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Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	186.402	1	186.402	338.555	.000 <sup>b</sup>
1 Residual	427.699	777	.551		
Total	614.102	778			
2 Regression	195.580	2	97.790	181.273	.000 <sup>c</sup>
2 Residual	418.521	776	.539		
Total	614.102	778			

a. Dependent Variable: Knowledge an support of democracy

b. Predictors: (Constant), Frequency of political discussions

c. Predictors: (Constant), Frequency of political discussions, Student involvement in communing, contacting and protesting

**Table B3.6 Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.326	.072		32.311	.000	2.184	2.467
	Frequency of political discussions	.386	.021	.551	18.400	.000	.344	.427
2	(Constant)	3.480	.289		12.049	.000	2.913	4.047
	Frequency of political discussions	.328	.025	.469	13.126	.000	.279	.377
	Student involvement in communing, contacting and protesting	-.231	.056	-.147	-4.125	.000	-.340	-.121

a. Dependent Variable: Knowledge and support of democracy

## APPENDIX C1- Bivariate Analysis Tables for Appreciation of Diversity

**Table C1.1 Race or ethnicity interaction-Population group cross tabulation**

	Black	Coloured	Indian	White	Unknown	Total n	%
Never	5	1	2	12	5	25	3%
Seldom	75	21	13	72	24	205	24%
Often	188	109	50	212	70	629	73%
Total	268	131	65	296	99	859	100%

**Table C1.2 Sexual orientation-Population Group cross tabulation**

	Black	Coloured	Indian	White	Unknown	Total n	%
Never	28	8	11	28	18	93	11%
Seldom	96	54	31	148	33	362	42%
Often	145	69	23	119	46	402	47%
Total	269	131	65	295	97	857	100%

**Table C1.3 Economic or social class-Population Group cross tabulation**

	Black	Coloured	Indian	White	Unknown	Total n	%
Never	11	5	5	13	4	38	5%
Seldom	67	34	16	101	33	251	29%
Often	191	92	43	180	63	569	66%
Total	269	131	64	294	100	858	100%

**Table C1.4 Special interest, social and wellness groups-Academic year cross tabulation**

	First Year	Second Year	Third Year	Fourth Year and above	Total n	%
Official leader	8	7	11	1	27	3%
Active member	47	27	20	7	101	12%
Inactive member	48	34	20	6	108	13%
Not a member	243	160	138	48	589	69%
Don't know	12	9	4	1	26	3%
Total	358	237	193	63	851	100%

**Table C1.5 Diversity Appreciation of diversity-Academic year Cross tabulation**

		First Year	Second Year	Third Year	Fourth Year and above
Appreciation of diversity	-3	0.6%	0.4%	0%	0.6%
	-2	0.8%	0.4%	0%	0%
	-1	2.2%	0.8%	2.1%	0.6%
	0	41.4%	41.8%	41.5%	39.3%
	1	31.9%	30%	23.1%	18.9%
	2	16.1%	16.5%	21.5%	34.8%
	3	4.4%	7.2%	8.2%	3.2%
	4	1.9%	3%	2.6%	1.3%
	5	0.6%	0%	1%	1.3%
Total		100%	100%	100%	100%
n		358	237	193	63



## APPENDIX C2- Multivariate Analysis Tables for Appreciation of Diversity

**Table C2.1 Paired Samples Statistics for Appreciation of Diversity**

	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	Ability to appreciate, tolerate and understand diversity-Beginning	4.06	856	1.245	.043
	Ability to appreciate, tolerate and understand diversity-Current	4.99	856	.937	.032
Pair 2	Ability to appreciate cultural and global diversity (e.g., ethnicity, nationality) – Beginning	4.07	851	1.164	.040
	Ability to appreciate cultural and global diversity (e.g., ethnicity, nationality) – Current	4.77	851	.982	.034

**Table C2.2. Paired Samples Correlations for Appreciation of Diversity**

	N	Correlation	Sig.	
Pair 1	Ability to appreciate, tolerate and understand diversity-Beginning & Ability to appreciate, tolerate and understand diversity-Current	856	.465	.000
	Ability to appreciate cultural and global diversity (e.g., ethnicity, nationality) - Beginning & Ability to appreciate cultural and global diversity (e.g., ethnicity, nationality) – Current	851	.549	.000

