	555	28%	281	20%							
		3	6-10 hrs	48	9%	231	12%	111	8%							
		4	11-15 hrs	24	4%	94	5%	51	3%							
		5	16-20 hrs	20	4%	51	3%	24	2%							
		6	21-25 hrs	6	1%	33	2%	14	1%							
		7	26-30 hrs	1	0%	26	1%	13	1%							
		8	More than 30 hrs	14	3%	50	3%	20	1%							
			Total	518	100%	2 368	100%	1 342	100%							
i Travelling to class (driving, walking, etc.)	tmcommute	1	0 hrs	37	7%	270	11%	146	10%	2.75	2.56	*	.14	2.55	*	.15
		2	1-5 hrs	308	59%	1 317	55%	739	55%							
		3	6-10 hrs	81	15%	430	16%	271	21%							
		4	11-15 hrs	29	6%	154	7%	81	6%							
		5	16-20 hrs	26	5%	72	3%	38	3%							
		6	21-25 hrs	8	2%	44	3%	21	2%							
		7	26-30 hrs	7	1%	34	1%	15	1%							
		8	More than 30 hrs	24	5%	49	3%	30	2%							
			Total	520	100%	2 370	100%	1 341	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
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	16	3%	112	4%	68	5%	3.30	3.07	**	.15	3.01	***	.19	
		2	1-5 hrs	209	41%	1 048	39%	594	46%								
		3	6-10 hrs	106	20%	571	25%	322	24%								
		4	11-15 hrs	87	17%	287	12%	156	11%								
		5	16-20 hrs	48	9%	170	9%	94	6%								
		6	21-25 hrs	22	4%	88	5%	46	3%								
		7	26-30 hrs	19	4%	57	2%	30	2%								
		8	More than 30 hrs	14	3%	62	4%	29	2%								
			Total	521	100%	2 395	100%	1 339	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%)	1	0%	3	0%	0	0%	5.19	5.29	*	-.12	5.31	*	-.14	
		2	Less than 25%	9	2%	30	2%	15	1%								
		3	Between 25% and 50%	32	6%	70	4%	33	2%								
		4	Between 51% and 75%	57	11%	267	16%	132	9%								
		5	More than 75%	174	33%	823	32%	508	37%								
		6	All (100%)	253	48%	1 213	46%	661	50%								
			Total	526	100%	2 406	100%	1 349	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	31	6%	215	8%	135	9%	3.12	2.94	***	.19	2.89	***	.25
			2	Some	81	15%	489	18%	299	23%							
			3	Quite a bit	201	39%	898	38%	501	38%							
			4	Very much	208	40%	782	36%	415	31%							
			Total		521	100%	2 384	100%	1 350	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
b Speaking clearly and effectively	pgspeak	1	Very little	30	6%	283	11%	191	14%	3.08	2.82	***	.26	2.71	***	.37
		2	Some	89	17%	542	20%	338	26%							
		3	Quite a bit	211	41%	864	35%	474	35%							
		4	Very much	189	36%	677	34%	336	25%							
		Total		519	100%	2 366	100%	1 339	100%							
c Thinking critically and analytically	pgthink	1	Very little	5	1%	52	2%	31	2%	3.40	3.34		.07	3.35		.06
		2	Some	53	10%	260	11%	143	11%							
		3	Quite a bit	192	37%	883	39%	492	36%							
		4	Very much	271	52%	1 176	48%	678	51%							
		Total		521	100%	2 371	100%	1 344	100%							
d Analysing numerical and statistical information	pganalyze	1	Very little	48	9%	249	9%	160	11%	2.86	2.92		-.06	2.91		-.05
		2	Some	129	25%	478	22%	252	18%							
		3	Quite a bit	186	36%	859	38%	477	36%							
		4	Very much	155	30%	786	31%	455	34%							
		Total		518	100%	2 372	100%	1 344	100%							
e Using computing and information technology	pgcmpts	1	Very little	29	6%	113	4%	70	5%	3.21	3.23		-.02	3.17		.05
		2	Some	71	14%	374	15%	236	18%							
		3	Quite a bit	180	35%	742	28%	435	33%							
		4	Very much	240	46%	1 137	53%	601	45%							
		Total		520	100%	2 366	100%	1 342	100%							
f Developing job- or work-related knowledge and skills	pgwork	1	Very little	36	7%	196	7%	123	9%	2.91	2.89		.02	2.82		.10
		2	Some	133	26%	588	22%	358	26%							
		3	Quite a bit	192	37%	868	39%	508	39%							
		4	Very much	159	30%	726	33%	359	26%							
		Total		520	100%	2 378	100%	1 348	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons

SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
g Working effectively with others	pgothers	1	Very little	23	4%	135	4%	98	6%	3.20	3.06	**	.16	2.93	***	.30
		2	Some	70	14%	446	17%	300	24%							
		3	Quite a bit	202	39%	923	37%	544	41%							
		4	Very much	220	43%	863	42%	401	29%							
		Total		515	100%	2 367	100%	1 343	100%							
h Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	22	4%	212	9%	151	11%	3.01	2.85	***	.17	2.76	***	.26
		2	Some	112	22%	592	25%	355	27%							
		3	Quite a bit	225	43%	896	39%	493	36%							
		4	Very much	162	31%	663	28%	338	25%							
		Total		521	100%	2 363	100%	1 337	100%							
i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	22	4%	206	7%	143	10%	3.24	3.00	***	.25	2.89	***	.35
		2	Some	72	14%	474	19%	299	24%							
		3	Quite a bit	187	36%	803	32%	465	35%							
		4	Very much	240	45%	891	42%	440	32%							
		Total		521	100%	2 374	100%	1 347	100%							
j Solving complex real-world problems	pgprobsolve	1	Very little	32	6%	179	9%	104	7%	2.97	2.88	*	.10	2.86	*	.12
		2	Some	123	24%	608	25%	343	26%							
		3	Quite a bit	197	37%	904	38%	523	39%							
		4	Very much	171	32%	677	28%	369	28%							
		Total		523	100%	2 368	100%	1 339	100%							
k Being an informed and active citizen	pgcitizen	1	Very little	21	4%	211	10%	134	9%	3.08	2.87	***	.22	2.81	***	.28
		2	Some	109	21%	591	22%	354	27%							
		3	Quite a bit	198	38%	842	35%	482	36%							
		4	Very much	193	37%	715	33%	371	27%							
		Total		521	100%	2 359	100%	1 341	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

First-year students				Frequency Distributions ^a						Statistical Comparisons ^b					
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
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	22	4%	91	3%	56	3%	3.23	3.18	.06	3.19	.05	
		2	Fair	68	13%	374	16%	211	15%						
		3	Good	222	42%	1 028	45%	557	41%						
		4	Excellent	186	36%	826	33%	462	36%						
		5	No academic advice received	24	5%	80	2%	57	4%						
		Total		522	100%	2 399	100%	1 343	100%						
21. How would you evaluate your entire educational experience at this institution?															
	evalexp	1	Poor	5	1%	53	3%	31	2%	3.23	3.15	*	.11	3.16	.09
		2	Fair	63	12%	356	16%	202	14%						
		3	Good	263	51%	1 176	52%	632	46%						
		4	Excellent	191	37%	808	29%	481	38%						
		Total		522	100%	2 393	100%	1 346	100%						
22. If you could start over again, would you go to the same institution you are now attending?															
	sameinst	1	Definitely not	28	6%	127	7%	55	3%	3.22	3.21	.01	3.29	-.09	
		2	Probably not	63	11%	336	15%	162	11%						
		3	Probably yes	203	39%	867	39%	470	34%						
		4	Definitely yes	233	44%	1 081	39%	664	52%						
		Total		527	100%	2 411	100%	1 351	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons

SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
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	76	5%	628	8%	357	10%	2.66	2.47	***	.23	2.39	***	.34
		2	Sometimes	636	40%	3 642	45%	1 895	52%							
		3	Often	649	41%	2 391	34%	1 007	28%							
		4	Very Often	238	15%	916	13%	377	10%							
		Total		1 599	100%	7 577	100%	3 636	100%							
b Prepared two or more drafts of a paper or assignment before handing it in	drafts	1	Never	180	11%	1 272	14%	747	20%	2.65	2.52	***	.14	2.42	***	.24
		2	Sometimes	518	32%	2 464	31%	1 191	33%							
		3	Often	572	36%	2 484	35%	1 113	31%							
		4	Very Often	326	20%	1 339	20%	578	16%							
		Total		1 596	100%	7 559	100%	3 629	100%							
c Attended class without having completed readings or assignments	unpreparedR (Reverse-coded version of unprepared created by SASSE)	1	Very Often	84	5%	546	7%	328	9%	2.97	2.83	***	.17	2.70	***	.33
		2	Often	260	16%	1 659	21%	947	26%							
		3	Sometimes	859	54%	3 883	49%	1 829	50%							
		4	Never	384	24%	1 462	23%	524	15%							
		Total		1 587	100%	7 550	100%	3 628	100%							
d Attended an art exhibit, play, or other theatre performance (dance, music, etc.)	attendart	1	Never	703	44%	3 922	52%	1 836	51%	1.83	1.67	***	.18	1.70	***	.14
		2	Sometimes	562	35%	2 498	33%	1 205	33%							
		3	Often	230	14%	831	11%	422	11%							
		4	Very Often	98	6%	315	4%	170	5%							
		Total		1 593	100%	7 566	100%	3 633	100%							
e Asked another student to help you understand module/subject material	CLaskhelp (CL)	1	Never	67	4%	444	5%	241	7%	2.84	2.74	***	.11	2.71	***	.15
		2	Sometimes	522	33%	2 784	34%	1 334	37%							
		3	Often	612	38%	2 640	34%	1 312	36%							
		4	Very Often	393	25%	1 702	28%	750	21%							
		Total		1 594	100%	7 570	100%	3 637	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall	Comparison Group				
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
f Explained module/subject material to other students	CLexplain (CL)	1	Never	43	3%	177	2%	89	2%	2.88	2.84	.05	2.81	**	.09	
		2	Sometimes	472	30%	2 564	32%	1 268	35%							
		3	Often	696	44%	3 103	40%	1 499	41%							
		4	Very Often	372	24%	1 705	26%	770	21%							
		Total		1 583	100%	7 549	100%	3 626	100%							
g Prepared for exams by discussing or working through module/subject material with other students	CLstudy (CL)	1	Never	154	10%	768	8%	410	11%	2.82	2.78	.05	2.70	***	.12	
		2	Sometimes	455	29%	2 273	26%	1 171	32%							
		3	Often	499	31%	2 398	33%	1 122	31%							
		4	Very Often	481	30%	2 108	33%	918	25%							
		Total		1 589	100%	7 547	100%	3 621	100%							
h Worked with other students on projects or assignments	CLproject (CL)	1	Never	55	3%	341	4%	224	6%	3.12	3.04	***	.09	2.91	***	.23
		2	Sometimes	311	20%	1 763	19%	989	27%							
		3	Often	608	39%	2 734	35%	1 321	37%							
		4	Very Often	605	38%	2 703	42%	1 094	30%							
		Total		1 579	100%	7 541	100%	3 628	100%							
i Gave a module/subject presentation	present	1	Never	547	34%	2 028	22%	1 304	36%	2.00	2.19	***	-.20	1.97	.03	
		2	Sometimes	622	39%	2 918	38%	1 392	38%							
		3	Often	293	18%	1 710	25%	645	18%							
		4	Very Often	125	8%	896	15%	283	8%							
		Total		1 587	100%	7 552	100%	3 624	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
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 (RI)	1	Never	67	4%	495	6%	201	5%	2.78	2.68	***	.11	2.71	**	.09
		2	Sometimes	544	34%	2 722	34%	1 319	36%							
		3	Often	657	41%	3 031	40%	1 455	40%							
		4	Very Often	322	20%	1 323	20%	654	18%							
		Total		1 590	100%	7 571	100%	3 629	100%							
b Connected your learning to societal problems or issues	Rlsocietal (RI)	1	Never	120	7%	949	15%	378	11%	2.66	2.50	***	.18	2.58	**	.09
		2	Sometimes	576	37%	2 940	40%	1 337	37%							
		3	Often	606	38%	2 533	31%	1 302	36%							
		4	Very Often	280	18%	1 104	13%	593	16%							
		Total		1 582	100%	7 526	100%	3 610	100%							
c Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	Rldiverse (RI)	1	Never	186	12%	1 703	24%	764	21%	2.54	2.26	***	.29	2.33	***	.22
		2	Sometimes	603	38%	2 989	40%	1 349	37%							
		3	Often	557	35%	2 017	25%	1 045	29%							
		4	Very Often	241	15%	839	10%	453	13%							
		Total		1 587	100%	7 548	100%	3 611	100%							
d Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview (RI)	1	Never	90	6%	653	8%	330	9%	2.75	2.59	***	.18	2.59	***	.18
		2	Sometimes	506	32%	2 845	37%	1 342	37%							
		3	Often	704	45%	2 950	39%	1 414	39%							
		4	Very Often	285	18%	1 090	15%	534	15%							
		Total		1 585	100%	7 538	100%	3 620	100%							
e Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	Rlperspect (RI)	1	Never	40	3%	324	4%	169	5%	2.92	2.83	***	.11	2.82	***	.12
		2	Sometimes	419	26%	2 236	29%	1 052	29%							
		3	Often	745	47%	3 368	45%	1 636	45%							
		4	Very Often	373	24%	1 599	22%	752	21%							
		Total		1 577	100%	7 527	100%	3 609	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b					
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	
f Learned something that changed the way you understand an issue or concept	Rlnewview (RI)	1	Never	21	1%	107	2%	45	1%	3.04	2.98	**	.07	3.01	.03
		2	Sometimes	332	21%	1 818	23%	819	23%						
		3	Often	792	50%	3 692	48%	1 799	50%						
		4	Very Often	431	28%	1 900	27%	947	26%						
		Total		1 576	100%	7 517	100%	3 610	100%						
g Connected ideas from your modules/subjects to your prior experiences and knowledge	Rlconnect (RI)	1	Never	30	2%	127	2%	46	1%	3.07	3.04		.04	3.09	-.04
		2	Sometimes	327	21%	1 666	22%	698	19%						
		3	Often	724	46%	3 524	46%	1 733	48%						
		4	Very Often	491	31%	2 192	30%	1 123	31%						
		Total		1 572	100%	7 509	100%	3 600	100%						