**Table C2.3 Paired Samples Test for Appreciation of Diversity**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Ability to appreciate, tolerate and understand diversity-Beginning - Ability to appreciate, tolerate and understand diversity-Current	-.928	1.159	.040	-1.006	-.850	-23.418	855	.000
Pair 2 Ability to appreciate cultural and global diversity (e.g., ethnicity, nationality) -Beginning - Ability to appreciate cultural and global diversity (e.g., ethnicity, nationality) -Current	-.703	1.031	.035	-.773	-.634	-19.900	850	.000

**Table C2.4 Correlation test results for Appreciation of Diversity- Weak, positive correlations**

Variables	r	N	P-value
Interaction with diverse others and appreciation of diversity	0.181	868	p < 0.0
Interaction with diverse others and interaction with others who have a health or disability problem	0.419	875	p < 0.0
Interaction with diverse others and understanding of South African languages	0.157	869	p < 0.01
Appreciation of diversity and understanding of Foreign languages	0.141	869	p < 0.01
Appreciation of diversity and understanding of South African languages	0.153	874	p < 0.01
Understanding of Foreign languages and Understanding of South African languages	0.109	872	p < 0.01
Understanding of Foreign languages and English Language	0.123	870	p < 0.01
Interaction with others who have a health or disability problem and Understanding of South African languages	0.086	878	p < 0.05
Understanding of South African languages and English Language	0.075	876	p < 0.05

**Table C2.5 Correlation test results for Appreciation of Diversity- Weak, negative correlations**

Variables	r	n	P-value
Interaction with diverse others and student involvement in organisations that encourage diversity	-0.92	857	p <0.01
Appreciation of diversity and Student involvement in organisations that encourage diversity	-0.136	860	p <0.01
Understanding of foreign languages and Student involvement in organisations that encourage diversity	-0.087	856	p <0.05
Interaction with others who have a health or disability problem and English Languages	-0.073	878	p <0.05
Interaction with others who have a health or disability problem and student involvement in organisations that encourage diversity	-0.082	868	p <0.05
English languages and student involvement in organisations that encourage diversity	-0.127	862	p <0.01

**Table C2.6 Appreciation of Diversity -Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.221	20.102	20.102	4.221	20.102	20.102	3.407	16.221	16.221
2	3.071	14.623	34.725	3.071	14.623	34.725	2.646	12.599	28.821
3	1.871	8.907	43.632	1.871	8.907	43.632	1.856	8.838	37.658
4	1.651	7.862	51.495	1.651	7.862	51.495	1.852	8.820	46.479
5	1.301	6.197	57.692	1.301	6.197	57.692	1.835	8.737	55.216
6	1.238	5.896	63.588	1.238	5.896	63.588	1.647	7.841	63.057
7	1.124	5.354	68.942	1.124	5.354	68.942	1.236	5.885	68.942
8	.985	4.689	73.631						
9	.782	3.724	77.355						
10	.703	3.345	80.701						
11	.672	3.200	83.901						
12	.578	2.751	86.652						
13	.499	2.377	89.030						
14	.447	2.128	91.158						
15	.379	1.806	92.964						
16	.349	1.660	94.624						
17	.318	1.516	96.140						
18	.298	1.420	97.560						
19	.190	.907	98.466						
20	.172	.821	99.287						
21	.150	.713	100.000						

Extraction Method: Principal Component Analysis.

**Table C2.7 KMO and Bartlett's Test for appreciation of diversity**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.700
Approx. Chi-Square		7024.475
Bartlett's Test of Sphericity	Df	210
	Sig.	.000

**Table C2.8 Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	118.281 <sup>a</sup>	11	10.753	17.966	.000	.197
Intercept	82.157	1	82.157	137.266	.000	.145
Interaction with Diverse Others	20.016	1	20.016	33.442	.000	.040
Foreign Languages skills	3.849	1	3.849	6.431	.011	.008
Interaction with others who have a health or disability condition	2.006	1	2.006	3.352	.067	.004
South African Language skills	3.937	1	3.937	6.577	.011	.008
English Language skills	43.161	1	43.161	72.113	.000	.082
Student involvement in organisations that encourage diversity	4.002	1	4.002	6.686	.010	.008
Faculty	13.841	5	2.768	4.625	.000	.028
Academic year	6.826	6	1.138	1.871	.083	.014
Gender	4.020	1	4.020	6.616	.010	.008
Population Group	13.242	5	2.648	4.419	.001	.027
Nationality	4.426	2	2.213	3.640	.027	.009
Error	483.605	808	.599			
Total	17781.778	820				
Corrected Total	601.886	819				