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
3. During the current academic year, about how often have you done the following?																
a Talked about your career plans with a lecturer	SScareer (SS)	1	Never	720	45%	3 710	45%	2 043	56%	1.83	1.75	**	.08	1.63	***	.23
		2	Sometimes	545	34%	2 468	33%	1 038	29%							
		3	Often	232	15%	967	15%	403	11%							
		4	Very Often	104	7%	444	7%	151	4%							
		Total		1 601	100%	7 589	100%	3 635	100%							
b Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	SSotherwork (SS)	1	Never	817	51%	4 170	50%	2 156	60%	1.76	1.70	*	.06	1.63	***	.15
		2	Sometimes	450	28%	2 023	29%	886	24%							
		3	Often	220	14%	905	13%	393	11%							
		4	Very Often	107	7%	486	8%	200	5%							
		Total		1 594	100%	7 584	100%	3 635	100%							
c Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	SSdiscuss (SS)	1	Never	532	33%	2 784	33%	1 507	41%	1.98	1.93	*	.05	1.84	***	.17
		2	Sometimes	669	42%	3 004	40%	1 410	39%							
		3	Often	285	18%	1 302	19%	529	15%							
		4	Very Often	110	7%	492	9%	193	5%							
		Total		1 596	100%	7 582	100%	3 639	100%							
d Discussed your academic performance with a lecturer	SSperform (SS)	1	Never	677	42%	3 528	41%	2 039	56%	1.87	1.79	**	.09	1.61	***	.32
		2	Sometimes	555	35%	2 526	35%	1 093	30%							
		3	Often	259	16%	1 081	17%	379	11%							
		4	Very Often	105	7%	441	8%	126	3%							
		Total		1 596	100%	7 576	100%	3 637	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
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	53	3%	443	6%	206	6%	3.11	2.97	***	.16	2.99	***	.13
		2	Some	305	19%	1 677	22%	774	21%							
		3	Quite a bit	646	40%	3 150	41%	1 491	41%							
		4	Very much	589	37%	2 315	31%	1 167	32%							
		Total		1 593	100%	7 585	100%	3 638	100%							
b Applying facts, theories, or methods to practical problems or new situations	HOapply (HO)	1	Very little	34	2%	190	3%	74	2%	3.24	3.21		.04	3.29		-.06
		2	Some	234	15%	1 258	17%	506	14%							
		3	Quite a bit	627	39%	2 887	38%	1 354	37%							
		4	Very much	684	44%	3 222	41%	1 691	47%							
		Total		1 579	100%	7 557	100%	3 625	100%							
c Identifying the different parts of an idea, experience, or argument in detail (analysing)	HOanalyze (HO)	1	Very little	39	3%	273	4%	101	3%	3.07	3.01	*	.07	3.08		-.01
		2	Some	353	22%	1 768	23%	770	21%							
		3	Quite a bit	646	41%	3 096	41%	1 478	41%							
		4	Very much	548	35%	2 411	31%	1 265	35%							
		Total		1 586	100%	7 548	100%	3 614	100%							
d Evaluating a point of view, decision, or information source	HOevaluate (HO)	1	Very little	64	4%	368	5%	173	5%	3.06	2.95	***	.13	2.96	***	.11
		2	Some	319	20%	1 858	24%	867	24%							
		3	Quite a bit	649	42%	3 145	41%	1 496	42%							
		4	Very much	540	34%	2 164	30%	1 081	30%							
		Total		1 572	100%	7 535	100%	3 617	100%							
e Forming a new idea or understanding by putting together various pieces of information	HOform (HO)	1	Very little	78	5%	456	6%	220	6%	3.09	2.99	***	.12	2.99	***	.11
		2	Some	298	19%	1 653	20%	789	22%							
		3	Quite a bit	608	39%	2 979	39%	1 435	40%							
		4	Very much	593	38%	2 450	35%	1 179	33%							
		Total		1 577	100%	7 538	100%	3 623	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
5. During the current academic year, to what extent have your lecturers done the following?																	
a	Clearly explained module/subject outcomes and requirements	ETgoals (ET)	1	Very little	39	2%	275	5%	125	3%	3.28	3.15	***	.15	3.11	***	.20
			2	Some	242	15%	1 456	19%	750	21%							
			3	Quite a bit	547	34%	2 695	34%	1 376	38%							
			4	Very much	758	48%	3 151	42%	1 385	38%							
			Total		1 586	100%	7 577	100%	3 636	100%							
b	Presented module/subject sessions in an organised way	ETorganize (ET)	1	Very little	39	3%	231	4%	96	3%	3.34	3.24	***	.13	3.23	***	.15
			2	Some	211	13%	1 126	16%	555	15%							
			3	Quite a bit	496	32%	2 812	36%	1 401	39%							
			4	Very much	829	52%	3 373	44%	1 561	43%							
			Total		1 575	100%	7 542	100%	3 613	100%							
c	Used examples or illustrations to explain difficult points	ETexample (ET)	1	Very little	37	2%	236	4%	95	3%	3.36	3.25	***	.13	3.24	***	.14
			2	Some	202	13%	1 195	17%	570	16%							
			3	Quite a bit	498	32%	2 540	32%	1 311	36%							
			4	Very much	836	53%	3 553	48%	1 637	45%							
			Total		1 573	100%	7 524	100%	3 613	100%							
d	Provided feedback on a draft or work in progress	ETdraftfb (ET)	1	Very little	118	7%	971	12%	602	17%	2.99	2.73	***	.26	2.58	***	.41
			2	Some	341	22%	2 135	26%	1 130	31%							
			3	Quite a bit	545	35%	2 360	31%	1 065	29%							
			4	Very much	569	36%	2 070	30%	818	23%							
			Total		1 573	100%	7 536	100%	3 615	100%							
e	Provided detailed feedback shortly after you completed tests or assignments	ETfeedback (ET)	1	Very little	124	8%	944	11%	552	15%	3.04	2.80	***	.24	2.66	***	.37
			2	Some	320	20%	1 987	25%	1 071	30%							
			3	Quite a bit	502	32%	2 273	31%	1 055	29%							
			4	Very much	630	40%	2 340	33%	945	26%							
			Total		1 576	100%	7 544	100%	3 623	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
6. During the current academic year, about how often have you done the following?																
a Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude (QR)	1	Never	200	12%	1 094	13%	605	17%	2.48	2.49	-.02	2.47	.01		
		2	Sometimes	640	40%	2 813	36%	1 293	36%							
		3	Often	555	35%	2 557	35%	1 177	32%							
		4	Very Often	202	13%	1 129	16%	561	16%							
		Total		1 597	100%	7 593	100%	3 636	100%							
b Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem (QR)	1	Never	302	19%	1 820	22%	906	25%	2.38	2.26	***	.12	2.26	***	.12
		2	Sometimes	619	38%	2 946	39%	1 362	37%							
		3	Often	447	28%	1 887	26%	892	25%							
		4	Very Often	229	15%	938	13%	478	13%							
		Total		1 597	100%	7 591	100%	3 638	100%							
c Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	QRevaluate (QR)	1	Never	343	21%	1 929	23%	986	27%	2.29	2.19	***	.11	2.17	***	.12
		2	Sometimes	624	39%	3 025	40%	1 407	39%							
		3	Often	438	28%	1 893	27%	877	24%							
		4	Very Often	181	12%	726	10%	365	10%							
		Total		1 586	100%	7 573	100%	3 635	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall	Comparison Group					
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
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	158	10%	916	12%	484	14%	3.20	3.22	-0.1	3.11	.06		
			2	1-2	361	24%	1 646	21%	875	25%							
			3	3-5	499	33%	2 099	30%	987	29%							
			4	6-10	250	16%	1 231	18%	575	16%							
			5	11-15	91	6%	505	7%	215	6%							
			6	16-20	66	4%	263	4%	111	3%							
			7	More than 20	89	6%	514	7%	221	6%							
			Total		1 514	100%	7 174	100%	3 468	100%							
b	Between 6 and 10 pages	wrmed	1	None	379	25%	1 601	21%	884	26%	2.73	2.77	-0.2	2.54	***	.14	
			2	1-2	403	27%	1 896	24%	1 034	30%							
			3	3-5	272	18%	1 494	20%	752	22%							
			4	6-10	272	18%	1 287	21%	486	14%							
			5	11-15	89	6%	423	8%	153	5%							
			6	16-20	45	3%	189	3%	51	2%							
			7	More than 20	43	3%	195	3%	69	2%							
			Total		1 503	100%	7 085	100%	3 429	100%							
c	11 pages or more	wrlong	1	None	674	45%	2 756	34%	1 502	44%	2.40	2.53	**	-0.7	2.20	***	.13
			2	1-2	342	23%	1 674	22%	930	27%							
			3	3-5	145	9%	904	12%	413	12%							
			4	6-10	102	7%	569	10%	209	6%							
			5	11-15	105	7%	510	10%	160	5%							
			6	16-20	70	5%	305	6%	76	2%							
			7	More than 20	67	4%	358	6%	113	3%							
			Total		1 505	100%	7 076	100%	3 403	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
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 (DD)	1	Never	118	7%	523	10%	201	6%	2.94	2.96	-.02	2.98	-.05		
		2	Sometimes	433	27%	2 088	29%	1 017	28%							
		3	Often	478	30%	2 160	28%	1 071	29%							
		4	Very often	568	36%	2 831	34%	1 352	37%							
		Total		1 597	100%	7 602	100%	3 641	100%							
b People from an economic background other than your own	DDeconomic (DD)	1	Never	66	4%	427	7%	158	4%	3.08	3.00	**	.08	3.05	.03	
		2	Sometimes	349	22%	1 827	25%	844	23%							
		3	Often	575	36%	2 599	34%	1 274	35%							
		4	Very often	607	38%	2 720	34%	1 355	37%							
		Total		1 597	100%	7 573	100%	3 631	100%							
c People with religious beliefs other than your own	DDreligion (DD)	1	Never	132	8%	598	9%	236	6%	2.87	2.93	*	-.06	2.98	***	-.11
		2	Sometimes	463	29%	1 996	26%	956	26%							
		3	Often	475	30%	2 295	30%	1 077	30%							
		4	Very often	526	33%	2 683	35%	1 360	37%							
		Total		1 596	100%	7 572	100%	3 629	100%							
d People with political views other than your own	DDpolitical (DD)	1	Never	105	6%	549	8%	233	6%	3.02	2.94	**	.08	2.97	.06	
		2	Sometimes	390	24%	1 999	28%	936	26%							
		3	Often	463	29%	2 346	29%	1 174	32%							
		4	Very often	635	40%	2 674	35%	1 284	35%							
		Total		1 593	100%	7 568	100%	3 627	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
9. During the current academic year, about how often have you done the following?																
a Identified important information from reading assignments	LSreading (LS)	1	Never	23	1%	153	2%	79	2%	3.18	3.08	***	.14	3.07	***	.15
		2	Sometimes	240	15%	1 490	19%	705	19%							
		3	Often	754	47%	3 570	46%	1 734	48%							
		4	Very often	578	37%	2 392	34%	1 125	31%							
		Total		1 595	100%	7 605	100%	3 643	100%							
b Reviewed your notes after class	LSnotes (LS)	1	Never	47	3%	444	5%	248	7%	2.87	2.75	***	.13	2.73	***	.16
		2	Sometimes	541	34%	2 774	34%	1 323	36%							
		3	Often	584	37%	2 586	34%	1 228	34%							
		4	Very often	424	27%	1 775	27%	834	23%							
		Total		1 596	100%	7 579	100%	3 633	100%							
c Summarised what you learned in class or from module/subject materials	LSsummary (LS)	1	Never	46	3%	469	5%	244	7%	3.08	2.89	***	.20	2.88	***	.21
		2	Sometimes	400	25%	2 254	26%	1 080	30%							
		3	Often	528	33%	2 467	34%	1 171	32%							
		4	Very often	618	39%	2 383	34%	1 135	31%							
		Total		1 592	100%	7 573	100%	3 630	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	8	0%	58	1%	25	1%	3.71	3.58	***	.20	3.59	***	.18
		2	Some	53	4%	542	8%	236	6%							
		3	Quite a bit	313	21%	1 947	26%	908	25%							
		4	Very much	1 142	75%	4 992	65%	2 414	67%							
		Total		1 516	100%	7 539	100%	3 583	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons

SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b				
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group	
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
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.)	intern <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	117	7%	464	6%	243	7%	24%	29%	*** -.11	28%	*** -.10
		2	Do not plan to do	51	3%	243	3%	124	3%					
		3	Plan to do	1 041	65%	4 661	62%	2 224	61%					
		4	Done or in progress	389	24%	2 226	29%	1 042	28%					
		Total		1 598	100%	7 594	100%	3 633	100%					
b Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	317	20%	1 616	21%	734	20%	17%	19%	-.05	19%	-.05
		2	Do not plan to do	439	28%	2 378	31%	1 230	34%					
		3	Plan to do	564	35%	2 129	29%	974	27%					
		4	Done or in progress	275	17%	1 459	19%	697	19%					
		Total		1 595	100%	7 582	100%	3 635	100%					
c Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	322	20%	1 735	24%	819	23%	17%	17%	-.05	18%	-.03
		2	Do not plan to do	305	19%	1 816	23%	926	26%					
		3	Plan to do	689	44%	2 557	36%	1 216	34%					
		4	Done or in progress	272	17%	1 443	17%	657	18%					
		Total		1 588	100%	7 551	100%	3 618	100%					
d Develop an international perspective through campus initiatives and interacting with international students	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	391	25%	2 149	28%	1 025	28%	12%	12%	-.01	12%	.00
		2	Do not plan to do	268	17%	1 555	21%	814	22%					
		3	Plan to do	733	46%	2 883	40%	1 335	37%					
		4	Done or in progress	191	12%	946	12%	437	12%					
		Total		1 583	100%	7 533	100%	3 611	100%					
e Work with a lecturer on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>	1	Have not decided	389	25%	2 130	26%	1 036	29%	12%	12%	* .06	9%	*** .13
		2	Do not plan to do	214	14%	1 247	15%	649	18%					
		3	Plan to do	781	50%	3 368	47%	1 616	45%					
		4	Done or in progress	196	12%	796	12%	317	9%					
		Total		1 580	100%	7 541	100%	3 618	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group				
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
12. About how many of your modules/subjects have included a community-based project (service-learning)?																	
	servcourse	1	None	569	36%	3 038	38%	1 606	44%	1.86	1.82	.04	1.71	***	.19		
		2	Some	729	46%	3 290	42%	1 563	43%								
		3	Most	215	14%	1 060	15%	364	10%								
		4	All	65	4%	305	5%	100	3%								
			Total	1 578	100%	7 693	100%	3 633	100%								
13. Indicate the quality of your interactions with the following people at your institution.																	
a	Other students	Qlstudent (Ql)	1	Poor	21	1%	167	2%	86	2%	3.35	3.32	.04	3.32	.05		
			2	Fair	142	9%	775	10%	381	10%							
			3	Good	674	43%	3 060	40%	1 453	40%							
			4	Excellent	744	47%	3 535	48%	1 693	47%							
			5	Not applicable	5	0%	27	0%	7	0%							
				Total	1 586	100%	7 564	100%	3 620	100%							
b	Peer learning support (e.g. tutors, mentors, facilitators)	Qladvisor (Ql)	1	Poor	91	6%	643	9%	258	7%	3.00	2.85	***	.17	2.87	***	.15
			2	Fair	304	19%	1 703	21%	840	23%							
			3	Good	655	41%	3 057	39%	1 536	42%							
			4	Excellent	483	31%	1 855	28%	887	25%							
			5	Not applicable	49	3%	285	4%	88	2%							
				Total	1 582	100%	7 543	100%	3 609	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
c Lecturers and academic staff	Qlfaculty (Ql)	1	Poor	133	8%	653	8%	379	11%	2.83	2.84	-.01	2.73	***	.11	
		2	Fair	392	25%	1 820	22%	965	27%							
		3	Good	636	40%	3 085	41%	1 451	40%							
		4	Excellent	395	25%	1 901	29%	774	21%							
			Not applicable	15	1%	66	1%	33	1%							
			Total	1 571	100%	7 525	100%	3 602	100%							
d Student support services (e.g. counselling, health, disability, career)	Qlstaff (Ql)	1	Poor	333	21%	1 699	21%	815	23%	2.36	2.37	-.01	2.34		.02	
		2	Fair	417	27%	1 803	24%	865	24%							
		3	Good	404	25%	1 822	25%	844	23%							
		4	Excellent	214	14%	1 140	18%	502	14%							
		5	Not applicable	210	13%	1 079	12%	582	16%							
			Total	1 578	100%	7 543	100%	3 608	100%							
e Other administrative services (e.g. registration, financial aid)	Qladmin (Ql)	1	Poor	236	15%	1 447	20%	672	19%	2.58	2.48	***	.10	2.49	**	.10
		2	Fair	469	30%	2 200	27%	1 046	29%							
		3	Good	497	31%	2 362	32%	1 150	32%							
		4	Excellent	307	19%	1 262	18%	603	17%							
		5	Not applicable	68	4%	277	3%	137	4%							
			Total	1 577	100%	7 548	100%	3 608	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
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	30	2%	126	2%	57	2%	3.46	3.53	**	-.09	3.57	***	-.16
			2	Sometimes	190	12%	740	11%	295	8%							
			3	Often	389	25%	1 732	24%	793	22%							
			4	Very often	975	62%	4 972	63%	2 477	68%							
				Total	1 584	100%	7 570	100%	3 622	100%							
b	Peer learning support (e.g. tutors, mentors, facilitators)	itpls	1	Never	268	17%	1 734	23%	705	20%	2.60	2.46	***	.14	2.54		.06
			2	Sometimes	482	31%	2 282	30%	1 108	31%							
			3	Often	423	27%	1 857	25%	932	26%							
			4	Very often	395	25%	1 646	22%	867	24%							
				Total	1 568	100%	7 519	100%	3 612	100%							
c	Lecturers and academic staff	itfac	1	Never	235	15%	866	14%	420	12%	2.55	2.67	***	-.12	2.64	**	-.09
			2	Sometimes	572	37%	2 667	37%	1 336	38%							
			3	Often	418	27%	2 047	27%	947	26%							
			4	Very often	335	21%	1 898	23%	880	24%							
				Total	1 560	100%	7 478	100%	3 583	100%							
d	Student support services (e.g. counselling, health, disability, career)	itsss	1	Never	859	54%	4 431	56%	2 242	62%	1.73	1.66	**	.07	1.61	***	.13
			2	Sometimes	421	27%	1 824	25%	819	23%							
			3	Often	171	11%	726	11%	292	8%							
			4	Very often	129	8%	561	8%	266	7%							
				Total	1 580	100%	7 542	100%	3 619	100%							
e	Other administrative services (e.g. registration, financial aid)	itadm	1	Never	550	35%	2 312	30%	1 126	31%	2.08	2.13		-.05	2.12		-.04
			2	Sometimes	558	35%	2 936	38%	1 407	39%							
			3	Often	268	17%	1 363	20%	621	17%							
			4	Very often	205	13%	939	13%	467	13%							
				Total	1 581	100%	7 550	100%	3 621	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
15. How much does your institution emphasise the following?																
a Spending significant amounts of time studying and on academic work	empstudy	1	Very little	36	2%	162	3%	58	2%	3.50	3.43	**	.09	3.51	-.02	
		2	Some	112	7%	727	12%	257	7%							
		3	Quite a bit	469	29%	2 367	32%	1 083	30%							
		4	Very much	979	62%	4 351	53%	2 241	62%							
		Total		1 596	100%	7 607	100%	3 639	100%							
b Providing support to help students succeed academically	SEacademic (SE)	1	Very little	81	5%	534	8%	251	7%	3.15	3.05	***	.11	3.02	***	.14
		2	Some	288	18%	1 595	21%	800	22%							
		3	Quite a bit	535	34%	2 445	33%	1 194	33%							
		4	Very much	688	43%	3 010	39%	1 383	38%							
		Total		1 592	100%	7 584	100%	3 628	100%							
c Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	SElearnsup (SE)	1	Very little	61	4%	435	6%	149	4%	3.31	3.21	***	.12	3.27	.05	
		2	Some	221	14%	1 244	17%	551	15%							
		3	Quite a bit	464	29%	2 234	29%	1 080	30%							
		4	Very much	840	53%	3 646	47%	1 842	51%							
		Total		1 586	100%	7 559	100%	3 622	100%							
d Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	SEdiverse (SE)	1	Very little	188	12%	1 303	17%	724	20%	2.93	2.68	***	.24	2.58	***	.34
		2	Some	321	20%	1 993	25%	1 004	28%							
		3	Quite a bit	492	31%	2 159	29%	990	27%							
		4	Very much	592	37%	2 128	29%	911	25%							
		Total		1 593	100%	7 583	100%	3 629	100%							
e Providing opportunities to be involved socially (not related to academic work)	SEsocial (SE)	1	Very little	237	15%	1 524	21%	783	22%	2.74	2.54	***	.19	2.48	***	.24
		2	Some	378	24%	2 138	29%	1 060	29%							
		3	Quite a bit	530	34%	2 233	29%	1 033	28%							
		4	Very much	438	28%	1 678	20%	749	20%							
		Total		1 583	100%	7 573	100%	3 625	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b				
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group	
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
f Providing support for your overall well-being (recreation, health care, counselling, etc.)	SEwellness (SE)	1	Very little	210	13%	1 145	15%	536	15%	2.79	2.71	** .08	2.70	** .09
		2	Some	383	24%	2 039	27%	1 014	28%					
		3	Quite a bit	519	33%	2 234	31%	1 083	30%					
		4	Very much	476	30%	2 142	28%	988	27%					
		Total		1 588	100%	7 560	100%	3 621	100%					
g Helping you manage your non-academic responsibilities (family, work, etc.)	SEnonacad (SE)	1	Very little	517	33%	2 816	37%	1 393	39%	2.26	2.10	*** .15	2.05	*** .21
		2	Some	408	26%	2 182	28%	1 093	30%					
		3	Quite a bit	394	25%	1 604	21%	725	20%					
		4	Very much	268	17%	983	14%	423	12%					
		Total		1 587	100%	7 585	100%	3 634	100%					
h Attending campus events and activities (artistic/cultural performances, sports events, etc.)	SEactivities (SE)	1	Very little	236	15%	1 556	21%	778	22%	2.72	2.52	*** .19	2.42	*** .30
		2	Some	404	26%	2 178	29%	1 172	32%					
		3	Quite a bit	504	32%	2 178	28%	1 039	29%					
		4	Very much	436	28%	1 630	22%	630	17%					
		Total		1 580	100%	7 542	100%	3 619	100%					
i Attending events that address important economic, political, or societal issues	SEevents (SE)	1	Very little	240	15%	1 705	23%	835	23%	2.64	2.44	*** .19	2.37	*** .28
		2	Some	466	29%	2 317	31%	1 211	33%					
		3	Quite a bit	507	32%	2 057	27%	996	27%					
		4	Very much	378	24%	1 473	19%	582	16%					
		Total		1 591	100%	7 552	100%	3 624	100%					
j Providing technology to help you learn, study, or complete academic work	techrn	1	Very little	57	4%	489	7%	187	5%	3.34	3.15	*** .20	3.22	*** .13
		2	Some	207	13%	1 320	18%	573	16%					
		3	Quite a bit	460	29%	2 303	31%	1 105	30%					
		4	Very much	861	55%	3 443	44%	1 751	48%					
		Total		1 585	100%	7 555	100%	3 616	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
k Teaching you how to use available technologies to learn, study, or complete academic work	techtch	1	Very little	77	5%	638	9%	306	9%	3.21	3.00	***	.22	2.98	***	.24
		2	Some	267	17%	1 635	21%	798	22%							
		3	Quite a bit	479	30%	2 395	31%	1 160	32%							
		4	Very much	760	48%	2 883	39%	1 353	37%							
		Total		1 583	100%	7 551	100%	3 617	100%							
l Providing support services to assist you with your use of technology	techsup	1	Very little	104	7%	878	13%	416	12%	3.14	2.86	***	.28	2.85	***	.28
		2	Some	281	18%	1 807	24%	874	25%							
		3	Quite a bit	479	31%	2 333	31%	1 129	31%							
		4	Very much	707	45%	2 492	32%	1 179	33%							
		Total		1 571	100%	7 510	100%	3 598	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	24	1%	149	2%	70	2%	3.83	3.80		.02	3.90		-.03
		2	1-5 hrs	496	31%	2 463	33%	1 087	30%							
		3	6-10 hrs	344	22%	1 568	20%	751	21%							
		4	11-15 hrs	233	15%	1 079	14%	537	15%							
		5	16-20 hrs	182	11%	814	11%	407	11%							
		6	21-25 hrs	120	7%	545	7%	292	8%							
		7	26-30 hrs	88	6%	408	6%	200	6%							
		8	More than 30 hrs	114	7%	572	7%	292	8%							
		Total		1 601	100%	7 598	100%	3 636	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
b Attending timetabled academic activities (lectures, practicals, tutorials, etc.)	tmacaatt	1	0 hrs	7	0%	81	1%	18	1%	4.43	4.68	***	-.13	4.94	***	-.27
		2	1-5 hrs	250	15%	1 055	17%	352	10%							
		3	6-10 hrs	300	19%	1 461	21%	605	17%							
		4	11-15 hrs	326	20%	1 167	14%	616	17%							
		5	16-20 hrs	289	18%	1 192	14%	628	17%							
		6	21-25 hrs	174	11%	954	12%	528	15%							
		7	26-30 hrs	118	7%	737	9%	415	11%							
		8	More than 30 hrs	130	8%	910	12%	458	13%							
		Total		1 594	100%	7 557	100%	3 620	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	621	39%	3 480	46%	1 644	46%	2.13	1.93	***	.16	1.90	***	.19
		2	1-5 hrs	580	36%	2 666	35%	1 321	36%							
		3	6-10 hrs	199	12%	737	9%	359	10%							
		4	11-15 hrs	79	5%	312	4%	142	4%							
		5	16-20 hrs	50	3%	180	3%	82	2%							
		6	21-25 hrs	31	2%	91	1%	34	1%							
		7	26-30 hrs	20	1%	52	1%	19	1%							
		8	More than 30 hrs	17	1%	63	1%	28	1%							
		Total		1 597	100%	7 581	100%	3 629	100%							
d Working for pay on campus (student assistant, tutor, etc.)	tmworkon	1	0 hrs	1 278	80%	6 167	77%	3 089	86%	1.48	1.43		.04	1.32	***	.16
		2	1-5 hrs	141	9%	593	9%	233	6%							
		3	6-10 hrs	62	4%	325	5%	144	4%							
		4	11-15 hrs	38	2%	155	2%	43	1%							
		5	16-20 hrs	21	1%	124	3%	42	1%							
		6	21-25 hrs	26	2%	70	1%	25	1%							
		7	26-30 hrs	12	1%	43	1%	17	0%							
		8	More than 30 hrs	14	1%	60	1%	18	0%							
		Total		1 592	100%	7 537	100%	3 611	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
e Working for pay off campus (being a waiter, casual work in shops, etc.)	tmworkoff	1	0 hrs	1 187	75%	5 347	70%	2 644	74%	1.61	1.79	***	-.11	1.66	-.04	
		2	1-5 hrs	166	10%	737	10%	375	10%							
		3	6-10 hrs	91	6%	497	6%	220	6%							
		4	11-15 hrs	53	3%	312	4%	128	3%							
		5	16-20 hrs	33	2%	229	3%	96	3%							
		6	21-25 hrs	22	1%	121	2%	43	1%							
		7	26-30 hrs	13	1%	69	1%	25	1%							
		8	More than 30 hrs	19	1%	189	3%	63	2%							
		Total		1 584	100%	7 501	100%	3 594	100%							
f Doing community service or volunteer work	tmservice	1	0 hrs	800	51%	4 394	58%	2 186	61%	1.90	1.74	***	.13	1.63	***	.24
		2	1-5 hrs	504	32%	2 031	26%	1 030	28%							
		3	6-10 hrs	123	8%	510	8%	185	5%							
		4	11-15 hrs	60	4%	239	4%	85	2%							
		5	16-20 hrs	39	2%	160	2%	53	1%							
		6	21-25 hrs	24	2%	66	1%	23	1%							
		7	26-30 hrs	12	1%	40	1%	11	0%							
		8	More than 30 hrs	21	1%	81	1%	34	1%							
		Total		1 583	100%	7 521	100%	3 607	100%							
g Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	1	0 hrs	35	2%	180	3%	64	2%	3.40	3.46	-	.03	3.51	*	-.06
		2	1-5 hrs	579	37%	2 611	38%	1 171	33%							
		3	6-10 hrs	422	27%	1 974	24%	1 019	28%							
		4	11-15 hrs	224	14%	1 141	14%	573	16%							
		5	16-20 hrs	131	8%	662	8%	324	9%							
		6	21-25 hrs	71	4%	363	4%	166	5%							
		7	26-30 hrs	40	3%	203	3%	96	3%							
		8	More than 30 hrs	86	5%	409	5%	208	6%							
		Total		1 588	100%	7 543	100%	3 621	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville	SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
h Providing care for dependents (children, siblings, parents, etc.)	tmcare	1	0 hrs	776	49%	3 733	45%	2 043	56%	2.16	2.13	.02	1.90	***	.17	
		2	1-5 hrs	380	24%	1 849	26%	827	23%							
		3	6-10 hrs	162	10%	795	12%	330	9%							
		4	11-15 hrs	97	6%	428	6%	154	4%							
		5	16-20 hrs	56	4%	246	4%	93	3%							
		6	21-25 hrs	38	2%	143	3%	42	1%							
		7	26-30 hrs	15	1%	106	2%	36	1%							
		8	More than 30 hrs	46	3%	207	3%	72	2%							
		Total		1 570	100%	7 507	100%	3 597	100%							
i Travelling to class (driving, walking, etc.)	tmcommute	1	0 hrs	153	10%	743	11%	337	9%	2.72	2.63	*	.06	2.53	***	.15
		2	1-5 hrs	883	56%	4 204	55%	2 109	58%							
		3	6-10 hrs	251	16%	1 319	16%	656	18%							
		4	11-15 hrs	114	7%	567	7%	270	8%							
		5	16-20 hrs	68	4%	266	3%	89	2%							
		6	21-25 hrs	34	2%	154	3%	55	2%							
		7	26-30 hrs	26	2%	116	2%	43	1%							
		8	More than 30 hrs	57	4%	171	3%	59	2%							
		Total		1 586	100%	7 540	100%	3 618	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b							
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group			
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e			
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	48	3%	375	4%	208	6%	3.35	3.01	***	.22	2.95	***	.26	
		2	1-5 hrs	570	36%	3 563	44%	1 701	47%								
		3	6-10 hrs	411	26%	1 702	22%	809	22%								
		4	11-15 hrs	230	14%	867	13%	391	11%								
		5	16-20 hrs	158	10%	507	7%	225	6%								
		6	21-25 hrs	82	5%	284	4%	120	3%								
		7	26-30 hrs	45	3%	164	3%	72	2%								
		8	More than 30 hrs	50	3%	197	3%	91	3%								
			Total	1 594	100%	7 659	100%	3 617	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%)	9	1%	28	1%	5	0%	5.05	5.10		-.05	5.17	***	-.13	
		2	Less than 25%	21	1%	137	2%	50	1%								
		3	Between 25% and 50%	105	6%	431	8%	133	4%								
		4	Between 51% and 75%	242	15%	1 019	15%	462	13%								
		5	More than 75%	582	37%	2 916	36%	1 486	41%								
		6	All (100%)	636	40%	3 188	39%	1 502	41%								
			Total	1 595	100%	7 719	100%	3 638	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	78	5%	431	6%	211	6%	3.20	3.15	*	.06	3.13	**	.09
		2	Some	208	13%	1 216	15%	601	17%								
		3	Quite a bit	627	39%	2 759	35%	1 343	37%								
		4	Very much	688	43%	3 177	44%	1 482	41%								
			Total	1 601	100%	7 583	100%	3 637	100%								

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
b Speaking clearly and effectively	pgspeak	1	Very little	84	5%	518	7%	293	8%	3.18	3.06	***	.13	3.00	***	.19
		2	Some	210	13%	1 332	16%	689	19%							
		3	Quite a bit	630	39%	2 860	37%	1 357	37%							
		4	Very much	669	42%	2 836	41%	1 284	36%							
		Total		1 593	100%	7 546	100%	3 623	100%							
c Thinking critically and analytically	pgthink	1	Very little	17	1%	103	2%	44	1%	3.49	3.45		.05	3.51		-.03
		2	Some	122	8%	630	9%	252	7%							
		3	Quite a bit	517	33%	2 563	34%	1 146	32%							
		4	Very much	924	58%	4 241	56%	2 175	60%							
		Total		1 580	100%	7 537	100%	3 617	100%							
d Analysing numerical and statistical information	pganalyze	1	Very little	121	8%	592	6%	338	9%	2.96	3.01	*	-.06	2.99		-.04
		2	Some	350	22%	1 536	19%	748	21%							
		3	Quite a bit	598	38%	2 643	36%	1 142	32%							
		4	Very much	524	33%	2 770	39%	1 394	39%							
		Total		1 593	100%	7 541	100%	3 622	100%							
e Using computing and information technology	pgcmpts	1	Very little	66	4%	340	4%	177	5%	3.33	3.28		.05	3.23	***	.10
		2	Some	207	13%	1 100	14%	593	16%							
		3	Quite a bit	458	29%	2 218	29%	1 057	29%							
		4	Very much	858	54%	3 884	53%	1 789	50%							
		Total		1 589	100%	7 542	100%	3 616	100%							
f Developing job- or work-related knowledge and skills	pgwork	1	Very little	86	5%	450	6%	260	7%	3.10	3.08		.03	3.03	**	.08
		2	Some	303	19%	1 426	19%	731	20%							
		3	Quite a bit	568	35%	2 768	36%	1 284	35%							
		4	Very much	633	40%	2 890	39%	1 343	37%							
		Total		1 590	100%	7 534	100%	3 618	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b						
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
g Working effectively with others	pgothers	1	Very little	50	3%	269	3%	164	4%	3.27	3.21	**	.08	3.13	***	.16
		2	Some	224	14%	1 155	14%	626	17%							
		3	Quite a bit	565	36%	2 879	36%	1 407	39%							
		4	Very much	752	47%	3 237	47%	1 421	39%							
		Total		1 591	100%	7 540	100%	3 618	100%							
h Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	74	5%	527	7%	318	9%	3.11	2.98	***	.15	2.91	***	.21
		2	Some	275	17%	1 631	21%	824	23%							
		3	Quite a bit	631	40%	2 879	39%	1 319	37%							
		4	Very much	605	38%	2 497	33%	1 151	32%							
		Total		1 585	100%	7 534	100%	3 612	100%							
i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	64	4%	540	7%	297	8%	3.24	3.08	***	.17	3.02	***	.23
		2	Some	249	16%	1 418	17%	749	21%							
		3	Quite a bit	525	33%	2 494	32%	1 185	33%							
		4	Very much	759	48%	3 102	44%	1 398	38%							
		Total		1 597	100%	7 554	100%	3 629	100%							
j Solving complex real-world problems	pgprobsolve	1	Very little	84	5%	454	6%	233	6%	3.06	3.01		.05	3.02		.04
		2	Some	294	18%	1 559	20%	745	21%							
		3	Quite a bit	658	41%	2 970	39%	1 349	37%							
		4	Very much	553	35%	2 560	35%	1 299	36%							
		Total		1 589	100%	7 543	100%	3 626	100%							
k Being an informed and active citizen	pgcitizen	1	Very little	77	5%	622	8%	339	9%	3.15	2.96	***	.20	2.92	***	.23
		2	Some	266	17%	1 606	20%	809	22%							
		3	Quite a bit	582	37%	2 746	37%	1 262	35%							
		4	Very much	651	41%	2 558	36%	1 206	33%							
		Total		1 576	100%	7 532	100%	3 616	100%							

*p<.05, **p<.01, ***p<.001 (2-tailed).



SASSE Frequencies and Statistical Comparisons SASSEville University

Senior students				Frequency Distributions ^a						Statistical Comparisons ^b				
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group
Item wording or description	Variable name ^c	Value ^d	Response options	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e
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	107	7%	425	6%	224	6%	3.03	3.09	* -.06	3.06	-.03
		2	Fair	295	18%	1 330	17%	701	19%					
		3	Good	699	44%	3 350	44%	1 504	41%					
		4	Excellent	436	27%	2 331	30%	1 042	29%					
		5	No academic advice received	59	4%	254	3%	155	4%					
		Total		1 596	100%	7 690	100%	3 626	100%					
21. How would you evaluate your entire educational experience at this institution?														
	evalexp	1	Poor	25	2%	199	3%	87	2%	3.05	3.08	-.04	3.09	-.05
		2	Fair	275	17%	1 307	18%	611	17%					
		3	Good	885	55%	3 909	50%	1 816	50%					
		4	Excellent	408	26%	2 299	29%	1 122	31%					
		Total		1 593	100%	7 714	100%	3 636	100%					
22. If you could start over again, would you go to the same institution you are now attending?														
	sameinst	1	Definitely not	142	9%	532	9%	184	5%	2.98	3.11	*** -.15	3.20	*** -.26
		2	Probably not	284	18%	1 151	16%	478	13%					
		3	Probably yes	641	40%	2 993	38%	1 393	39%					
		4	Definitely yes	533	34%	3 061	37%	1 586	43%					
		Total		1 600	100%	7 737	100%	3 641	100%					

*p<.05, **p<.01, ***p<.001 (2-tailed).



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 and 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*.



Respondent Profile



2014 SASSE Respondent Characteristics

Interpreting your report

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

				2014 SASSE Respondent Characteristics SASSEville											
				First-Year Students						Senior Students					
Item number	Item wording or description	Variable name	Response options	SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
				Count	%	Count	%	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%	175	88%	210	28%	8300	98%	730	97%
			Part time	9	4%	100	4%	25	13%	540	72%	200	2%	20	3%
			Total	221	100%	2700	100%	200	100%	750	100%	8500	100%	750	100%
24	How many years have you been registered as a student at this institution?	timereg	One	145	66%	2700	100%	200	100%	0	0%	0	0%	0	0%
			Two	70	32%	0	0%	0	0%	250	33%	2500	29%	240	32%
			Three or more	4	2%	0	0%	0	0%	500	67%	6100	71%	520	68%
			Total	220	100%	2700	100%	200	100%	750	100%	8600	100%	760	100%

1. The *Respondent Profile* is based on the demographic profile of your institution's sample, the overall sample of students who participated nationally at all institutions, and the sample of students who participated within your institutional type.

2. *Class*: As reported by your institution.

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

4. *Item wording and variable names*: Demographic items from the SASSE appear in the first column and 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.

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

6. *Count and column percentage (%)*: The count column represents the actual number of students who responded to the particular option in each question. The column percentage is the percentage of students selecting the corresponding response option.

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

Your institution: The first results columns for both first-year and senior students represent the responses of the sample of students at your institution who participated in the study.

SASSE Overall: The second results columns for both first-year and senior students represent the responses of the sample of students nationally who participated in the study.

Comparison Group: The third results columns for both first-year and senior students represent the responses of the sample of students in your respective comparison groups who participated in the study.



2014 SASSE Respondent Characteristics SASSEville University

Item wording or description	Variable name	Response options	First-Year Students						Senior Students					
			SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
			Count	%	Count	%	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	510	98%	2 358	96%	1339	99%	1 561	98%	7 446	95%	3575	99%
		Part time	10	2%	47	4%	10	1%	25	2%	248	5%	47	1%
		Total	520	100%	2 405	100%	1349	100%	1 586	100%	7 694	100%	3622	100%
24 How many years have you been registered as a student at this institution?	timereg	One	528	100%	2 418	100%	1354	100%	0	0%	0	0%	0	0%
		Two	0	0%	0	0%	0	0%	446	28%	2 604	34%	1135	31%
		Three or more	0	0%	0	0%	0	0%	1 159	72%	5 151	66%	2518	69%
		Total	528	100%	2 418	100%	1354	100%	1 605	100%	7 755	100%	3653	100%
25 Which of the following are you currently enrolled for at this institution?	currentenroll	Degree	327	61%	1 629	46%	1246	92%	1 129	71%	5 127	45%	3390	93%
		Diploma	5	1%	542	38%	12	1%	7	0%	1 967	45%	17	0%
		Extended degree	168	33%	105	3%	78	6%	444	28%	338	3%	216	6%
		Extended diploma	4	1%	73	7%	0	0%	1	0%	226	7%	4	0%
		Not for Degree/Diploma purposes	21	4%	49	6%	9	1%	4	0%	41	1%	6	0%
		Total	525	100%	2 398	100%	1345	100%	1 585	100%	7 699	100%	3633	100%
26 Did you start your higher education at your current institution or elsewhere?	enter	Started here	445	85%	2 083	83%	1227	91%	1 394	88%	6 824	87%	3331	92%
		Started elsewhere	76	15%	313	17%	116	9%	194	12%	851	13%	292	8%
		Total	521	100%	2 396	100%	1343	100%	1 588	100%	7 675	100%	3623	100%



2014 SASSE Respondent Characteristics SASSEville University

Item wording or description	Variable name	Response options	First-Year Students						Senior Students					
			SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
27 In which category do most of your marks up to now at this institution fall? (Mark only one.)	grades	0-39%	6	1%	18	1%	8	1%	4	0%	18	0%	4	0%
		40-49%	6	1%	86	3%	54	5%	22	1%	141	2%	70	2%
		50-59%	80	15%	575	22%	346	26%	439	28%	2 169	27%	1159	32%
		60-69%	218	42%	994	37%	568	41%	730	46%	3 499	45%	1644	45%
		70-79%	165	31%	563	26%	297	22%	338	21%	1 534	21%	631	17%
		80-89%	49	9%	164	8%	75	6%	63	4%	344	5%	129	4%
		90-100%	3	1%	13	2%	3	0%	4	0%	33	0%	11	0%
		Total	527	100%	2 413	100%	1351	100%	1 600	100%	7 738	100%	3648	100%
28 Since finishing high school, which of the following type(s) of institution(s) have you attended other than the one you are attending now?	otherinst1 otherinst2 otherinst3 otherinst4 otherinst5 otherinst6	Another public higher education institution	65	12%	306	15%	137	10%	148	9%	866	12%	329	9%
		Another private higher education institution	26	5%	91	4%	41	3%	72	4%	297	5%	108	3%
		FET college (technical or vocational college)	45	8%	105	6%	23	2%	132	8%	383	7%	83	2%
		Private training college	15	3%	62	3%	25	2%	60	4%	261	4%	85	2%
		None	369	67%	1 821	65%	1109	79%	1 182	71%	5 871	68%	2986	81%
		Other	25	5%	113	6%	60	5%	62	4%	287	4%	120	3%
		Total	545	100%	2 498	100%	1395	100%	1 656	100%	7 965	100%	3711	100%



2014 SASSE Respondent Characteristics SASSEville University

Item wording or description	Variable name	Response options	First-Year Students						Senior Students					
			SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
29 What is the highest level of education you plan to complete?	eduplan	Certificate	19	3%	78	3%	33	2%	61	4%	216	3%	87	2%
		Diploma	2	0%	48	5%	2	0%	6	0%	210	4%	10	0%
		Bachelor's degree (B.A., B.Sc., B.Tech., etc.)	55	11%	377	21%	146	11%	195	12%	1 414	20%	500	14%
		Honours degree	108	21%	503	16%	341	25%	378	24%	1 607	16%	962	26%
		Master's degree (M.A., M.Sc., M.Tech., etc.)	126	25%	549	23%	329	24%	370	23%	2 036	25%	1025	28%
		Doctoral degree (Ph.D., M.D., D.Tech., etc.)	218	40%	857	32%	500	37%	587	37%	2 254	32%	1062	29%
		Total	528	100%	2 412	100%	1351	100%	1 597	100%	7 737	100%	3646	100%
On which campus do you attend your classes?	campus	Campus A	306	57%	-	-	-	-	1 276	80%	-	-	-	-
		Campus B	63	12%	-	-	-	-	225	14%	-	-	-	-
		Campus C	159	31%	-	-	-	-	104	7%	-	-	-	-
		Total	528	100%	-	-	-	-	1 605	100%	-	-	-	-
30 Please select the category that best represents your major field of study.	cesm	Business, Economics, and Management	136	26%	729	35%	330	24%	513	32%	2 666	36%	997	28%
		Education	73	14%	160	5%	108	8%	205	13%	635	7%	345	10%
		Human and Social Sciences	182	35%	486	14%	350	24%	528	33%	1 486	15%	918	25%
		Science, Engineering, and Technology	134	26%	1 030	46%	563	44%	342	21%	2 903	42%	1372	38%
		Total	525	100%	2 405	100%	1351	100%	1 588	100%	7 690	100%	3632	100%