Dependent Variable: Appreciation of Diversity

a. R Squared = .197 (Adjusted R Squared = .186)

## APPENDIX C3- Multiple Regression Tables for Appreciation of Diversity

**Table C3.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.425 <sup>a</sup>	.180	.174	.77353	.180	28.760	6	784	.000

a. Predictors: (Constant), Student involvement in diversity organisations, Foreign Language skills, Interaction with others who have a health or disability condition , South African Language skills, English Language skills, Interaction with Diverse Others

**Table C3.2 ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	103.251	6	17.208	28.760	.000 <sup>b</sup>
Residual	469.423	785	.598		
Total	572.674	791			

a. Dependent Variable: Appreciation of Diversity

b. Predictors: (Constant), Student involvement in diversity organisations, Foreign Language skills, Interaction with others who have a health or disability condition , South African Language skills, English Language skills, Interaction with Diverse Others

**Table C3.3 Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.839	.253		11.206	.000	2.342	3.337
Interaction with Diverse Others	.193	.031	.230	6.201	.000	.132	.255
Foreign Language skills	.064	.022	.095	2.898	.004	.021	.107
Interaction with others who have a health or disability condition	-.031	.025	-.046	-1.252	.211	-.079	.018
South African Language skills	.056	.021	.087	2.642	.008	.015	.098
English Language skills	.265	.029	.296	9.018	.000	.208	.323
Student involvement in organisations that encourage diversity	-.122	.042	-.095	-2.886	.004	-.206	-.039

a. Dependent Variable: Appreciation of Diversity

**Table C3.4 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.316 <sup>a</sup>	.100	.099	.80811	.100	87.405	1	789	.000
2	.392 <sup>b</sup>	.154	.152	.78400	.054	50.309	1	788	.000
3	.405 <sup>c</sup>	.164	.161	.77952	.011	10.100	1	787	.002
4	.414 <sup>d</sup>	.172	.167	.77665	.007	6.830	1	786	.009
5	.423 <sup>e</sup>	.179	.173	.77381	.007	6.769	1	785	.009

a. Predictors: (Constant), English Language skills

b. Predictors: (Constant), English Language skills, Interaction with Diverse Others

c. Predictors: (Constant), English Language skills, Interaction with Diverse Others, Foreign Language skills

d. Predictors: (Constant), English Language skills, Interaction with Diverse Others, Foreign Language skills, Student involvement in organisations that encourage diversity

e. Predictors: (Constant), English Language skills, Interaction with Diverse Others, Foreign Language skills, Student involvement in organisations that encourage diversity, South African Language skills



**Table C3.5 ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	57.079	1	57.079	87.405	.000 <sup>b</sup>
1 Residual	515.595	790	.653		
1 Total	572.674	791			
2 Regression	88.002	2	44.001	71.586	.000 <sup>c</sup>
2 Residual	484.672	789	.615		
2 Total	572.674	791			
3 Regression	94.139	3	31.380	51.642	.000 <sup>d</sup>
3 Residual	478.535	788	.608		
3 Total	572.674	791			
4 Regression	98.259	4	24.565	40.725	.000 <sup>e</sup>
4 Residual	474.415	787	.603		
4 Total	572.674	791			
5 Regression	102.312	5	20.462	34.173	.000 <sup>f</sup>
5 Residual	470.362	786	.599		
5 Total	572.674	791			

a. Dependent Variable: Appreciation of Diversity

b. Predictors: (Constant), English Language skills

c. Predictors: (Constant), English Language skills, Interaction with Diverse Others

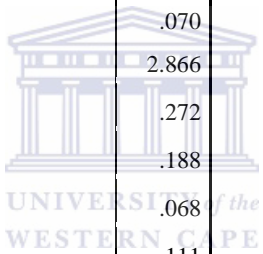
d. Predictors: (Constant), English Language skills, Interaction with Diverse Others, Foreign Language skills

e. Predictors: (Constant), English Language skills, Interaction with Diverse Others, Foreign Language skills, Student involvement in organisations that encourage diversity

f. Predictors: (Constant), English Language skills, Interaction with Diverse Others, Foreign Language skills, Student involvement in organisations that encourage diversity, South African Language skills