2014 SASSE Respondent Characteristics SASSEville University

Item wording or description	Variable name	Response options	First-Year Students						Senior Students					
			SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31 Please select the faculty that you are registered in.	faculty	Faculty A	101	19%	-	-	-	-	345	22%	-	-	-	-
		Faculty B	66	12%	-	-	-	-	212	13%	-	-	-	-
		Faculty C	27	5%	-	-	-	-	75	5%	-	-	-	-
		Faculty D	35	7%	-	-	-	-	126	8%	-	-	-	-
		Faculty E	132	25%	-	-	-	-	328	21%	-	-	-	-
		Faculty F	163	31%	-	-	-	-	506	32%	-	-	-	-
		Faculty G	2	0%	-	-	-	-	4	0%	-	-	-	-
		Total	526	100%	-	-	-	-	1 596	100%	-	-	-	-
32 Indicate your gender.	gender	Male	177	36%	1 018	48%	551	44%	550	35%	3 321	47%	1467	42%
		Female	336	64%	1 354	52%	777	56%	1 024	65%	4 302	53%	2132	58%
		Total	513	100%	2 372	100%	1328	100%	1 574	100%	7 623	100%	3599	100%



2014 SASSE Respondent Characteristics SASSEville University

Item wording or description	Variable name	Response options	First-Year Students						Senior Students					
			SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
33	Indicate your year of birth.	age (Recoded from yearofbirth)												
		18 years old	31	6%	228	7%	149	9%	12	1%	100	1%	68	2%
		19 years old	240	45%	1 131	37%	767	59%	128	8%	529	6%	302	8%
		20 years old	115	22%	515	24%	254	19%	322	20%	1 743	20%	900	25%
		21 years old	57	11%	186	11%	65	5%	316	20%	1 826	24%	902	25%
		22 years old	28	5%	121	6%	48	4%	333	21%	1 390	18%	674	19%
		23 years old	12	2%	65	4%	18	2%	198	12%	834	12%	369	10%
		24 years old	11	2%	40	2%	13	1%	111	7%	498	7%	200	6%
		25 years and older	33	6%	113	8%	30	2%	180	11%	802	12%	222	6%
		Total	527	100%	2 399	100%	1344	100%	1 600	100%	7 722	100%	3637	100%
34	Are you an international student?	internat												
		Yes	28	5%	144	8%	85	6%	101	6%	564	8%	266	7%
		No	495	95%	2 245	92%	1260	94%	1 481	94%	7 099	92%	3350	93%
		Total	523	100%	2 389	100%	1345	100%	1 582	100%	7 663	100%	3616	100%



2014 SASSE Respondent Characteristics SASSEville University

Item wording or description	Variable name	Response options	First-Year Students						Senior Students					
			SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
35 Indicate your race.	race	Black African	392	74%	1 448	68%	693	47%	1 212	76%	5 033	75%	2045	56%
		Coloured	39	7%	124	6%	24	2%	96	6%	443	5%	48	1%
		Indian	3	0%	129	4%	114	6%	13	1%	433	4%	385	11%
		Asian	0	0%	5	0%	1	0%	3	0%	25	0%	18	0%
		White	69	13%	534	16%	419	36%	174	11%	1 384	12%	926	25%
		Multiracial	2	0%	14	1%	7	1%	15	1%	44	0%	22	1%
		Other	0	0%	5	1%	1	0%	6	0%	20	0%	7	0%
		Prefer not to answer	21	4%	142	5%	91	8%	72	4%	328	3%	184	5%
		Total	526	100%	2 401	100%	1350	100%	1 591	100%	7 710	100%	3635	100%



2014 SASSE Respondent Characteristics SASSEville University

Item wording or description	Variable name	Response options	First-Year Students						Senior Students					
			SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
36 What is your home language or mother tongue?	motherton	English	35	7%	571	20%	389	29%	110	7%	1 644	15%	1031	28%
		Afrikaans	97	19%	355	11%	254	22%	239	15%	954	9%	515	14%
		IsiXhosa	52	10%	447	15%	73	5%	173	11%	1 606	15%	187	5%
		IsiZulu	65	12%	372	10%	303	15%	210	13%	1 212	14%	1007	29%
		IsiNdebele	2	0%	34	1%	24	2%	2	0%	102	2%	57	2%
		North Sotho	11	2%	158	12%	94	8%	51	3%	497	14%	183	5%
		Sesotho	164	31%	86	7%	30	3%	493	31%	299	6%	94	3%
		Setswana	62	12%	99	5%	56	5%	191	12%	308	5%	160	4%
		Tshivenda	14	3%	70	10%	21	2%	59	4%	298	6%	62	2%
		SiSwati	6	1%	57	3%	30	2%	18	1%	201	4%	103	3%
		Xitsonga	7	1%	64	5%	22	2%	20	1%	258	6%	56	2%
		Other	10	2%	91	4%	54	4%	33	2%	347	4%	188	5%
Total	525	100%	2 404	100%	1350	100%	1 599	100%	7 726	100%	3643	100%		
37 Residential Status	resstatus (Recoded from livenow)	On-campus	149	29%	898	32%	516	37%	512	32%	2 629	33%	1327	36%
		Off-campus	378	71%	1 507	68%	833	63%	1 078	68%	5 064	67%	2303	64%
		Total	527	100%	2 405	100%	1349	100%	1 590	100%	7 693	100%	3630	100%



2014 SASSE Respondent Characteristics SASSEville University

Item wording or description	Variable name	Response options	First-Year Students						Senior Students						
			SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
38 Do you represent your institution in a sport?	athlete	Yes	59	11%	233	11%	139	10%	171	11%	773	11%	360	10%	
		No	458	89%	2 139	89%	1193	90%	1 399	89%	6 865	89%	3238	90%	
		Total	517	100%	2 372	100%	1332	100%	1 570	100%	7 638	100%	3598	100%	
39 What is the language of instruction in the classes you attend?	languageofinstr	English	433	83%	2 151	94%	1131	81%	1 341	85%	7 183	95%	3257	90%	
		Afrikaans	35	6%	80	2%	74	7%	98	6%	95	1%	67	2%	
		Both	53	10%	156	4%	134	12%	143	9%	391	4%	286	8%	
		Total	521	100%	2 387	100%	1339	100%	1 582	100%	7 669	100%	3610	100%	
40 Do you have any disabilities?	dis_none	None	489	93%	2 181	91%	1214	90%	1 463	92%	7 042	91%	3274	90%	
		dis_sense	Sensory impairment	19	4%	80	4%	47	3%	44	3%	241	3%	134	4%
		dis_mobility	Mobility impairment	0	0%	7	1%	2	0%	5	0%	21	0%	9	0%
		dis_learning	Learning impairment	1	0%	23	1%	18	1%	10	1%	86	1%	44	1%
		dis_mental	Mental health disorder	2	0%	23	0%	17	1%	8	1%	63	1%	44	1%
		dis_other	Other disability	1	0%	22	1%	9	1%	9	1%	56	1%	32	1%
		dis_notansw	Prefer not to answer	12	2%	67	2%	43	3%	43	3%	222	3%	101	3%
		Total		524	100%	2 403	100%	1350	100%	1 582	100%	7 731	100%	3638	100%



2014 SASSE Respondent Characteristics SASSEville University

Item wording or description	Variable name	Response options	First-Year Students						Senior Students					
			SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
First Generational Status	FGbac (Recoded from fammembergradN through fammembergradO)	Not first generation student	180	34%	872	30%	562	45%	495	31%	2 471	26%	1312	36%
		First generation	348	66%	1 546	70%	792	55%	1 110	69%	5 284	74%	2341	64%
		Total	528	100%	2 418	100%	1354	100%	1 605	100%	7 755	100%	3653	100%



Lecturer Survey of Student Engagement



LSSE-SASSE Combined Report



LSSE-SASSE Combined Report

Interpreting Your 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 a first year, senior or both types of courses. 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 first-year (FY), senior (Snr) or both types of courses (Both). Student responses are reported separately for first-year students (FY) and seniors (Snr) as reported by your institution.
- Item numbers** : Item numbering corresponds to the survey facsimiles included in your *Institutional Report* .
- Item wording and variable names**: Results from the LSSE survey appear in the columns on the left and items from the SASSE survey appear in columns on the right. 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 responded at or above the indicated response category. To match the response categories provided on the LSSE instrument, the heading of this column varies throughout the report.
- Student responses**: The percentage of students who selected the corresponding response option. Response categories are listed just as they appear on the SASSE instrument. The distribution of student responses match those in your *SASSE Frequencies and Statistical Comparisons* report.



LSSE-SASSE Combined Report

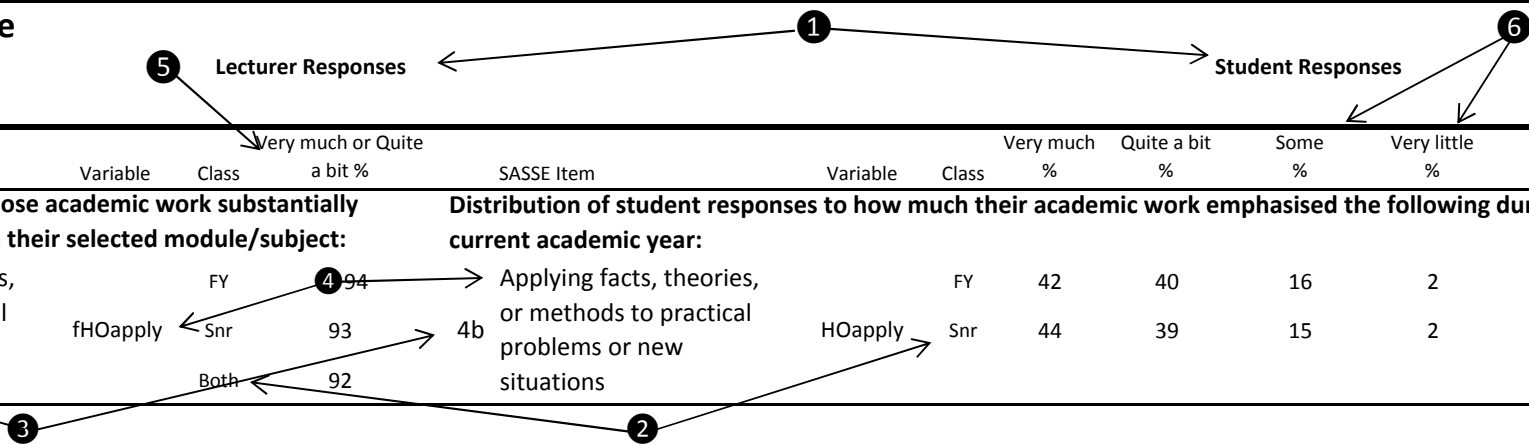
SASSEville University



Academic Challenge

Higher-Order Learning

LSSE Item	Variable	Class	Very much or Quite a bit %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
27b Applying facts, theories, or methods to practical problems or new situations	fHOapply	FY	94	4b Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	42	40	16	2
		Snr	93			Snr	44	39	15	2
		Both	92							



Academic Challenge

Lecturer Responses				Student Responses							
Higher-Order Learning											
LSSE Item	Variable	Class	Very much or Quite a bit %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %	
Percentage of lecturers whose academic work substantially emphasise the following in their selected module/subject:				Distribution of student responses to how much their academic work emphasised the following during the current academic year:							
27b	Applying facts, theories, or methods to practical problems or new situations	FY	88	4b	Applying facts, theories, or methods to practical problems or new situations	FY	43	38	17	2	
		Snr	91			HOapply	Snr	44	40	15	2
		Both	98								
27c	Identifying the different parts of an idea, experience, or argument in detail (analysing)	FY	78	4c	Identifying the different parts of an idea, experience, or argument in detail (analysing)	FY	36	42	19	3	
		Snr	80			HOanalyze	Snr	35	41	22	3
		Both	87								
27d	Evaluating a point of view, decision, or information source	FY	68	4d	Evaluating a point of view, decision, or information source	FY	34	40	23	3	
		Snr	76			HOevaluate	Snr	34	42	20	4
		Both	78								
27e	Forming a new idea or understanding by putting together various pieces of information	FY	70	4e	Forming a new idea or understanding by putting together various pieces of information	FY	36	40	19	5	
		Snr	76			HOform	Snr	38	39	19	5
		Both	84								

Reflective & Integrative Learning

LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %	
Percentage of lecturers who reported that it is important that the typical student do the following in their selected module/subject:				Distribution of student responses to how often they have done the following during the current academic year:							
23a	Combine ideas from different modules/subjects when completing assignments	FY	84	2a	Combined ideas from different modules/subjects when completing assignments	FY	14	40	38	7	
		Snr	90			RIintegrate	Snr	21	41	34	4
		Both	87								

Academic Challenge (continued)

LSSE Item	Variable	Lecturer Responses		SASSE Item	Variable	Class	Student Responses				
		Class	Very important or Important %				Very often %	Often %	Sometimes %	Never %	
23b	Connect his or her learning to societal problems or issues	FY	84	2b	Connected your learning to societal problems or issues	FY	13	34	43	11	
		Snr	78			Rlsocietal	Snr	18	38	37	8
		Both	78								
23c	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	FY	68	2c	Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	FY	13	29	44	14	
		Snr	69			Rldiverse	Snr	15	35	38	12
		Both	67								
23d	Examine the strengths and weaknesses of his or her own views on a topic or issue	FY	76	2d	Examined the strengths and weaknesses of your own views on a topic or issue	FY	19	44	32	6	
		Snr	82			Rlownview	Snr	18	45	32	6
		Both	89								
23e	Try to better understand someone else's views by imagining how an issue looks from his or her point of view	FY	84	2e	Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	FY	24	49	24	3	
		Snr	77			Rlperspect	Snr	24	47	26	3
		Both	87								
23f	Learn something that changes the way he or she understands an issue or concept	FY	94	2f	Learned something that changed the way you understand an issue or concept	FY	29	49	20	1	
		Snr	95			Rlnewview	Snr	28	50	21	1
		Both	95								
23g	Connect ideas from your modules/subjects to his or her prior experiences and knowledge	FY	93	2g	Connected ideas from your modules/subjects to your prior experiences and knowledge	FY	28	49	21	2	
		Snr	95			Rlconnect	Snr	31	46	21	2
		Both	93								

Academic Challenge (continued)

Lecturer Responses				Student Responses						
Learning Strategies										
LSSE Item	Variable	Class	Very much or Quite a bit %	SASSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of lecturers who report they substantially encourage students to do the following in their selected module/subject:				Distribution of student responses to how often they have done the following during the current academic year:						
	Identify important information from reading assignments	FY	81	Identified important information from reading assignments		FY	37	47	15	1
25e		Snr	80	9a	fLSreading	Snr	37	47	15	2
		Both	80							
		FY	75			FY	28	41	27	5
25f	Review notes after class	Snr	69	9b	Reviewed your notes after class	Snr	27	37	34	3
		Both	66							
		FY	80			FY	40	34	22	4
25g	Summarise what has been learned from class or from module/subject materials	Snr	75	9c	Summarised what you learned in class or from module/subject materials	Snr	39	33	25	3
		Both	82							

Quantitative Reasoning

LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of lecturers who report that it is important that the typical student do the following in their selected module/subject:				Distribution of student responses to how often they have done the following during the current academic year:						
	Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	FY	62	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)		FY	13	38	35	14
22d		Snr	70	6a		Snr	13	35	40	12
		Both	64							

Academic Challenge (continued)

LSSE Item	Variable	Lecturer Responses		SASSE Item	Variable	Class	Student Responses			
		Class	Very important or Important %				Very often %	Often %	Sometimes %	Never %
22e Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		FY	50	6b Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		FY	11	30	41	19
	fQRproblem	Snr	56		QRproblem	Snr	15	28	38	19
		Both	57							
22f Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)		FY	52	6c Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)		FY	8	30	42	21
	fQRevaluate	Snr	63		QRevaluate	Snr	12	28	39	21
		Both	61							

Additional Academic Challenge Items

LSSE Item	Variable	Class	Very much or Quite a bit %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Not at all %
21 In your selected module/subject, to what extent do students put forth their best work?		FY	55	10 During the current academic year, to what extent have your modules/subjects required you to do your best work?		FY	73	23	5	0
	fchallenge	Snr	51		challenge	Snr	75	21	4	1
		Both	68							

LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of lecturers who report that it is important that their institution <i>increase</i> its emphasis on the following:				Distribution of student responses to how much their institution emphasises the following:						
2a Students spending significant amounts of time studying and on academic work		FY	97	15a Spending significant amounts of time studying and on academic work		FY	63	28	8	1
	fempstudy	Snr	96		empstudy	Snr	62	29	7	2
		Both	96							

Learning with Peers

Lecturer Responses

Student Responses

Collaborative Learning

LSSE Item	Variable	Class	Very much or Quite a bit %	SASSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %	
Percentage of lecturers who substantially encourage students to do the following in their selected module/subject:				Distribution of student responses to how often they have done the following during the current academic year:							
25a	Ask other students for help understanding module/subject material	FY	76	1e	Asked another student to help you understand module/subject material	FY	22	37	36	6	
		Snr	54			CLaskhelp	Snr	25	38	33	4
		Both	69								
25b	Explain module/subject material to other students	FY	75	1f	Explained module/subject material to other students	FY	20	40	37	3	
		Snr	54			CLexplain	Snr	24	44	30	3
		Both	76								
25c	Prepare for exams by discussing or working through module/subject material with other students	FY	79	1g	Prepared for exams by discussing or working through module/subject material with other students	FY	27	30	32	11	
		Snr	60			CLstudy	Snr	30	31	29	10
		Both	74								
25d	Work with other students on projects or assignments	FY	70	1h	Worked with other students on projects or assignments	FY	28	40	28	5	
		Snr	65			CLproject	Snr	38	39	20	4
		Both	75								

Learning with Peers (continued)

Lecturer Responses

Student Responses

Discussions with Diverse Others

LSSE Item	Variable	Class	Very much or Quite a bit %	SASSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of lecturers who report that students have substantial opportunities to engage in discussions with people from the following groups in their selected module/subject:				Distribution of student responses to how often they have had discussions with people from the following groups during the current academic year:						
26a	People of a race or ethnicity other than their own	fDDrace	FY 62 Snr 58 Both 66	8a	People of a race or ethnicity other than your own	DDrace	FY 41 Snr 36	28 30	24 27	7 7
26b	People from an economic background other than their own	fDDeconomic	FY 59 Snr 57 Both 71	8b	People from an economic background other than your own	DDeconomic	FY 42 Snr 38	35 36	18 22	5 4
26c	People with religious beliefs other than their own	fDDreligion	FY 44 Snr 44 Both 54	8c	People with religious beliefs other than your own	DDreligion	FY 34 Snr 33	29 30	29 29	9 8
26d	People with political views other than their own	fDDpolitical	FY 54 Snr 52 Both 65	8d	People with political views other than your own	DDpolitical	FY 40 Snr 40	34 29	21 24	5 7