**Table C3.6 Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.305	.142		23.340	.000	3.027	3.583
	English Language skills	.283	.030	.316	9.349	.000	.223	.342
2	(Constant)	2.502	.178		14.053	.000	2.153	2.852
	English Language skills	.291	.029	.325	9.921	.000	.234	.349
	Interaction with Diverse Others	.196	.028	.233	7.093	.000	.142	.250
3	(Constant)	2.398	.180		13.319	.000	2.045	2.751
	English Language skills	.281	.029	.314	9.576	.000	.223	.339
	Interaction with Diverse Others	.197	.027	.234	7.174	.000	.143	.251
	Foreign Language skills	.070	.022	.104	3.178	.002	.027	.113
4	(Constant)	2.866	.254		11.303	.000	2.369	3.364
	English Language skills	.272	.029	.304	9.257	.000	.215	.330
	Interaction with Diverse Others	.188	.028	.224	6.837	.000	.134	.242
	Foreign Language skills	.068	.022	.101	3.087	.002	.025	.111
	Student involvement in organisations that encourage diversity	-.111	.042	-.086	-2.613	.009	-.194	-.028
5	(Constant)	2.824	.253		11.155	.000	2.327	3.321
	English Language skills	.267	.029	.298	9.081	.000	.209	.325
	Interaction with Diverse Others	.176	.028	.209	6.310	.000	.121	.230
	Foreign Language skills	.063	.022	.094	2.873	.004	.020	.106
	Student involvement in organisations that encourage diversity	-.120	.042	-.094	-2.841	.005	-.204	-.037
	SA Language skills	.056	.021	.086	2.602	.009	.014	.097



a. Dependent Variable: Appreciation of Diversity

**APPENDIX D1-Bivariate Analysis Tables for Commitment to social responsibility and community development**

**Table D1.1 Volunteering in community outreach activities- Academic year cross tabulation**

Number of hours	First Year	Second Year	Third Year	Fourth Year and above	Total n	%
0	216	118	109	34	477	56%
1-5	106	81	69	28	284	33%
6-10	25	25	13	2	65	7.5%
11-15	6	11	1	0	18	2%
16-20	3	2	3	0	8	1%
21-25	0	1	1	1	3	0.3%
26-30	1	0	0	0	1	0.1%
>30	1	0	0	0	1	0.1%
Total	358	238	196	65	857	100%

**Table D1.2 KMO and Bartlett's Test for Commitment to social responsibility and community development**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.618
Approx. Chi-Square	150.851
Bartlett's Test of Sphericity df	6
Sig.	.000

## APPENDIX D2-Multivariate Analysis Tables for Commitment to social responsibility and community development

**Table D2.1 Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.542	38.543	38.543	1.542	38.543	38.543
2	.896	22.403	60.946			
3	.858	21.457	82.404			
4	.704	17.596	100.000			

Extraction Method: Principal Component Analysis.



**Table D2.2 Tests of Between-Subjects Effect**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	98.359 <sup>a</sup>	7	14.051	12.290	.000	.092
Intercept	625.786	1	625.786	547.352	.000	.391
Volunteering	2.850	1	2.850	2.493	.115	.003
Involvement in community organisations	24.749	1	24.749	21.647	.000	.025
Faculty	46.192	5	9.238	8.081	.000	.045
Academic year	7.855	6	1.309	1.100	.360	.008
Gender	15.939	1	15.939	13.584	.000	.016
Population Group	1.766	5	.353	.295	.916	.002
Nationality	1.851	2	.925	.777	.460	.002
Error	972.947	851	1.143			
Total	20928.000	859				
Corrected Total	1071.306	858				

Dependent Variable: Commitment to social responsibility and community development

a. R Squared = .092 (Adjusted R Squared = .084)

## APPENDIX D3-Multiple Regression Tables for Commitment to social responsibility and community development

**Table D3.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.229 <sup>a</sup>	.052	.050	1.08611	.052	22.801	2	824	.000

a. Predictors: (Constant), Student Involvement in Development Agencies and Non-Political Organisations, Volunteering in community outreach activities

**Table D3.2 ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.794	2	26.897	22.801	.000 <sup>b</sup>
	Residual	972.455	824	1.180		
	Total	1026.249	826			

- a. Dependent Variable: Commitment to social responsibility and community development  
 b. Predictors: (Constant), Student Involvement in Development Agencies and Non-Political Organisations, Volunteering in community outreach activities

**Table D3.3 Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
		1	(Constant)	5.837	.252		23.181	.000
	Volunteering in community outreach activities	.094	.045	.074	2.067	.039	.005	.182
	Student Involvement in Development Agencies and Non-Political Organisations	-.332	.061	-.194	-5.406	.000	-.453	-.212

a. Dependent Variable: Commitment to social responsibility and community development

**Table D3.4 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.218 <sup>a</sup>	.048	.046	1.08826	.048	41.166	1	825	.000
2	.229 <sup>b</sup>	.052	.050	1.08611	.005	4.273	1	824	.039

a. Predictors: (Constant), Student Involvement in Development Agencies and Non-Political Organisations

b. Predictors: (Constant), Student Involvement in Development Agencies and Non-Political Organisations, Volunteering in community outreach activities

**Table D3.5.ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	48.753	1	48.753	41.166	.000 <sup>b</sup>
1 Residual	977.495	825	1.184		
Total	1026.249	826			
Regression	53.794	2	26.897	22.801	.000 <sup>c</sup>
2 Residual	972.455	824	1.180		
Total	1026.249	826			

a. Dependent Variable: Commitment to social responsibility and community development

b. Predictors: (Constant), Student Involvement in Development Agencies and Non-Political Organisations

c. Predictors: (Constant), Student Involvement in Development Agencies and Non-Political Organisations, Volunteering in community outreach activities

**Table D3.6 Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
	B	Std. Error	Beta			Lower Bound	Upper Bound	
1	(Constant)	6.133	.208		29.554	.000	5.726	6.540
	Student Involvement in Development Agencies and Non-Political Organisations	-.374	.058	-.218	-6.416	.000	-.488	-.259
2	(Constant)	5.837	.252		23.181	.000	5.343	6.331
	Student Involvement in Development Agencies and Non-Political Organisations	-.332	.061	-.194	-5.406	.000	-.453	-.212
	Volunteering in community outreach activities	.094	.045	.074	2.067	.039	.005	.182

a. Dependent Variable: Commitment to social responsibility and community development



## APPENDIX E-Consent form and Questionnaire

### The UCT Undergraduate Student Experience Survey

#### *Student Information Sheet and Consent Form*

#### ***What is the Student Experience Survey?***

The survey is part of a broader initiative that seeks to enhance student life at UCT. It is commissioned and led by Professor Crain Soudien, Deputy Vice-Chancellor of UCT.

#### ***Who conducts the Survey?***

UCT is collaborating with the University of California-Berkeley, USA, and the Centre for Higher Education and Transformation, SA, for the survey.

#### ***What is the purpose and value of the Student Experience survey?***

The purpose of the survey is to help us to better understand the undergraduate student experience at UCT. The information will hopefully assist us to improve policies, services and practices that impact on students.

#### ***Who participates in the survey? What does participation entail?***

This survey invites participation from all undergraduate students, LLB students, Postgraduate Diploma and Honours students. Participation involves completing the on-line questionnaire which takes about 25 minutes to complete. The questionnaire has eight sections: 1) Academic Engagement, 2) Student Life and Goals, 3) Campus Climate, 4) Overall Satisfaction and Agreement, 5) Uses of Technology, 6) Political and Social Engagement, 7) Student Development and Support, and 8) Biographical information.

#### ***What about confidentiality, privacy and anonymity?***

You will be asked to provide your student number, but your identity remains confidential and anonymous. The analysis of the data will also draw on the official university records such as your faculty, year of study, school attended, residence status, and academic performance. However, the results of the study will be reported only as aggregate data and it will not be possible for anyone to identify you as a respondent.

#### ***Is participation voluntary or compulsory?***

Your participation in this survey is entirely voluntary and your informed consent is therefore required. You may withdraw your participation at any point.

#### ***Are there incentives for participation?***

We are offering a few small prizes to participants who fully complete the survey. To participate in the competition you must agree to enter your name and cell number into the draw so that you can be identified and contacted if you are successful. The prizes will include: cell phones, book vouchers and memory sticks and the like.

#### ***Where can I get more information, make comments or complain?***

You can contact Ms Edwina Brooks, the Project Manager, via email: [Edwina.Brooks@uct.ac.za](mailto:Edwina.Brooks@uct.ac.za) or via telephone at (021) 6503924.

**CONSENT TO PARTICIPATE**

- a. I have read this document and understand the information.
- b. I understand that once I commence the survey, I may withdraw at any time.
- c. By supplying my student number, I voluntarily agree t to the disclosure of some of my background information and academic records for the purpose of this survey.
- d. I understand that my information will be made anonymous and it will not be identifiable or traceable to me and reported in an aggregate format only, so that my identity remains private, anonymous and confidential.