Experiences with Staff

Lecturer Responses				Student Responses						
Student-Staff Interaction										
LSSE Item	Variable	Class	Very often or Often %	SASSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of lecturers who frequently did each of the following with the undergraduate students they teach or advise during the current school year:				Distribution of student responses to how often they have done the following during the current academic year:						
8a	Talked about their career plans	fSFcareer	FY 51 Snr 47 Both 47	3a	Talked about your career plans with a lecturer	SScareer	FY 5 Snr 7	13 15	36 34	47 45
8b	Worked on activities other than academic work (committees, projects, student groups, etc.)	fSFotherwork	FY 13 Snr 22 Both 29	3b	Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	SSotherwork	FY 6 Snr 7	12 14	26 28	56 51
8c	Discussed module/subject topics, ideas, or concepts outside of class	fSFdiscuss	FY 49 Snr 49 Both 60	3c	Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	SSdiscuss	FY 6 Snr 7	15 18	40 42	39 33
8d	Discussed their academic performance	fSFperform	FY 84 Snr 68 Both 64	3d	Discussed your academic performance with a lecturer	SSperform	FY 7 Snr 7	17 16	34 35	42 42

Experiences with Staff (continued)

Lecturer Responses				Student Responses						
Effective Teaching Practices				Effective Teaching Practices						
LSSE Item	Variable	Class	Very much or Quite a bit %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of lecturers who substantially do the following in their undergraduate modules/subjects:				Distribution of student responses to what extent their lecturers have done the following during the current academic year:						
Clearly explain module/subject outcomes and requirements	fetgoals	FY Snr Both	92 88 91	Clearly explained module/subject outcomes and requirements	ETgoals	FY Snr	51 48	36 34	12 15	2 2
Present module/subject sessions in an organised way	fetorganize	FY Snr Both	98 98 94	Presented module/subject sessions in an organised way	ETorganize	FY Snr	56 53	31 32	10 13	3 3
Use examples or illustrations to explain difficult points	fetexample	FY Snr Both	100 99 100	Used examples or illustrations to explain difficult points	ETexample	FY Snr	55 53	32 32	13 13	1 2
Provide feedback to students on a draft or work in progress	fetdraftfb	FY Snr Both	83 79 84	Provided feedback on a draft or work in progress	ETdraftfb	FY Snr	40 36	30 35	22 22	8 7
Provide detailed feedback shortly after students completed tests or assignments	fetfeedback	FY Snr Both	97 91 91	Provided detailed feedback shortly after you completed tests or assignments	ETfeedback	FY Snr	44 40	31 32	17 20	8 8

Campus Environment

Lecturer Responses

Student Responses

Quality of Interactions

LSSE Item	Variable	Class	Excellent or Good %	SASSE Item	Variable	Class	Excellent %	Good %	Fair %	Poor %	Not applicable %
Lecturer perceptions of the quality of student interactions with the following people at their institution:				Distribution of student responses to the quality of interactions with the following people at their institution:							
		FY	76			FY	43	43	12	2	0
3a	Other students	fQIstudent	70	13a	Other students	QIstudent	47	43	9	1	0
		Both	80								
		FY	63			FY	32	44	19	5	0
3b	Peer learning support (e.g. tutors, mentors, facilitators)	fQIadvisor	59	13b	Peer learning support (e.g. tutors, mentors, facilitators)	QIadvisor	31	41	19	6	3
		Both	67								
		FY	61			FY	28	42	22	9	0
3c	Lecturers and academic staff	fQIfaculty	64	13c	Lecturers and academic staff	QIfaculty	25	40	25	8	1
		Both	73								
		FY	43			FY	19	25	31	25	0
3d	Student support services (e.g. counselling, health, disability, career)	fQIstaff	44	13d	Student support services (e.g. counselling, health, disability, career)	QIstaff	14	25	27	21	13
		Both	55								
		FY	37			FY	23	34	32	11	0
3e	Other administrative services (e.g. registration, financial aid)	fQIadmin	50	13e	Other administrative services (e.g. registration, financial aid)	QIadmin	20	31	30	15	4
		Both	53								

Campus Environment (continued)

Lecturer Responses				Student Responses						
Supportive Environment				Supportive Environment						
LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of lecturers who report that it is important that their institution <i>increase</i> its emphasis on each of the following:				Distribution of student responses to how much their institution emphasises the following:						
2b	Providing support to help students succeed academically	fSEacademic	FY 100 Snr 95 Both 93	15b	Providing support to help students succeed academically	SEacademic	FY 47 Snr 43	33 34	17 18	3 5
2c	Students using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	fSElearnsup	FY 98 Snr 94 Both 91	15c	Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	SElearnsup	FY 54 Snr 53	31 29	12 14	3 4
2d	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	fSEdiverse	FY 76 Snr 80 Both 91	15d	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	SEdiverse	FY 38 Snr 37	32 31	20 20	10 12
2e	Providing opportunities to be involved socially (not related to academic work)	fSEsocial	FY 51 Snr 54 Both 70	15e	Providing opportunities to be involved socially (not related to academic work)	SEsocial	FY 26 Snr 28	33 34	28 24	13 15
2f	Providing support for students' overall well-being (recreation, health care, counselling, etc.)	fSEwellness	FY 81 Snr 84 Both 86	15f	Providing support for your overall well-being (recreation, health care, counselling, etc.)	SEwellness	FY 28 Snr 30	33 33	25 24	13 13

Campus Environment (continued)

Lecturer Responses				Student Responses						
Supportive Environment										
LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
2g Helping students manage their non-academic responsibilities (family, work, etc.)		FY	66	15g Helping you manage your non-academic responsibilities (family, work, etc.)		FY	18	24	28	30
	fSEnonacad	Snr	60		SEnonacad	Snr	17	25	26	33
		Both	74							
2h Students attending campus activities and events (artistic/cultural performances, sports events, etc.)		FY	53	15h Attending campus events and activities (artistic/cultural performances, sports events, etc.)		FY	26	30	24	20
	fSEactivities	Snr	56		SEactivities	Snr	28	32	26	15
		Both	69							
2i Students attending events that address important economic, political, or societal issues		FY	63	15i Attending events that address important economic, political, or societal issues		FY	20	29	31	20
	fSEevents	Snr	63		SEevents	Snr	24	32	29	15
		Both	76							



LSSE-SASSE Combined Report SASSEville University



High Impact Practices

Lecturer Responses				Student Responses							
Internship											
LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %	
Percentage of lecturers who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:							
	Practical work related to their studies (internship, work integrated learning, clinical placement, field experience, etc.)				Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)						
		FY	80			FY	16	74	2	9	
1a		fintern	80	11a		intern	24	65	3	7	
		Both	87								

LSSE Item	Variable	Class	Yes %
Percentage of lecturers who participate in the following activity in a typical 7-day week:			
	Supervising undergraduate internships or other field experiences		
		FY	19
6b		fdintern	35
		Both	40

Learning Community

Lecturer Responses				Student Responses							
LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %	
Percentage of lecturers who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:							
	Participate in student societies (law, psychology, etc.) where students engage in topics related to their subjects				Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects						
		FY	66			FY	8	56	12	24	
1c		flearncom	59	11c		learncom	17	44	19	20	
		Both	64								

High Impact Practices (continued)

Lecturer Responses				Student Responses						
Study Abroad										
LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of lecturers who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
	Develop an international perspective through	FY	72	Develop an international perspective through		FY	8	50	12	31
1d	campus initiatives and interacting with international students	Snr	57	11d	campus initiatives and interacting with international students	abroad	12	47	17	25
		Both	62							

Undergraduate Research

LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of lecturers who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
	Work with a lecturer on a research project	FY	62			FY	6	51	13	30
1e	Work with a lecturer on a research project	Snr	65	11e	Work with a lecturer on a research project	research	12	50	14	25
		Both	76							
LSSE Item	Variable	Class	Yes %							
Percentage of lecturers who participate in the following activity in a typical 7-day week:										
	Working with undergraduates on research	FY	29							
6a	Working with undergraduates on research	Snr	39							
		Both	49							



LSSE-SASSE Combined Report SASSEville University



High Impact Practices (continued)

Lecturer Responses				Student Responses							
Service-Learning											
LSSE Item	Variable	Class	All, Most, Some %	SASSE Item	Variable	Class	All %	Most %	Some %	None %	
Percentage of lecturers who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:							
9	About how many of your undergraduate modules/subjects at this institution have included a community-based project (service-learning)?	fsercourse	FY 27 Snr 47 Both 47	12	About how many of your modules/subjects have included a community-based project (service-learning)?	servcourse	FY 3 Snr 4	13 14	41 46	43 36	

LSSE Item	Variable	Class	Very important or Important %
Percentage of lecturers who think it is important for undergraduates at their institution to do the following before they graduate:			
1f	Participate in a community-based project (service-learning) as part of a regular course	fservice	FY 62 Snr 64 Both 79

Additional Engagement Items

Lecturer Responses				Student Responses						
Lecturer Module/Subject Goals and Student-Reported Gains										
LSSE Item	Variable	Class	Very much or Quite a bit %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of lecturers who report substantially structuring their selected module/subject so that students learn and develop in the following areas:				Distribution of student responses to how much their experience at this institution contributed to their knowledge, skills, and personal development in the following areas:						
30a	Writing clearly and effectively	fcgwrite	FY 79 Snr 64 Both 80	19a	Writing clearly and effectively	pgwrite	FY 40 Snr 43	39 39	15 13	6 5
30b	Speaking clearly and effectively	fcgspeak	FY 69 Snr 59 Both 71	19b	Speaking clearly and effectively	pgspeak	FY 36 Snr 42	41 39	17 13	6 5
30c	Thinking critically and analytically	fcgthink	FY 87 Snr 92 Both 93	19c	Thinking critically and analytically	pgthink	FY 52 Snr 58	37 33	10 8	1 1
30d	Analysing numerical and statistical information	fcganalyze	FY 28 Snr 40 Both 46	19d	Analysing numerical and statistical information	pganalyze	FY 30 Snr 33	36 38	25 22	9 8
30e	Using computing and information technology	fgncmpts	FY 39 Snr 55 Both 56	19e	Using computing and information technology	pgcmpts	FY 46 Snr 54	35 29	14 13	6 4
30f	Developing job- or work-related knowledge and skills	fcgwork	FY 67 Snr 78 Both 77	19f	Developing job- or work-related knowledge and skills	pgwork	FY 30 Snr 40	37 35	26 19	7 6



LSSE-SASSE Combined Report SASSEville University



Additional Engagement Items (continued)

LSSE Item	Variable	Lecturer Responses		SASSE Item	Variable	Class	Student Responses			
		Class	Very much or Quite a bit %				Very much %	Quite a bit %	Some %	Very little %
30g Working effectively with others	fcgothers	FY	88	19g Working effectively with others	pgothers	FY	43	39	14	4
		Snr	73			Snr	47	36	14	3
		Both	77							
30h Developing or clarifying a personal code of values and ethics	fcgvalues	FY	70	19h Developing or clarifying a personal code of values and ethics	pgvalues	FY	31	43	22	4
		Snr	69			Snr	38	40	17	5
		Both	84							
30i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	FY	71	19i Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	46	36	14	4
		Snr	66			Snr	48	33	16	4
		Both	84							
30j Solving complex real-world problems	fcgprobsolve	FY	66	19j Solving complex real-world problems	pgprobsolve	FY	33	37	24	6
		Snr	82			Snr	35	41	18	5
		Both	77							
30k Being an informed and active citizen	fcgcitizen	FY	69	19k Being an informed and active citizen	pgcitizen	FY	37	38	21	4
		Snr	69			Snr	41	37	17	5
		Both	71							

Additional Engagement Items (continued)

Lecturer Responses				Student Responses						
Module/Subject Engagement										
LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of lecturers who report that it is important that the typical student do the following in their selected module/subject:				Distribution of student responses to how often they have done the following during the current academic year:						
22a	Ask questions or contribute to module/subject discussions in other ways	faskquest	FY 97 Snr 96 Both 100	1a	Asked questions or contributed to module/subject discussions in other ways	askquest	FY 16 Snr 15	42 41	38 40	5 5
22b	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	FY 68 Snr 60 Both 49	1b	Prepared two or more drafts of a paper or assignment before handing it in	drafts	FY 25 Snr 20	37 36	29 33	9 11
22c	Come to class having completed readings or assignments	fprepared	FY 96 Snr 99 Both 91	1c	Attended class without having completed readings or assignments	unprepared	FY 3 Snr 5	12 16	50 54	36 25

Additional Engagement Items (continued)

Lecturer Responses				Student Responses						
Student Leadership										
LSSE Item	Variable	Class	Very important or Important %	SASSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of lecturers who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1b	Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	Snr	23	11b	Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	Snr	17	35	28	20
		FY	29			FY	11	48	15	27
		Both	40							

Memorisation

LSSE Item	Variable	Class	Very much or Quite a bit %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of lecturers whose academic work substantially emphasises the following in their selected module/subject:				Distribution of student responses to how much their academic work emphasised the following during the current school year:						
27a	Memorising module/subject material (facts, ideas, etc.)	Snr	56	4a	Memorising module/subject material (facts, ideas, etc.)	Snr	37	40	19	3
		FY	62			FY	41	43	14	2
		Both	59							

Additional Engagement Items (continued)

Lecturer Responses				Student Responses						
Time Spent by Students										
LSSE Item	Variable	Class	16 or more hours %	SASSE Item	Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	More than 26 hours %
Percentage of lecturers who think the typical student in their selected module/subject spends more than 16 hours on each of the following in an average 7-day week:				Distribution of student responses to how many hours they spend doing each of the following in a typical 7-day week:						
20a	Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	ftmcocurr	6	16c	Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	tmcocurr	77	16	6	2
		FY	6			FY				
		Snr	6			Snr	75	17	5	2
		Both	10							
20b	Working for pay on campus (student assistant, tutor, etc.)	ftmworkon	3	16d	Working for pay on campus (student assistant, tutor, etc.)	tmworkon	89	6	3	2
		FY	5			FY	94	3	2	0
		Snr	3			Snr	89	6	3	2
		Both	6							
20c	Working for pay off campus (being a waiter, casual work in shops, etc.)	ftmworkoff	7	16e	Working for pay off campus (being a waiter, casual work in shops, etc.)	tmworkoff	85	9	3	2
		FY	14			FY	89	5	3	2
		Snr	7			Snr	85	9	3	2
		Both	17							
20d	Doing community service or volunteer work	ftmservice	1	16f	Doing community service or volunteer work	tmservice	83	12	4	2
		FY	0			FY	86	10	2	2
		Snr	1			Snr	83	12	4	2
		Both	5							
20e	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	ftmrelax	56	16g	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	39	41	13	9
		FY	63			FY	33	45	14	8
		Snr	56			Snr	39	41	13	9
		Both	54							

Additional Engagement Items (continued)

LSSE Item	Variable	Lecturer Responses		SASSE Item	Variable	Class	Student Responses			
		Class	16 or more hours %				0-5 hours %	6-15 hours %	16-25 hours %	More than 26 hours %
20f Providing care for dependents (children, siblings, parents, etc.)	ftmcare	FY	15	16h Providing care for dependents (children, siblings, parents, etc.)	tmcare	FY	78	13	5	3
		Snr	9			Snr	73	17	6	4
		Both	21							
20g Travelling to class (driving, walking, etc.)	ftmcommute	FY	5	16i Travelling to class (driving, walking, etc.)	tmcommute	FY	66	21	7	6
		Snr	4			Snr	66	23	6	6
		Both	4							



Frequency Distributions

LSSE 2014 Frequencies Interpreting your report

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. This includes those who reported that they teach mostly first-year modules, mostly senior modules (second year and later) or reported that they teach an equal number of first-year and senior modules.
2. *Class level*: Frequency distributions are reported separately for lecturers who teach first-year modules, lecturers who teach senior modules, and lecturers who teach 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.

		Response Options		First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
				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	0%	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	flerncom	Not important	30	20%	48	27%	24	24%	102	24%	
		Somewhat important	60	41%	63	36%	48	48%	171	40%	
		Important	89	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 Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Variable 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	3	5%	9	7%	2	4%	14	6%
		Somewhat important	10	16%	16	13%	4	9%	30	12%
		Important	22	36%	29	23%	14	31%	70	28%
		Very important	27	44%	71	57%	25	56%	136	54%
		Total	62	100%	125	100%	45	100%	250	100%
b. Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	fleader	Not important	20	32%	37	30%	8	18%	69	28%
		Somewhat important	24	39%	59	47%	19	42%	110	44%
		Important	12	19%	25	20%	17	38%	59	24%
		Very important	6	10%	4	3%	1	2%	13	5%
		Total	62	100%	125	100%	45	100%	251	100%
c. Participate in student societies (law, psychology, etc.) where students engage in topics related to their subject	flearncom	Not important	3	5%	14	11%	3	7%	21	8%
		Somewhat important	18	29%	37	30%	13	29%	73	29%
		Important	28	45%	54	44%	19	42%	110	44%
		Very important	13	21%	18	15%	10	22%	45	18%
		Total	62	100%	123	100%	45	100%	249	100%
d. Develop an international perspective through campus initiatives and interacting with international students	fabroad	Not important	3	5%	9	7%	1	2%	14	6%
		Somewhat important	14	23%	44	35%	16	36%	80	32%
		Important	31	51%	49	39%	20	44%	105	42%
		Very important	13	21%	23	18%	8	18%	50	20%
		Total	61	100%	125	100%	45	100%	249	100%
e. Work with a lecturer on a research project	fresearch	Not important	6	10%	9	7%	2	4%	17	7%
		Somewhat important	18	29%	34	27%	9	20%	66	26%
		Important	24	39%	49	39%	18	40%	100	40%
		Very important	14	23%	33	26%	16	36%	67	27%
		Total	62	100%	125	100%	45	100%	250	100%



LSSE Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
f.	Participate in a community-based project (service-learning) as part of a regular course	fservice	Not important	8	13%	13	11%	4	9%	27	11%
			Somewhat important	15	25%	32	26%	5	11%	55	22%
			Important	16	26%	43	35%	19	43%	85	34%
			Very important	22	36%	35	29%	16	36%	80	32%
			Total	61	100%	123	100%	44	100%	247	100%
g.	Develop a community project which requires them to use their university knowledge to address a problem in the community	fcapstone	Not important	5	8%	15	12%	3	7%	24	10%
			Somewhat important	18	29%	34	27%	9	21%	67	27%
			Important	19	31%	36	29%	16	36%	76	31%
			Very important	20	32%	40	32%	16	36%	82	33%
			Total	62	100%	125	100%	44	100%	249	100%
2. How important is it to you that your institution <u>increases</u> its emphasis on each of the following?											
a.	Students spending significant amounts of time studying and on academic work	fempstudy	Not important	0	0%	1	1%	0	0%	1	0%
			Somewhat important	2	3%	5	4%	2	4%	9	4%
			Important	26	42%	37	30%	13	29%	78	31%
			Very important	34	55%	82	66%	30	67%	163	65%
			Total	62	100%	125	100%	45	100%	251	100%
b.	Providing support to help students succeed academically	fSEacademic	Not important	0	0%	2	2%	0	0%	2	1%
			Somewhat important	0	0%	4	3%	3	7%	8	3%
			Important	25	40%	46	37%	14	31%	89	36%
			Very important	37	60%	73	58%	28	62%	152	61%
			Total	62	100%	125	100%	45	100%	251	100%
c.	Students using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	fSElearnsup	Not important	0	0%	0	0%	0	0%	0	0%
			Somewhat important	1	2%	7	6%	4	9%	14	6%
			Important	25	40%	47	39%	15	33%	93	38%
			Very important	36	58%	67	55%	26	58%	139	57%
			Total	62	100%	121	100%	45	100%	246	100%