**I understand the above, and agree to l participate voluntarily in this survey. (Please tick )**

*Agree*

*Disagree*

**If you would also like to participate in the competition, please provide your details below:**

\_\_\_\_\_

*Name*

\_\_\_\_\_

*Cell number*



# Questionnaire

## PART 1: ACADEMIC ENGAGEMENT

### 1.1. How many hours do you spend on estimate in a typical week on the following activities?

[0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30]

Attending lectures, tutorials, discussions, workshops, practicals

Studying and other academic activities outside of class

Tutoring or mentoring

Doing fieldwork, practica, internships, as part of academic work

Volunteering in community outreach activities, outside of academic work

Attending movies, concerts, sports, or other entertainment events

Participating in physical exercise, recreational sports, or physically active hobbies

Participating in student societies or organisations

Participating in spiritual or religious activities

Pursuing a recreational or creative interest

Paid employment

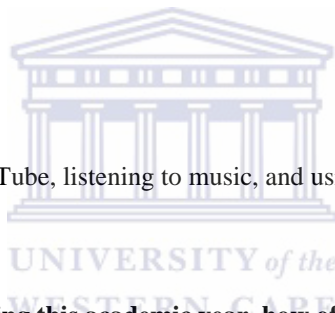
Family responsibilities

Partying, clubbing and socialising with friends

Travelling from and to university

Playing videogames, watching tv and series, YouTube, listening to music, and using social media e.g., facebook

Sleeping (number of hours per day)



### 1.2. Thinking back over your course work during this academic year, how often were you required to do the following?

[Never /Rarely/Occasionally /Somewhat often /Often /Very often]

Recognise or recall specific facts, terms, formulae and concepts

Explain methods, ideas, or concepts and use them to solve problems

Break down material into component parts or arguments into assumptions to see the basis for different outcomes or conclusions

Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods and reasoning

Create or generate new ideas, products, or ways of understanding

Use facts and examples to support your opinion

Incorporate ideas or concepts from different courses when completing assignments

Examine how others gather and interpret data and assess the soundness of their conclusions

Reconsider your own position on a topic after assessing the arguments of others

**1.3. How often during the current academic year have you done the following?**

*[Never / Rarely / Occasionally / Somewhat often / Often / Very often]*

Contributed to a class discussion

Brought up ideas or concepts from different courses during class discussion

Asked a question in class

Found a course so interesting that you did more work than was required

Chosen challenging courses when possible even though you might lower your marks by doing so

Submitted an assignment of more than 20 pages (> 10,000 words)

Submitted an assignment of 6 – 20 pages (3,000 – 10,000 words)

Submitted an assignment of 3 – 6 pages (1,500 - 3000 words)

Submitted an assignment of < 3 pages (1,500 words or less)

Used more than five reference sources in a paper

Applied ideas or principles from a class to understand a problem or event outside of class

Raised your own academic standard due to the high expectations of a lecturer

Extensively revised a paper at least once before submitting it to be marked

Studied in a group with other students outside of class

Helped a fellow student better understand the course materials when studying together

**1.4. How often during the current academic year have you done each of the following?**

*[Never / Rarely / Occasionally / Somewhat often / Often / Very often]*

Submitted an assignment late

Gone to lectures/tutorials without completing assigned reading

Gone to lectures/tutorials unprepared

Skipped lectures/tutorials

**1.5. In terms of contact with academic staff, how often have you done each of the following during the current academic year?**

*[Never / Rarely / Occasionally / Somewhat often / Often / Very often]*

Taken a small research-oriented seminar with a lecturer

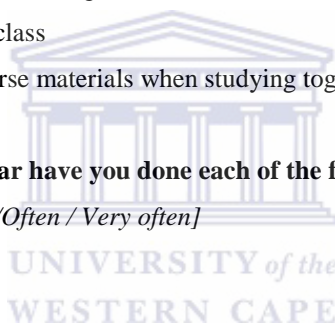
Communicated with a lecturer by email or in person

Talked with the lecturer outside of class about issues and concepts derived from a course

Interacted with a lecturer during lecture or class sessions

Worked with a lecturer on a research or creative activity other than course work

Sought academic help from a lecturer when needed



**1.6. On average, how much of your assigned course reading have you actually completed during this academic year?**

[0-10%/11-20%/21-30%/31-40%/41-50%/51-60%/61-70%/71-80%/81-90%/91-100%]