LSSE Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)	fSEdiverse	Not important	0	0%	3	2%	1	2%	5	2%
			Somewhat important	15	24%	22	18%	3	7%	44	18%
			Important	24	39%	54	43%	15	34%	98	39%
			Very important	23	37%	46	37%	25	57%	103	41%
			Total	62	100%	125	100%	44	100%	250	100%
e.	Providing opportunities to be involved socially (not related to academic work)	fSEsocial	Not important	6	10%	13	10%	5	11%	28	11%
			Somewhat important	25	40%	44	35%	8	18%	79	32%
			Important	22	36%	49	39%	23	52%	102	41%
			Very important	9	15%	19	15%	8	18%	41	16%
			Total	62	100%	125	100%	44	100%	250	100%
f.	Providing support for students' overall well-being (recreation, health care, counselling, etc.)	fSEwellness	Not important	1	2%	3	2%	0	0%	6	2%
			Somewhat important	11	18%	17	14%	6	13%	37	15%
			Important	23	37%	56	45%	24	53%	108	43%
			Very important	27	44%	48	39%	15	33%	99	40%
			Total	62	100%	124	100%	45	100%	250	100%
g.	Helping students manage their non-academic responsibilities (family, work, etc.)	fSEnonacad	Not important	1	2%	12	10%	4	9%	18	7%
			Somewhat important	20	32%	38	31%	8	18%	74	30%
			Important	25	40%	55	45%	25	56%	113	45%
			Very important	16	26%	18	15%	8	18%	44	18%
			Total	62	100%	123	100%	45	100%	249	100%
h.	Students attending campus activities and events (artistic/cultural performances, sports events, etc.)	fSEactivities	Not important	5	8%	8	7%	1	2%	17	7%
			Somewhat important	24	39%	47	38%	13	29%	88	35%
			Important	23	37%	56	45%	23	51%	110	44%
			Very important	10	16%	13	11%	8	18%	34	14%
			Total	62	100%	124	100%	45	100%	249	100%



LSSE Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%
i.	Students attending events that address important economic, political or societal issues	fSEvents								
		Not important	2	3%	10	8%	4	9%	20	8%
		Somewhat important	21	34%	36	29%	7	16%	65	26%
		Important	24	39%	61	49%	22	49%	118	47%
		Very important	15	24%	18	14%	12	27%	48	19%
		Total	62	100%	125	100%	45	100%	251	100%



LSSE Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Variable 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	1	2%	4	3%	1	2%	8	3%
		Fair	14	23%	33	26%	8	18%	61	24%
		Good	37	60%	75	60%	28	62%	149	59%
		Excellent	10	16%	13	10%	8	18%	33	13%
		Total	62	100%	125	100%	45	100%	251	100%
b. Quality of student interactions with: Peer learning support (e.g. tutors, mentors, facilitators)	fQladvisor	Poor	2	3%	11	9%	1	2%	15	6%
		Fair	21	34%	40	32%	14	31%	83	33%
		Good	33	53%	65	52%	27	60%	135	54%
		Excellent	6	10%	8	7%	3	7%	17	7%
		Total	62	100%	124	100%	45	100%	250	100%
c. Quality of student interactions with: Lecturers and academic staff	fQlfaculty	Poor	5	8%	9	7%	1	2%	17	7%
		Fair	19	31%	36	29%	11	25%	69	28%
		Good	30	48%	66	53%	24	55%	134	54%
		Excellent	8	13%	14	11%	8	18%	30	12%
		Total	62	100%	125	100%	44	100%	250	100%
d. Quality of student interactions with: Student support services (e.g. counselling, health, disability, career)	fQlstaff	Poor	6	10%	16	13%	2	4%	26	10%
		Fair	29	48%	54	43%	18	40%	109	44%
		Good	25	41%	50	40%	24	53%	108	43%
		Excellent	1	2%	5	4%	1	2%	7	3%
		Total	61	100%	125	100%	45	100%	250	100%
e. Quality of student interactions with: Other administrative services (e.g. registration, financial aid)	fQladmin	Poor	6	10%	18	15%	3	7%	32	13%
		Fair	33	53%	44	36%	18	40%	100	40%
		Good	21	34%	56	45%	23	51%	109	44%
		Excellent	2	3%	6	5%	1	2%	9	4%
		Total	62	100%	124	100%	45	100%	250	100%



LSSE Frequency Distribution SASSEville University

Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
4. In a typical 7-day week, about how many hours do you spend on each of the following?										
a. Teaching activities (preparing, teaching class sessions, marking, meeting with students outside of class, etc.)	ftmteach	0	0	0%	1	1%	0	0%	1	0%
	1-4	2	2	3%	5	4%	2	4%	11	4%
	5-8	10	10	16%	13	11%	4	9%	30	12%
	9-12	12	12	19%	14	11%	7	16%	37	15%
	13-16	11	11	18%	20	16%	3	7%	39	16%
	17-20	14	14	23%	28	23%	13	29%	57	23%
	21-30	6	6	10%	28	23%	11	24%	45	18%
	More than 30 hours	7	7	11%	15	12%	5	11%	30	12%
	Total	62	62	100%	124	100%	45	100%	250	100%
b. Advising undergraduate students	ftmadvise	0	5	8%	2	2%	0	0%	10	4%
	1-4	29	29	47%	69	56%	21	47%	128	51%
	5-8	15	15	24%	28	23%	15	33%	60	24%
	9-12	8	8	13%	13	11%	4	9%	28	11%
	13-16	3	3	5%	6	5%	2	4%	12	5%
	17-20	1	1	2%	1	1%	0	0%	2	1%
	21-30	1	1	2%	4	3%	3	7%	9	4%
	More than 30 hours	0	0	0%	0	0%	0	0%	0	0%
	Total	62	62	100%	123	100%	45	100%	249	100%
c. Research and scholarly activities	ftmresearch	0	2	3%	2	2%	1	2%	6	2%
	1-4	16	16	26%	20	16%	9	20%	46	19%
	5-8	7	7	12%	40	32%	10	22%	61	25%
	9-12	14	14	23%	21	17%	6	13%	44	18%
	13-16	7	7	12%	19	15%	6	13%	35	14%
	17-20	7	7	12%	6	5%	7	16%	21	8%
	21-30	4	4	7%	10	8%	2	4%	21	8%
	More than 30 hours	4	4	7%	6	5%	4	9%	15	6%
	Total	61	61	100%	124	100%	45	100%	249	100%



LSSE Frequency Distribution SASSEville University

			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
d.	Conducting institutional service activities (membership of institutional committees, reviewer for external journals, etc.)	ftmserviceacts	0	28	45%	9	7%	7	16%	45	18%
		1-4	16	26%	63	51%	20	44%	107	43%	
		5-8	11	18%	31	25%	11	24%	57	23%	
		9-12	2	3%	9	7%	4	9%	18	7%	
		13-16	3	5%	5	4%	1	2%	10	4%	
		17-20	1	2%	3	2%	1	2%	6	2%	
		21-30	1	2%	1	1%	1	2%	4	2%	
		More than 30 hours	0	0%	2	2%	0	0%	2	1%	
		Total	62	100%	123	100%	45	100%	249	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%	0	0%
		1-4	23	37%	37	30%	8	18%	76	31%	
		5-8	18	29%	37	30%	22	49%	82	33%	
		9-12	14	23%	25	20%	7	16%	48	19%	
		13-16	4	7%	14	11%	5	11%	23	9%	
		17-20	2	3%	7	6%	1	2%	12	5%	
		More than 20 hours	1	2%	4	3%	2	4%	8	3%	
		Total	62	100%	124	100%	45	100%	249	100%	
		b.	Teaching undergraduate students in class	ftmteachclass	0	0	0%	1	1%	0	0%
1-4	24			39%	32	26%	12	27%	70	28%	
5-8	25			41%	54	44%	16	36%	100	41%	
9-12	6			10%	19	15%	9	20%	34	14%	
13-16	1			2%	10	8%	4	9%	16	7%	
17-20	5			8%	6	5%	2	4%	13	5%	
More than 20 hours	0			0%	1	1%	2	4%	3	1%	
Total	61			100%	123	100%	45	100%	247	100%	



LSSE Frequency Distribution SASSEville University

	Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
			Count	%	Count	%	Count	%	Count	%	
c.	Teaching postgraduate students	ftmpgteach	0	47	76%	25	20%	9	20%	86	35%
		1-4	10	16%	44	36%	20	44%	78	31%	
		5-8	4	7%	36	29%	11	24%	57	23%	
		9-12	1	2%	10	8%	2	4%	15	6%	
		13-16	0	0%	5	4%	2	4%	9	4%	
		17-20	0	0%	3	2%	0	0%	3	1%	
		More than 20 hours	0	0%	0	0%	1	2%	1	0%	
		Total	62	100%	123	100%	45	100%	249	100%	
d.	Marking papers and exams	ftmgrade	0	2	3%	0	0%	2	5%	6	2%
		1-4	20	33%	58	47%	18	41%	103	42%	
		5-8	19	32%	35	28%	13	30%	74	30%	
		9-12	10	17%	19	15%	3	7%	34	14%	
		13-16	3	5%	4	3%	5	11%	13	5%	
		17-20	4	7%	1	1%	0	0%	5	2%	
		More than 20 hours	2	3%	7	6%	3	7%	12	5%	
		Total	60	100%	124	100%	44	100%	247	100%	
e.	Meeting with students outside of class	ftmmeet	0	10	16%	12	10%	1	2%	25	10%
		1-4	32	52%	71	58%	31	69%	144	58%	
		5-8	12	19%	26	21%	8	18%	50	20%	
		9-12	4	7%	13	11%	3	7%	22	9%	
		13-16	3	5%	0	0%	2	4%	6	2%	
		17-20	0	0%	0	0%	0	0%	0	0%	
		More than 20 hours	1	2%	1	1%	0	0%	2	1%	
		Total	62	100%	123	100%	45	100%	249	100%	



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%
f.	Course administration (emailing students, maintaining course website, etc.)	ftmadmin 0	4	7%	5	4%	2	4%	12	5%
		1-4	35	57%	67	54%	20	44%	130	52%
		5-8	16	26%	32	26%	16	36%	72	29%
		9-12	5	8%	9	7%	5	11%	19	8%
		13-16	2	3%	10	8%	1	2%	14	6%
		17-20	0	0%	1	1%	1	2%	3	1%
		More than 20 hours	0	0%	0	0%	0	0%	0	0%
		Total	62	100%	124	100%	45	100%	250	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	4	7%	6	5%	5	11%	17	7%
		1-4	33	53%	77	63%	18	40%	139	56%
		5-8	11	18%	20	16%	15	33%	48	19%
		9-12	8	13%	8	7%	4	9%	21	8%
		13-16	2	3%	6	5%	2	4%	10	4%
		17-20	2	3%	4	3%	0	0%	7	3%
		More than 20 hours	2	3%	2	2%	1	2%	7	3%
		Total	62	100%	123	100%	45	100%	249	100%
6. In a typical 7-day week, do you participate in the following activities?										
a.	Working with undergraduates on research	fdresearch Yes	18	29%	48	39%	22	49%	94	38%
		No	44	71%	76	61%	23	51%	156	62%
		Total	62	100%	124	100%	45	100%	250	100%
b.	Supervising undergraduate internships or other field experiences	fdintern Yes	12	19%	43	35%	18	40%	75	30%
		No	50	81%	81	65%	27	60%	175	70%
		Total	62	100%	124	100%	45	100%	250	100%
c.	Supervising postgraduate students	fdsuperpg Yes	20	32%	97	78%	31	69%	162	65%
		No	42	68%	28	22%	14	31%	89	36%
		Total	62	100%	125	100%	45	100%	251	100%



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Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
7. During the current academic year, have you taught an undergraduate module/subject?										
teaunder	Yes	62	100%	125	100%	45	100%	234	94%	
	No	0	0%	0	0%	0	0%	14	6%	
	Total	62	100%	125	100%	45	100%	248	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	1	2%	4	3%	3	7%	8	3%
	Sometimes	29	47%	63	50%	21	47%	114	49%	
	Often	25	40%	36	29%	13	29%	74	32%	
	Very often	7	11%	22	18%	8	18%	38	16%	
	Total	62	100%	125	100%	45	100%	234	100%	
b. Worked on activities other than academic work (committees, projects, student groups, etc.)	fSFotherwork	Never	24	39%	36	29%	14	31%	74	32%
	Sometimes	30	48%	61	49%	18	40%	110	47%	
	Often	8	13%	21	17%	9	20%	39	17%	
	Very often	0	0%	6	5%	4	9%	10	4%	
	Total	62	100%	124	100%	45	100%	233	100%	
c. Discussed module/subject topics, ideas, or concepts outside of class	fSFdiscuss	Never	5	8%	6	5%	1	2%	13	6%
	Sometimes	27	44%	57	46%	17	38%	101	44%	
	Often	22	36%	44	36%	20	44%	86	37%	
	Very often	8	13%	16	13%	7	16%	32	14%	
	Total	62	100%	123	100%	45	100%	232	100%	
d. Discussed their academic performance	fSFperform	Never	0	0%	4	3%	1	2%	5	2%
	Sometimes	10	16%	36	29%	15	33%	62	27%	
	Often	28	45%	59	48%	18	40%	105	45%	
	Very often	24	39%	24	20%	11	24%	60	26%	
	Total	62	100%	123	100%	45	100%	232	100%	



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Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
9. About how many of your undergraduate modules/subjects at this institution have included a community-based project (service-learning)?										
fservcourse	None	45	73%	66	53%	24	53%	137	59%	
	Some	15	24%	40	32%	16	36%	71	31%	
	Most	2	3%	11	9%	3	7%	16	7%	
	All	0	0%	7	6%	2	4%	9	4%	
	Total	62	100%	124	100%	45	100%	233	100%	
10. In your undergraduate modules/subjects, to what extent do you do the following?										
a. Clearly explain module/subject outcomes and requirements	fetgoals	Very little	0	0%	0	0%	1	2%	1	0%
		Some	5	8%	15	12%	3	7%	23	10%
		Quite a bit	16	26%	48	38%	18	40%	83	36%
		Very much	41	66%	62	50%	23	51%	127	54%
		Total	62	100%	125	100%	45	100%	234	100%
b. Present module/subject sessions in an organised way	fetorganize	Very little	0	0%	0	0%	0	0%	0	0%
		Some	1	2%	3	2%	3	7%	7	3%
		Quite a bit	14	23%	28	23%	3	7%	46	20%
		Very much	46	75%	92	75%	39	87%	178	77%
		Total	61	100%	123	100%	45	100%	231	100%
c. Use examples or illustrations to explain difficult points	fetexample	Very little	0	0%	0	0%	0	0%	0	0%
		Some	0	0%	1	1%	0	0%	1	0%
		Quite a bit	10	16%	25	20%	12	27%	48	21%
		Very much	52	84%	99	79%	32	73%	184	79%
		Total	62	100%	125	100%	44	100%	233	100%
d. Use a variety of teaching techniques to accommodate diversity in student learning styles	fetvariety	Very little	3	5%	13	11%	2	4%	18	8%
		Some	13	21%	21	17%	13	29%	48	21%
		Quite a bit	21	34%	38	31%	16	36%	75	32%
		Very much	25	40%	51	42%	14	31%	91	39%
		Total	62	100%	123	100%	45	100%	232	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
e.	Review and summarise material for students	fetreview	Very little	1	2%	1	1%	0	0%	2	1%
		Some	5	8%	19	15%	9	20%	34	15%	
		Quite a bit	19	31%	47	38%	19	42%	85	37%	
		Very much	37	60%	57	46%	17	38%	112	48%	
		Total	62	100%	124	100%	45	100%	233	100%	
f.	Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	fetstandards	Very little	3	5%	4	3%	3	7%	10	4%
		Some	17	27%	30	24%	7	16%	54	23%	
		Quite a bit	20	32%	44	36%	19	42%	84	36%	
		Very much	22	36%	46	37%	16	36%	85	37%	
		Total	62	100%	124	100%	45	100%	233	100%	
g.	Provide feedback to students on a draft or work in progress	fetdraftfb	Very little	1	2%	6	5%	1	2%	9	4%
		Some	10	16%	20	16%	6	13%	36	16%	
		Quite a bit	24	39%	36	29%	20	44%	81	35%	
		Very much	27	44%	62	50%	18	40%	107	46%	
		Total	62	100%	124	100%	45	100%	233	100%	
h.	Provide detailed feedback shortly after students completed tests or assignments	fetfeedback	Very little	0	0%	3	2%	3	7%	6	3%
		Some	2	3%	8	7%	1	2%	11	5%	
		Quite a bit	20	32%	27	22%	13	29%	61	26%	
		Very much	40	65%	86	69%	28	62%	155	67%	
		Total	62	100%	124	100%	45	100%	233	100%	
14. Estimate the total number of students in your selected module/subject.											
	crssize	20 or fewer	1	2%	15	12%	2	5%	18	8%	
		21-30	2	3%	7	6%	3	7%	12	5%	
		31-40	9	15%	2	2%	2	5%	13	6%	
		41-50	2	3%	12	10%	1	2%	15	6%	
		51-100	14	23%	27	22%	10	23%	51	22%	
		More than 100	34	55%	62	50%	26	59%	124	53%	
		Total	62	100%	125	100%	44	100%	233	100%	



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Variable 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	4	7%	1	1%	1	2%	6	3%
		0-25%	1	2%	8	6%	1	2%	10	4%
		26-50%	4	7%	10	8%	3	7%	17	7%
		51-75%	4	7%	13	10%	5	11%	23	10%
		76-100%	10	16%	35	28%	11	24%	56	24%
		All	38	62%	58	46%	24	53%	121	52%
		Total	61	100%	125	100%	45	100%	233	100%
b. Classroom instruction, on a satellite campus (excluding different campuses in a multicampus institution)	teach_sat	None	36	75%	85	90%	33	89%	155	86%
		0-25%	4	8%	5	5%	1	3%	10	6%
		26-50%	1	2%	2	2%	0	0%	3	2%
		51-75%	2	4%	1	1%	2	5%	5	3%
		76-100%	1	2%	0	0%	1	3%	2	1%
		All	4	8%	2	2%	0	0%	6	3%
		Total	48	100%	95	100%	37	100%	181	100%
c. Distance education (live or pre-recorded video/audio, internet, CD-ROM, correspondence, etc.)	teach_dis	None	42	86%	75	77%	28	74%	145	78%
		0-25%	6	12%	16	17%	8	21%	31	17%
		26-50%	1	2%	3	3%	1	3%	5	3%
		51-75%	0	0%	2	2%	1	3%	3	2%
		76-100%	0	0%	1	1%	0	0%	1	1%
		All	0	0%	0	0%	0	0%	0	0%
		Total	49	100%	97	100%	38	100%	185	100%



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Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
		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)?								
ftmprepect	0	0	0%	1	1%	0	0%	1	0%
	1	2	3%	2	2%	1	2%	5	2%
	2	4	7%	13	10%	4	9%	21	9%
	3	7	11%	8	6%	7	16%	22	9%
	4	13	21%	16	13%	10	22%	40	17%
	5	10	16%	16	13%	3	7%	29	12%
	6	7	11%	15	12%	2	4%	24	10%
	7	4	7%	4	3%	2	4%	10	4%
	8	5	8%	17	14%	2	4%	24	10%
	9	1	2%	2	2%	0	0%	3	1%
	10	5	8%	18	14%	3	7%	26	11%
	More than 10 hours	4	7%	13	10%	11	24%	29	12%
	Total	62	100%	125	100%	45	100%	234	100%



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Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
		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)?								
ftmpreactual	0	9	15%	18	14%	8	18%	35	15%
	1	18	29%	42	34%	15	33%	76	33%
	2	14	23%	20	16%	7	16%	41	18%
	3	4	7%	15	12%	2	4%	21	9%
	4	10	16%	12	10%	3	7%	25	11%
	5	4	7%	7	6%	3	7%	15	6%
	6	1	2%	3	2%	1	2%	5	2%
	7	0	0%	1	1%	2	4%	3	1%
	8	1	2%	3	2%	0	0%	4	2%
	9	0	0%	0	0%	0	0%	0	0%
	10	1	2%	1	1%	0	0%	2	1%
	More than 10 hours	0	0%	3	2%	4	9%	7	3%
	Total	62	100%	125	100%	45	100%	234	100%



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Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
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	2	3%	0	0%	1	2%	3	1%	
	1	7	11%	18	15%	4	9%	29	12%	
	2	13	21%	34	27%	14	31%	61	26%	
	3	10	16%	23	19%	7	16%	40	17%	
	4	10	16%	11	9%	6	13%	28	12%	
	5	8	13%	14	11%	4	9%	26	11%	
	6	4	7%	3	2%	3	7%	11	5%	
	7	4	7%	3	2%	1	2%	8	3%	
	8	2	3%	4	3%	1	2%	7	3%	
	9	0	0%	1	1%	0	0%	1	0%	
	10	1	2%	7	6%	2	4%	10	4%	
	More than 10 hours	1	2%	6	5%	2	4%	9	4%	
Total		62	100%	124	100%	45	100%	233	100%	
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?										
ftmread	None	6	10%	15	12%	5	11%	26	11%	
	Some	33	55%	83	67%	30	68%	147	64%	
	Most	20	33%	25	20%	8	18%	54	24%	
	All	1	2%	1	1%	1	2%	3	1%	
	Total		60	100%	124	100%	44	100%	230	100%



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Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		Count	%	Count	%	Count	%	Count	%	
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?										
a. Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.)	ftmcocurr	0	7	11%	2	2%	0	0%	9	4%
		1-5	30	48%	72	60%	20	44%	124	54%
		6-10	16	26%	27	23%	11	24%	54	24%
		11-15	5	8%	13	11%	9	20%	27	12%
		16-20	2	3%	2	2%	2	4%	6	3%
		21-25	2	3%	1	1%	1	2%	4	2%
		26-30	0	0%	1	1%	1	2%	2	1%
		More than 30 hours	0	0%	2	2%	1	2%	3	1%
		Total	62	100%	120	100%	45	100%	229	100%
b. Working for pay on campus (student assistant, tutor, etc.)	ftmworkon	0	19	31%	31	26%	3	7%	55	24%
		1-5	25	40%	61	51%	26	58%	112	49%
		6-10	13	21%	15	13%	10	22%	38	17%
		11-15	2	3%	9	8%	3	7%	14	6%
		16-20	2	3%	3	3%	1	2%	6	3%
		21-25	0	0%	0	0%	1	2%	1	0%
		26-30	1	2%	0	0%	1	2%	2	1%
		More than 30 hours	0	0%	0	0%	0	0%	0	0%
		Total	62	100%	119	100%	45	100%	228	100%
c. Working for pay off campus (being a waiter, casual work in shops, etc.)	ftmworkoff	0	13	21%	24	21%	1	2%	39	17%
		1-5	16	26%	49	42%	14	31%	80	35%
		6-10	16	26%	21	18%	17	38%	54	24%
		11-15	9	15%	15	13%	5	11%	29	13%
		16-20	4	7%	6	5%	2	4%	12	5%
		21-25	3	5%	1	1%	5	11%	9	4%
		26-30	0	0%	1	1%	0	0%	1	0%
		More than 30 hours	1	2%	0	0%	1	2%	2	1%
		Total	62	100%	117	100%	45	100%	226	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
d.	Doing community service or volunteer work	ftmservice	0	33	53%	60	50%	15	34%	109	48%
		1-5	28	45%	51	43%	25	57%	105	46%	
		6-10	1	2%	7	6%	2	5%	10	4%	
		11-15	0	0%	1	1%	0	0%	1	0%	
		16-20	0	0%	1	1%	0	0%	1	0%	
		21-25	0	0%	0	0%	2	5%	2	1%	
		26-30	0	0%	0	0%	0	0%	0	0%	
		More than 30 hours	0	0%	0	0%	0	0%	0	0%	
		Total	62	100%	120	100%	44	100%	228	100%	
e.	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	ftmrelax	0	1	2%	1	1%	0	0%	2	1%
		1-5	5	8%	9	8%	0	0%	14	6%	
		6-10	5	8%	22	19%	11	24%	38	17%	
		11-15	11	18%	21	18%	10	22%	44	20%	
		16-20	14	23%	26	22%	9	20%	49	22%	
		21-25	9	15%	15	13%	3	7%	27	12%	
		26-30	8	13%	8	7%	7	16%	23	10%	
		More than 30 hours	7	12%	17	14%	5	11%	29	13%	
		Total	60	100%	119	100%	45	100%	226	100%	
f.	Providing care for dependents (children, siblings, parents, etc.)	ftmcare	0	5	8%	18	15%	4	9%	28	12%
		1-5	24	39%	58	49%	19	43%	101	45%	
		6-10	13	21%	18	15%	9	21%	41	18%	
		11-15	11	18%	14	12%	3	7%	28	12%	
		16-20	5	8%	5	4%	4	9%	14	6%	
		21-25	3	5%	4	3%	3	7%	10	4%	
		26-30	0	0%	1	1%	2	5%	3	1%	
		More than 30 hours	1	2%	1	1%	0	0%	2	1%	
		Total	62	100%	119	100%	44	100%	227	100%	



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
g.	Travelling to class (driving, walking, etc.)	ftmcommute	0								
		1-5	1	2%	1	1%	0	0%	2	1%	
		6-10	27	44%	77	64%	24	53%	130	57%	
		11-15	22	36%	31	26%	17	38%	70	31%	
		16-20	9	15%	7	6%	2	4%	18	8%	
		21-25	2	3%	3	3%	1	2%	6	3%	
		26-30	1	2%	1	1%	1	2%	3	1%	
		More than 30 hours	0	0%	0	0%	0	0%	0	0%	
	Total	62	100%	120	100%	45	100%	229	100%		
21. In your selected module/subject, to what extent do students put forth their best work?											
	fchallenge	Very little	3	5%	8	7%	1	2%	12	5%	
		Some	25	41%	53	43%	13	30%	92	40%	
		Quite a bit	26	43%	52	42%	29	66%	107	46%	
		Very much	7	12%	11	9%	1	2%	20	9%	
	Total		61	100%	124	100%	44	100%	231	100%	
22. In your selected module/subject, how important is it to you that the typical student does the following?											
a.	Ask questions or contribute to module/subject discussions in other ways	faskquest	Not important	0	0%	0	0%	0	0%	0	0%
			Somewhat important	2	3%	4	3%	0	0%	6	3%
			Important	16	26%	34	27%	11	24%	62	27%
			Very important	43	71%	86	69%	34	76%	164	71%
		Total		61	100%	124	100%	45	100%	232	100%
b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	Not important	8	13%	21	17%	9	20%	38	16%
			Somewhat important	12	19%	29	23%	14	31%	55	24%
			Important	18	29%	44	35%	14	31%	77	33%
			Very important	24	39%	31	25%	8	18%	64	27%
		Total		62	100%	125	100%	45	100%	234	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%
c.	Come to class having completed readings or assignments	fprepared								
		Not important	1	2%	1	1%	0	0%	2	1%
		Somewhat important	2	3%	1	1%	4	9%	7	3%
		Important	18	30%	43	35%	14	32%	75	33%
		Very important	40	66%	79	64%	26	59%	147	64%
		Total	61	100%	124	100%	44	100%	231	100%
d.	Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude								
		Not important	14	23%	26	21%	8	18%	49	21%
		Somewhat important	9	15%	11	9%	8	18%	28	12%
		Important	17	28%	36	29%	10	22%	63	27%
		Very important	21	34%	50	41%	19	42%	91	39%
		Total	61	100%	123	100%	45	100%	231	100%
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	13	21%	28	23%	9	21%	51	22%
		Somewhat important	18	29%	27	22%	10	23%	55	24%
		Important	19	31%	38	31%	12	27%	70	30%
		Very important	12	19%	31	25%	13	30%	56	24%
		Total	62	100%	124	100%	44	100%	232	100%
f.	Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	fQRevaluate								
		Not important	15	24%	25	21%	7	16%	48	21%
		Somewhat important	15	24%	21	17%	10	23%	46	20%
		Important	18	29%	46	38%	12	27%	77	34%
		Very important	14	23%	30	25%	15	34%	59	26%
		Total	62	100%	122	100%	44	100%	230	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	2%	2	2%	0	0%	3	1%
		Somewhat important	9	15%	11	9%	6	14%	27	12%
		Important	24	39%	40	32%	13	30%	77	33%
		Very important	28	45%	72	58%	25	57%	126	54%
		Total	62	100%	125	100%	44	100%	233	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
b.	Connect his or her learning to societal problems or issues	fRIsocietal	Not important	2	3%	6	5%	2	4%	10	4%
		Somewhat important	8	13%	21	17%	8	18%	37	16%	
		Important	20	33%	42	34%	17	38%	80	35%	
		Very important	31	51%	55	44%	18	40%	105	45%	
		Total	61	100%	124	100%	45	100%	232	100%	
c.	Include diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	fRIdiverse	Not important	9	15%	16	13%	3	7%	28	12%
		Somewhat important	11	18%	23	19%	12	27%	47	20%	
		Important	21	34%	43	35%	14	31%	78	34%	
		Very important	21	34%	42	34%	16	36%	80	34%	
		Total	62	100%	124	100%	45	100%	233	100%	
d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRlownview	Not important	2	3%	3	3%	1	2%	6	3%
		Somewhat important	13	21%	19	16%	4	9%	37	16%	
		Important	12	20%	47	39%	19	42%	78	34%	
		Very important	34	56%	53	43%	21	47%	109	47%	
		Total	61	100%	122	100%	45	100%	230	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	3	5%	10	8%	2	4%	15	6%
		Somewhat important	7	11%	18	15%	4	9%	30	13%	
		Important	24	39%	40	32%	17	38%	81	35%	
		Very important	28	45%	56	45%	22	49%	107	46%	
		Total	62	100%	124	100%	45	100%	233	100%	
f.	Learn something that changes the way he or she understands an issue or concept	fRlnewview	Not important	0	0%	1	1%	1	2%	2	1%
		Somewhat important	4	7%	6	5%	1	2%	11	5%	
		Important	22	36%	50	41%	19	42%	92	40%	
		Very important	36	58%	66	54%	24	53%	127	55%	
		Total	62	100%	123	100%	45	100%	232	100%	



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%
g.	Connect ideas from your modules/subjects to his or her prior experiences and knowledge	fRlconnect								
		Not important	0	0%	2	2%	1	2%	3	1%
		Somewhat important	4	7%	5	4%	2	5%	11	5%
		Important	19	31%	35	29%	11	25%	66	29%
		Very important	38	62%	81	66%	30	68%	150	65%
	Total	61	100%	123	100%	44	100%	230	100%	
24. In your selected module/subject, about what percentage of class time is spent on the following?										
a.	Lecture	flecture								
		0%	0	0%	0	0%	0	0%	0	0%
		1-9%	2	3%	6	5%	4	9%	12	5%
		10-19%	7	11%	4	3%	3	7%	14	6%
		20-29%	3	5%	10	8%	2	4%	15	7%
		30-39%	6	10%	12	10%	2	4%	20	9%
		40-49%	17	27%	34	28%	12	27%	64	28%
		50-74%	22	36%	43	35%	14	31%	80	35%
		75% or more	5	8%	14	11%	8	18%	27	12%
		Total	62	100%	123	100%	45	100%	232	100%
b.	Discussion	fdiscuss								
		0%	0	0%	0	0%	1	2%	1	0%
		1-9%	7	12%	34	29%	8	18%	49	22%
		10-19%	11	19%	28	24%	14	32%	54	24%
		20-29%	17	29%	15	13%	11	25%	43	19%
		30-39%	6	10%	16	14%	3	7%	26	12%
		40-49%	10	17%	17	14%	3	7%	30	14%
		50-74%	8	14%	7	6%	3	7%	18	8%
		75% or more	0	0%	1	1%	1	2%	2	1%
		Total	59	100%	118	100%	44	100%	223	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
c.	Small-group activities	fsmgroup	0%	8	13%	18	15%	6	13%	33	15%
		1-9%	11	18%	33	28%	16	36%	60	27%	
		10-19%	12	20%	25	21%	6	13%	44	20%	
		20-29%	14	23%	15	13%	11	24%	40	18%	
		30-39%	5	8%	12	10%	0	0%	17	8%	
		40-49%	3	5%	7	6%	3	7%	13	6%	
		50-74%	6	10%	4	3%	2	4%	12	5%	
		75% or more	2	3%	4	3%	1	2%	7	3%	
		Total	61	100%	118	100%	45	100%	226	100%	
d.	Student presentations or performances	fpresent	0%	18	31%	39	33%	16	36%	74	33%
		1-9%	17	29%	43	36%	15	33%	75	33%	
		10-19%	8	14%	17	14%	9	20%	34	15%	
		20-29%	6	10%	6	5%	3	7%	15	7%	
		30-39%	5	9%	11	9%	1	2%	17	8%	
		40-49%	2	3%	3	3%	0	0%	5	2%	
		50-74%	1	2%	1	1%	1	2%	3	1%	
		75% or more	2	3%	0	0%	0	0%	2	1%	
		Total	59	100%	120	100%	45	100%	225	100%	
e.	Independent student work (writing, painting, designing, etc.)	findwork	0%	14	24%	48	40%	14	31%	77	34%
		1-9%	11	19%	27	23%	15	33%	53	24%	
		10-19%	11	19%	17	14%	7	16%	35	16%	
		20-29%	7	12%	9	8%	6	13%	22	10%	
		30-39%	5	9%	5	4%	2	4%	12	5%	
		40-49%	5	9%	7	6%	1	2%	13	6%	
		50-74%	4	7%	6	5%	0	0%	10	5%	
		75% or more	1	2%	1	1%	0	0%	2	1%	
		Total	58	100%	120	100%	45	100%	224	100%	



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	Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
f.	Movies, videos, music, or other performances not involving or produced by students	fperform 0%	18	31%	52	43%	16	36%	87	39%
		1-9%	23	39%	50	41%	19	42%	92	41%
		10-19%	6	10%	10	8%	8	18%	24	11%
		20-29%	6	10%	6	5%	1	2%	13	6%
		30-39%	2	3%	2	2%	0	0%	4	2%
		40-49%	3	5%	1	1%	0	0%	4	2%
		50-74%	1	2%	0	0%	0	0%	1	0%
		75% or more	0	0%	0	0%	1	2%	1	0%
		Total	59	100%	121	100%	45	100%	226	100%
g.	Assessing student learning (tests, evaluations, surveys, polls, etc.)	fassess 0%	6	10%	9	8%	2	5%	17	8%
		1-9%	16	27%	51	43%	16	37%	84	37%
		10-19%	14	23%	25	21%	14	33%	54	24%
		20-29%	8	13%	11	9%	2	5%	21	9%
		30-39%	6	10%	11	9%	3	7%	20	9%
		40-49%	4	7%	7	6%	1	2%	12	5%
		50-74%	3	5%	4	3%	3	7%	10	4%
		75% or more	3	5%	2	2%	2	5%	7	3%
		Total	60	100%	120	100%	43	100%	225	100%
h.	Experiential activities (labs, fieldwork, clinical or field placements, etc.)	factivity 0%	39	63%	38	31%	16	37%	94	41%
		1-9%	6	10%	24	20%	7	16%	37	16%
		10-19%	1	2%	12	10%	7	16%	20	9%
		20-29%	6	10%	14	12%	6	14%	26	11%
		30-39%	5	8%	12	10%	3	7%	20	9%
		40-49%	2	3%	12	10%	3	7%	17	8%
		50-74%	3	5%	9	7%	0	0%	12	5%
		75% or more	0	0%	1	1%	1	2%	2	1%
		Total	62	100%	122	100%	43	100%	228	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
25. In your selected module/subject, how much do you encourage students to do the following?										
a. Ask other students for help understanding module/subject material	fCLaskhelp	Very little	2	3%	13	10%	2	4%	18	8%
		Some	13	21%	45	36%	12	27%	70	30%
		Quite a bit	23	37%	45	36%	15	33%	83	36%
		Very much	24	39%	22	18%	16	36%	63	27%
		Total	62	100%	125	100%	45	100%	234	100%
b. Explain module/subject material to other students	fCLexplain	Very little	4	7%	18	14%	2	4%	25	11%
		Some	12	19%	40	32%	9	20%	61	26%
		Quite a bit	24	39%	45	36%	18	40%	88	38%
		Very much	22	36%	22	18%	16	36%	60	26%
		Total	62	100%	125	100%	45	100%	234	100%
c. Prepare for exams by discussing or working through module/subject material with other students	fCLstudy	Very little	6	10%	13	10%	2	4%	21	9%
		Some	7	11%	37	30%	10	22%	55	24%
		Quite a bit	25	40%	44	35%	17	38%	87	37%
		Very much	24	39%	31	25%	16	36%	71	30%
		Total	62	100%	125	100%	45	100%	234	100%
d. Work with other students on projects or assignments	fCLproject	Very little	7	11%	18	15%	3	7%	28	12%
		Some	12	19%	26	21%	8	18%	47	20%
		Quite a bit	19	31%	53	43%	15	33%	88	38%
		Very much	24	39%	27	22%	19	42%	70	30%
		Total	62	100%	124	100%	45	100%	233	100%
e. Identify important information from reading assignments	fLSreading	Very little	5	8%	7	6%	1	2%	13	6%
		Some	6	10%	18	15%	8	18%	34	15%
		Quite a bit	20	33%	50	40%	20	44%	90	39%
		Very much	29	48%	49	40%	16	36%	94	41%
		Total	60	100%	124	100%	45	100%	231	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
f.	Review notes after class	fLSnotes	Very little	2	3%	10	8%	3	7%	15	7%
		Some	13	21%	29	23%	12	27%	54	23%	
		Quite a bit	21	34%	39	32%	11	24%	72	31%	
		Very much	25	41%	46	37%	19	42%	91	39%	
		Total	61	100%	124	100%	45	100%	232	100%	
g.	Summarise what has been learned from class or from module/subject materials	fLSsummary	Very little	4	7%	7	6%	3	7%	14	6%
		Some	8	13%	24	19%	5	11%	37	16%	
		Quite a bit	22	36%	40	32%	13	29%	76	33%	
		Very much	27	44%	54	43%	24	53%	106	46%	
		Total	61	100%	125	100%	45	100%	233	100%	