**1.7. Please rate your level of proficiency/ability in the following areas when you started at UCT and now.**

[When you started here - Very poor/Poor/Fair/Good/Very good/Excellent]

[Current ability level - Very poor/Poor/Fair/Good/Very good/Excellent]

Analytical and critical thinking skills

Ability to be clear and effective when writing

Ability to read and comprehend academic material

English language skills

South African language skills other than English

Foreign language skills

Understanding of a specific field of study

Quantitative (numeracy, maths and stats) skills

Ability to speak clearly and effectively

Ability to understand international perspectives

Leadership skills

Computer skills

Internet skills

Library research skills

Other research skills

Ability to prepare and make a presentation

Interpersonal (social) skills

Ability to appreciate, tolerate and understand diversity (e.g., race, gender, class, beliefs, disability, sexual orientation)

Ability to appreciate fine arts (painting, music, drama, dance)

Ability to appreciate cultural and global diversity (e.g., ethnicity, nationality)

Understanding the importance of personal social responsibility

Self-awareness and understanding



**1.8. What do you plan to do when you graduate?**

*Enrol in postgraduate studies*

*Work full-time*

*Work part-time*

*Be self-employed*

*Study or work abroad*

*Work in a paid internship or community service position*

*Work as a volunteer*

*Take a year off*

*Do something else (please specify below)*

*I have no idea at this point*

**1.9. What is the highest academic qualification that you plan to achieve?**

*National Certificate or National Diploma*

*General Bachelor's degree (BA, BSc, etc.)*

*Professional Bachelor's degree (e.g., BSc(Eng), B.BusSci, LLB, MBChB)*

*Honours degree (e.g., BA(Hons))*

*Postgraduate Certificate or Diploma (e.g., PGCE, PG Diploma in Management)*

*Academic Master's degree (e.g., MA, MSc)*

*Professional Master's degree (e.g., MBA)*

*Doctorate / PhD*

*I don't know yet*



**1.10. What career do you hope to pursue after you've completed your education?**

*Artistic, creative professions*

*Business, finance-related professions*

*Education*

*Engineering, computer programming*

*Law*

*Media, publishing-related professions*

*Medicine, OT, health-related professions*

*Psychology, social work, helping professions*

*Researcher, scientist*

*Government, public administration*

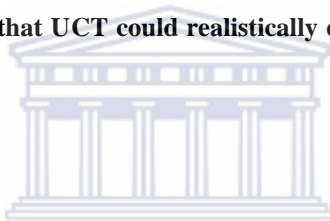
*NGO sector*

*Other (please specify below)*

*I have no idea*

**1.11. What is the single most important thing that UCT could realistically do to create a better undergraduate experience for you?**

*[Open question]*



**PART 2: STUDENT LIFE AND GOALS** UNIVERSITY of the WESTERN CAPE

**2.1. How important are each of the following university goals to you?**

*[Very important / Somewhat important / Not important]*

Be in a position to contribute to my community after finishing my education

Discover what kind of person I really want to be

Achieve high marks

Establish meaningful friendship(s)

Prepare for postgraduate studies

Obtain the skills I need to pursue my chosen career

Explore new ideas

Develop a personal code of values and ethics

Develop an in-depth understanding of a specific field of study

Establish a social network that will help further my career

**2.2. How important were each of the following factors to you in deciding to study at UCT?**

*[Very important / Somewhat important / Not important]*

- Intellectual curiosity
- Leads to a high paying job
- Prepares me for a fulfilling career
- Complements desire to study abroad
- Parental desires
- Easy entrance requirements
- Allows time for other activities
- Provides international opportunities
- Academic reputation / ranking
- Couldn't get into my first choice of degree elsewhere
- Interest in subject area
- Prepares me for postgraduate studies
- Provides me with funding / financial aid
- Provides academic development programmes
- Provides me with campus accommodation
- Other, please specify:



**Part 3 Campus Climate for Diversity**

**3.1. To what extent are the following statements true of your experience at UCT?**

*[Strongly disagree / Disagree / Disagree somewhat / Agree somewhat / Agree / Strongly agree]*