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Variable 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	7	11%	19	15%	7	16%	33	14%
		Some	17	27%	33	27%	8	18%	58	25%
		Quite a bit	16	26%	45	36%	11	25%	72	31%
		Very much	22	36%	27	22%	18	41%	69	30%
		Total	62	100%	124	100%	44	100%	232	100%
b. People from an economic background other than their own	fDDeconomic	Very little	8	13%	18	15%	4	9%	31	13%
		Some	17	27%	35	29%	9	21%	61	26%
		Quite a bit	20	32%	46	37%	14	32%	80	35%
		Very much	17	27%	24	20%	17	39%	59	26%
		Total	62	100%	123	100%	44	100%	231	100%
c. People with religious beliefs other than their own	fDDreligion	Very little	10	16%	24	20%	8	18%	43	19%
		Some	24	39%	42	35%	12	27%	78	35%
		Quite a bit	14	23%	35	29%	8	18%	57	25%
		Very much	13	21%	18	15%	16	36%	48	21%
		Total	61	100%	119	100%	44	100%	226	100%
d. People with political views other than their own	fDDpolitical	Very little	7	12%	15	12%	6	14%	29	13%
		Some	21	34%	43	36%	9	21%	73	32%
		Quite a bit	16	26%	38	31%	12	28%	66	29%
		Very much	17	28%	25	21%	16	37%	59	26%
		Total	61	100%	121	100%	43	100%	227	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
Variable 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	5	8%	19	15%	5	11%	29	12%
		Some	19	31%	36	29%	13	30%	69	30%
		Quite a bit	27	44%	44	35%	14	32%	85	37%
		Very much	11	18%	26	21%	12	27%	50	22%
		Total	62	100%	125	100%	44	100%	233	100%
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	2	3%	0	0%	1	2%	4	2%
		Some	5	8%	11	9%	0	0%	16	7%
		Quite a bit	25	40%	41	33%	14	33%	81	35%
		Very much	30	48%	72	58%	28	65%	130	56%
		Total	62	100%	124	100%	43	100%	231	100%
c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	fHOanalyze	Very little	5	8%	1	1%	2	5%	8	3%
		Some	9	15%	25	20%	4	9%	40	17%
		Quite a bit	27	44%	44	36%	17	39%	88	38%
		Very much	21	34%	54	44%	21	48%	96	41%
		Total	62	100%	124	100%	44	100%	232	100%
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	6	10%	5	4%	5	11%	17	7%
		Some	13	22%	25	20%	5	11%	44	19%
		Quite a bit	23	38%	50	40%	14	32%	87	38%
		Very much	18	30%	44	36%	20	46%	82	36%
		Total	60	100%	124	100%	44	100%	230	100%
e. Forming a new idea or understanding by putting together various pieces of information	fHOform	Very little	4	7%	3	3%	3	7%	10	4%
		Some	14	23%	26	21%	4	9%	46	20%
		Quite a bit	26	43%	45	37%	15	35%	86	38%
		Very much	16	27%	48	39%	21	49%	85	37%
		Total	60	100%	122	100%	43	100%	227	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%		
28.	Does your selected module/subject include assigned papers, reports, or other writing tasks?										
	fwrwriting	Yes	45	74%	105	85%	38	86%	189	82%	
		No	16	26%	18	15%	6	14%	41	18%	
		Total	61	100%	123	100%	44	100%	230	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	5	12%	11	11%	4	11%	20	11%
			1	12	28%	13	13%	6	17%	31	18%
			2	5	12%	21	22%	9	25%	35	20%
			3	4	9%	11	11%	7	19%	22	12%
			4	2	5%	8	8%	3	8%	13	7%
			5	2	5%	16	17%	3	8%	21	12%
			6	2	5%	2	2%	1	3%	5	3%
			7	0	0%	2	2%	1	3%	3	2%
			8	2	5%	7	7%	0	0%	10	6%
			9	0	0%	0	0%	0	0%	0	0%
			10	0	0%	5	5%	0	0%	5	3%
		More than 10		9	21%	1	1%	2	6%	12	7%
		Total		43	100%	97	100%	36	100%	177	100%



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			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
b.	From 6 to 10 pages	fwrmed	0	26	68%	26	33%	14	44%	67	44%
		1	7	18%	27	34%	7	22%	41	27%	
		2	3	8%	8	10%	4	13%	15	10%	
		3	0	0%	5	6%	0	0%	5	3%	
		4	0	0%	5	6%	1	3%	6	4%	
		5	1	3%	6	8%	2	6%	9	6%	
		6	0	0%	1	1%	0	0%	1	1%	
		7	0	0%	2	3%	1	3%	3	2%	
		8	1	3%	0	0%	1	3%	2	1%	
		9	0	0%	0	0%	0	0%	0	0%	
		10	0	0%	0	0%	1	3%	1	1%	
			More than 10	0	0%	0	0%	1	3%	1	1%
	Total		38	100%	80	100%	32	100%	151	100%	
c.	11 pages or more	fwrlong	0	33	89%	37	46%	15	50%	86	58%
		1	2	5%	28	35%	7	23%	37	25%	
		2	1	3%	8	10%	1	3%	10	7%	
		3	0	0%	2	3%	0	0%	2	1%	
		4	0	0%	1	1%	2	7%	3	2%	
		5	1	3%	1	1%	1	3%	3	2%	
		6	0	0%	0	0%	1	3%	1	1%	
		7	0	0%	0	0%	0	0%	0	0%	
		8	0	0%	1	1%	0	0%	1	1%	
		9	0	0%	0	0%	0	0%	0	0%	
		10	0	0%	1	1%	1	3%	2	1%	
			More than 10	0	0%	1	1%	2	7%	3	2%
	Total		37	100%	80	100%	30	100%	148	100%	



LSSE Frequency Distribution SASSEville University

Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
		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	7	12%	13	11%	2	5%	22	10%
		Some	6	10%	31	25%	7	16%	44	19%
		Quite a bit	19	31%	42	34%	20	46%	82	36%
		Very much	29	48%	36	30%	15	34%	81	35%
		Total	61	100%	122	100%	44	100%	229	100%
b. Speaking clearly and effectively	fcgspeak	Very little	8	13%	20	17%	3	7%	32	14%
		Some	11	18%	29	24%	10	23%	50	22%
		Quite a bit	18	30%	38	32%	18	41%	74	33%
		Very much	24	39%	32	27%	13	30%	70	31%
		Total	61	100%	119	100%	44	100%	226	100%
c. Thinking critically and analytically	fcgthink	Very little	2	3%	1	1%	0	0%	3	1%
		Some	6	10%	8	6%	3	7%	18	8%
		Quite a bit	18	30%	43	34%	16	37%	77	34%
		Very much	34	57%	73	58%	24	56%	132	57%
		Total	60	100%	125	100%	43	100%	230	100%
d. Analysing numerical and statistical information	fcganalyze	Very little	26	43%	38	32%	15	34%	80	35%
		Some	18	30%	34	28%	9	21%	62	27%
		Quite a bit	6	10%	28	23%	11	25%	45	20%
		Very much	11	18%	20	17%	9	21%	40	18%
		Total	61	100%	120	100%	44	100%	227	100%
e. Using computing and information technology	fcncmpts	Very little	19	31%	16	13%	6	14%	41	18%
		Some	18	30%	40	32%	13	30%	71	31%
		Quite a bit	16	26%	41	33%	15	35%	74	32%
		Very much	8	13%	27	22%	9	21%	44	19%
		Total	61	100%	124	100%	43	100%	230	100%



LSSE Frequency Distribution SASSEville University

	Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
			Count	%	Count	%	Count	%	Count	%	
f.	Developing job- or work-related knowledge and skills	fcgwork	Very little	5	8%	6	5%	5	11%	16	7%
			Some	15	25%	21	17%	5	11%	41	18%
			Quite a bit	22	36%	41	34%	16	36%	81	36%
			Very much	19	31%	53	44%	18	41%	90	40%
			Total	61	100%	121	100%	44	100%	228	100%
g.	Working effectively with others	fcgothers	Very little	2	3%	7	6%	2	5%	11	5%
			Some	5	8%	26	21%	8	18%	39	17%
			Quite a bit	27	44%	43	35%	12	27%	83	36%
			Very much	27	44%	47	38%	22	50%	97	42%
			Total	61	100%	123	100%	44	100%	230	100%
h.	Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	6	10%	10	8%	3	7%	19	8%
			Some	12	20%	28	23%	4	9%	44	19%
			Quite a bit	21	34%	38	31%	18	42%	79	35%
			Very much	22	36%	46	38%	18	42%	86	38%
			Total	61	100%	122	100%	43	100%	228	100%
i.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	Very little	10	16%	13	11%	3	7%	26	12%
			Some	8	13%	28	23%	4	9%	41	18%
			Quite a bit	23	38%	32	26%	18	42%	73	32%
			Very much	20	33%	48	40%	18	42%	87	38%
			Total	61	100%	121	100%	43	100%	227	100%
j.	Solving complex real-world problems	fcgprobsolve	Very little	7	12%	5	4%	0	0%	12	5%
			Some	14	23%	17	14%	10	23%	42	18%
			Quite a bit	25	41%	46	37%	18	41%	89	39%
			Very much	15	25%	56	45%	16	36%	88	38%
			Total	61	100%	124	100%	44	100%	231	100%



LSSE Frequency Distribution SASSEville University


			First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total		
	Variable Name	Response Options	Count	%	Count	%	Count	%	Count	%	
k.	Being an informed and active citizen	fcgcitizen	Very little	9	15%	10	8%	2	5%	21	9%
		Some	10	16%	28	23%	11	25%	49	21%	
		Quite a bit	18	30%	41	34%	13	30%	73	32%	
		Very much	24	39%	43	35%	18	41%	86	38%	
		Total	61	100%	122	100%	44	100%	229	100%	
31. Prior to the current academic year, about how many times have you taught your selected module/subject?											
	crstimes	0	9	15%	10	8%	6	14%	26	11%	
		1-2	8	13%	15	12%	5	11%	28	12%	
		3-4	18	30%	26	21%	7	16%	52	23%	
		5-9	12	20%	31	25%	11	25%	54	23%	
		10 or more times	14	23%	42	34%	15	34%	71	31%	
		Total	61	100%	124	100%	44	100%	231	100%	



Respondent Profile

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

1. **Sample:** Respondent characteristics are based on the demographic profile of all the lecturers at your institution who responded to the survey based on which students they teach.
2. **Class:** Respondent characteristics 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 and variable names:** Demographic items from the LSSE appear in the first column and 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.



LSSE 2014 Respondent Characteristics SASSEville University

Item numbering	Item wording or description	Variable name	Response options	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	Business, Commerce, and Management	7	15%	10	9%	2	8%	19	10%
			Education	11	24%	12	10%	4	16%	27	14%
			Human and Social Sciences	19	41%	61	53%	14	56%	95	50%
			Science, Engineering, and Technology	9	20%	33	28%	5	20%	47	25%
			Total	46	100%	116	100%	25	100%	188	100%
35.	During the current academic year, does your institution consider you to be employed:	empstat	Part-time contract appointment	7	15%	4	3%	1	4%	12	6%
			Full-time contract appointment	3	7%	6	5%	1	4%	10	5%
			Part-time permanent appointment	2	4%	7	6%	2	8%	11	6%
			Full-time permanent appointment	34	74%	98	85%	21	84%	154	82%
			Total	46	100%	115	100%	25	100%	187	100%

5. **Response options:** Response options are listed as they appear on the instrument.
6. **Count and column percentage (%):** The count column represents the actual number of lecturers who responded to the particular option in each question.



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
At which campus do you present most of your modules?	campus	Campus A	42	68%	107	86%	38	84%	204	81%
		Campus B	7	11%	18	14%	7	16%	35	14%
		Campus C	13	21%	0	0%	0	0%	13	5%
		Total	62	100%	125	100%	45	100%	252	100%
11. What is the broad academic discipline of your appointment?	apdiscol	Business, Commerce, and Management	10	16%	10	8%	7	16%	28	11%
		Education	10	16%	13	10%	2	4%	26	11%
		Human and Social Sciences	26	43%	65	52%	22	49%	122	49%
		Science, Engineering, and Technology	15	25%	37	30%	14	31%	71	29%
		Total	61	100%	125	100%	45	100%	247	100%



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
12. What is the general discipline of your selected module?	fcesm	Faculty A	10	16%	7	6%	6	13%	23	10%
		Faculty B	6	10%	9	7%	1	2%	16	7%
		Faculty C	4	7%	33	26%	9	20%	46	20%
		Faculty D	4	7%	8	6%	1	2%	14	6%
		Faculty E	15	25%	34	27%	13	29%	63	27%
		Faculty F	22	36%	30	24%	14	31%	66	28%
		Faculty G	0	0%	4	3%	1	2%	5	2%
		Total	61	100%	125	100%	45	100%	233	100%



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
32. Estimate the total number of undergraduate students you have taught during the current academic year.	totugstud	0	0	0%	0	0%	0	0%	12	5%
		1-25	0	0%	10	8%	1	2%	13	5%
		26-50	11	18%	10	8%	4	9%	25	10%
		51-75	5	8%	14	11%	2	5%	21	9%
		76-100	6	10%	15	12%	5	11%	26	11%
		101-125	3	5%	14	11%	5	11%	23	9%
		126-150	5	8%	10	8%	5	11%	20	8%
		151-200	6	10%	16	13%	7	16%	29	12%
		201-300	4	7%	9	7%	2	5%	15	6%
		More than 300 students	21	34%	27	22%	13	30%	62	25%
		Total	61	100%	125	100%	44	100%	246	100%



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
33. Indicate the total number of undergraduate modules/subjects you have taught or are scheduled to teach during the current academic year.	totugcour	0	0	0%	0	0%	0	0%	12	5%
		1	22	36%	26	21%	8	18%	59	24%
		2	19	31%	45	36%	16	36%	81	33%
		3	11	18%	20	16%	5	11%	37	15%
		4	2	3%	10	8%	7	16%	19	8%
		5	2	3%	7	6%	3	7%	12	5%
		6	3	5%	6	5%	3	7%	13	5%
		7	1	2%	2	2%	1	2%	4	2%
		8	1	2%	4	3%	1	2%	7	3%
		9 or more modules/subjects	0	0%	4	3%	0	0%	4	2%
	Total	61	100%	124	100%	44	100%	248	100%	
34. Indicate the total number of postgraduate modules/subjects you have taught or are scheduled to teach during the current academic year.	totpgcour	0	44	72%	32	26%	8	18%	88	35%
		1	12	20%	32	26%	13	30%	60	24%
		2	4	7%	22	18%	11	25%	40	16%
		3	0	0%	18	14%	10	23%	32	13%
		4 or more modules/subjects	1	2%	21	17%	2	5%	29	12%
		Total	61	100%	125	100%	44	100%	249	100%



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
35. During the current academic year, does your institution consider you to be employed:	empstat	Part-time contract appointment	23	37%	4	3%	1	2%	30	12%
		Full-time contract appointment	4	6%	8	6%	2	5%	15	6%
		Part-time permanent appointment	0	0%	4	3%	1	2%	5	2%
		Full-time permanent appointment	35	56%	108	87%	40	91%	198	80%
		Total	62	100%	124	100%	44	100%	248	100%
36. Which of the following best describes your academic rank, title, or current position?	rank	Professor	1	2%	13	10%	2	5%	17	7%
		Associate professor	1	2%	9	7%	4	9%	15	6%
		Senior lecturer	4	6%	34	27%	9	20%	52	21%
		Lecturer	22	35%	49	39%	20	45%	98	39%
		Junior lecturer	18	29%	18	14%	9	20%	48	19%
		Other	16	26%	2	2%	0	0%	20	8%
		Total	62	100%	125	100%	44	100%	250	100%



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
37. Indicate the year that you began teaching at any university.	begintch	4 or less	21	34%	26	21%	8	19%	58	24%
		5-9	21	34%	37	30%	14	33%	75	31%
		10-19	14	23%	26	21%	15	35%	62	25%
		20-29	2	3%	23	19%	3	7%	31	13%
		30 or more	3	5%	10	8%	3	7%	18	7%
		Total	61	100%	122	100%	43	100%	244	100%
38. What is the highest degree you have earned?	degree	Doctoral	10	16%	56	46%	15	35%	90	36%
		Masters	29	47%	56	46%	21	49%	113	46%
		Honours	18	29%	7	6%	5	12%	31	13%
		Postgraduate Bachelor	0	0%	1	1%	0	0%	1	0%
		Postgraduate diploma or certificate	1	2%	2	2%	0	0%	3	1%
		Professional first Bachelor	0	0%	1	1%	2	5%	4	2%
		General academic Bachelor	4	6%	0	0%	0	0%	5	2%
		Undergraduate diploma	0	0%	0	0%	0	0%	0	0%
		Other	0	0%	0	0%	0	0%	0	0%
		Total	62	100%	123	100%	43	100%	247	100%



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
39. Select your year of birth.	fbirthyr	34 or younger	35	57%	29	23%	8	19%	77	31%
		35-44	15	25%	33	27%	20	47%	72	29%
		45-54	7	11%	28	23%	8	19%	47	19%
		55-64	4	7%	32	26%	6	14%	47	19%
		65 or older	0	0%	2	2%	1	2%	4	2%
		Total	61	100%	124	100%	43	100%	247	100%
40. Please indicate your gender.	fgender	Male	21	35%	52	43%	25	57%	105	43%
		Female	39	65%	70	57%	19	43%	139	57%
		Total	60	100%	122	100%	44	100%	244	100%
41. What is your citizenship status?	finterna	South African	54	90%	118	94%	41	93%	230	93%
		SADC (excluding South Africa)	3	5%	2	2%	1	2%	7	3%
		African (excluding SADC)	2	3%	2	2%	2	5%	6	2%
		International (outside of Africa)	1	2%	3	2%	0	0%	4	2%
		Total	60	100%	125	100%	44	100%	247	100%



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
42. What is your racial or ethnic identification? (Mark only one.)	frace	Black African	18	30%	20	16%	9	20%	51	21%
		Coloured	3	5%	4	3%	2	5%	10	4%
		Indian	1	2%	1	1%	0	0%	2	1%
		Asian	0	0%	0	0%	0	0%	0	0%
		White	32	52%	78	63%	29	66%	151	61%
		Multiracial	0	0%	1	1%	1	2%	2	1%
		Other	1	2%	1	1%	0	0%	2	1%
		I prefer not to answer	6	10%	19	15%	3	7%	28	11%
Total			61	100%	124	100%	44	100%	246	100%



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
43. What is your home language or mother tongue? (Mark only one.)	tmothton	English	7	11%	21	17%	10	22%	40	16%
		Afrikaans	36	58%	81	65%	26	58%	154	62%
		IsiXhosa	0	0%	0	0%	1	2%	2	1%
		IsiZulu	2	3%	1	1%	1	2%	5	2%
		IsiNdebele	0	0%	0	0%	0	0%	0	0%
		North Sotho	0	0%	0	0%	0	0%	0	0%
		Sesotho	10	16%	10	8%	3	7%	24	10%
		Setswana	3	5%	2	2%	1	2%	6	2%
		Tshivenda	0	0%	2	2%	0	0%	2	1%
		SiSwati	0	0%	0	0%	1	2%	1	0%
		Xitsonga	1	2%	0	0%	0	0%	1	0%
		Other	3	5%	8	6%	2	4%	15	6%
		Total	62	100%	125	100%	45	100%	250	100%
44. During 2014, in which language do you mostly teach?	tchlang	Mostly English	41	66%	65	53%	23	52%	144	58%
		Mostly Afrikaans	4	6%	7	6%	1	2%	12	5%
		Approximately equal teaching time in English and Afrikaans	15	24%	50	41%	19	43%	87	35%
		Other	2	3%	1	1%	1	2%	5	2%
		Total	62	100%	123	100%	44	100%	248	100%



LSSE Respondent Profile SASSEville University

Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
45. Do you have any disabilities? (Mark all that apply.)	fdis_none	No, I do not have any disabilities	61	98%	112	90%	42	98%	232	93%
	fdis_sense	Yes, I have a sensory impairment (vision or hearing)	1	2%	6	5%	0	0%	7	3%
	fdis_mobility	Yes, I have a mobility impairment	0	0%	0	0%	0	0%	0	0%
	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%	0	0%	1	2%	1	0%
	fdis_other	Yes, I have another disability	0	0%	1	1%	0	0%	1	0%
	fdis_notansw	I prefer not to answer	0	0%	6	5%	0	0%	8	3%
		Total	62	100%	125	100%	43	100%	249	100%