- I feel valued as an individual at UCT
- There is a clear sense of appropriate and inappropriate behaviour at UCT
- I am proud to be a UCT student
- This institution values students' opinions
- Diversity is important at UCT
- Diversity is important to me
- Academic cheating and plagiarism are a problem at UCT
- Attending a university with world-class researchers is important to me
- It doesn't really matter where I get my undergraduate education, since all universities are similar in quality
- I am well socially integrated among my fellow students

**3.2 Please indicate your level of agreement with the following statements.**

*[Strongly disagree / Disagree / Disagree somewhat / Agree somewhat / Agree / Strongly agree]*

UCT has a strong commitment to undergraduate education

The emphasis on research detracts from the quality of teaching at UCT

**3.3. How important to you are the following aspects of being an undergraduate student at a research-led university like UCT?**

*[Not important / Not very important / Somewhat important / Important / Very important / Essential]*

Learning about academic staff research

Having courses with lecturers who refer to their own research as part of the class

Learning research methods

Assisting lecturers in their research, for pay or as a volunteer

Pursuing your own research

The academic reputation of UCT when you apply for postgraduate studies

The academic reputation of UCT when you apply for a job

Having access to a world-class library collection

Having access to the latest ICTs, other technologies, laboratory equipment, etc.

**3.4. During this academic year, how often have each of the following been obstacles to your academic success?**

*[All the time / Frequently / Occasionally / Rarely / Not at all]*

Competing job responsibilities

Competing family responsibilities

Other competing responsibilities (student societies, sport clubs, etc.)

Transport problems (e.g., getting to campus on time)

Weak English language skills

Inadequate study skills

Inadequate study environment

Inadequate funding, financial problems

Lack of campus accommodation

Feeling depressed, stressed, or upset

Physical illness or health condition

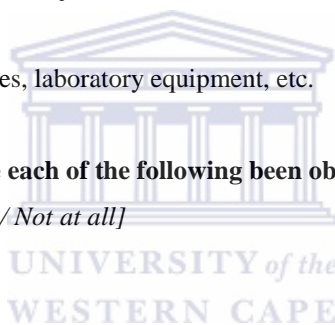
Social integration amongst fellow students

Being discriminated against

Traumatic experiences (e.g., death of a loved one, victim of violence or crime)

The adaptation from secondary school to the pace at UCT

Other (please specify)



**3.5. Based on your experience and observation, rate the institutional climate at UCT along the following dimensions:**

The UCT institutional climate is

Friendly / Hostile

Caring / Impersonal

Intellectual / Not intellectual

Tolerant of diversity / Intolerant of diversity

Safe / Dangerous

Too easy academically / Too hard academically

Affordable / Not Affordable

Elitist / Inclusive

Euro-centric / Afro-centric

**3.6. Indicate how strongly you agree or disagree with each of the following statements.**

*[Strongly disagree / Disagree / Somewhat disagree / Somewhat agree / Agree / Strongly agree]*

I feel free to express my political beliefs on campus

I feel free to express my religious beliefs on campus

Students are respected here regardless of their economic or social class

Students are respected here regardless of their gender

Students are respected here regardless of their race or ethnicity

Students are respected here regardless of their religious beliefs

Students are respected here regardless of their political beliefs

Students are respected here regardless of their sexual orientation

Students are respected here regardless of their nationality

Students are respected here regardless of their disability

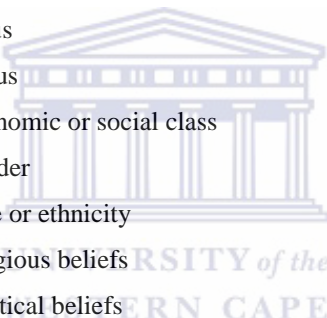
Students are respected here regardless of their health / HIV-status

Students are respected here regardless of their age

Students are respected here regardless of their academic discipline / faculty / degree

Students are respected here whether they are on an extended / academic development programme or not

Students are respected here regardless of their residence status (e.g., residence vs. day students)



**3.7. How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?**

*[Never / Rarely/ Occasionally / Somewhat often / Often / Very often]*

- Their religious beliefs were very different from yours
- Their political opinions were very different from yours
- They were of a different nationality than your own
- They were of a different race or ethnicity than your own
- Their sexual orientation was different than your own
- They were from a different economic or social class
- They had a disability status different from you
- They had a health condition / HIV-status different from you

**Part 4 Overall Satisfaction and Agreement**

**4.1. Please rate your level of satisfaction with the following aspects of your university education.**

*[Very dissatisfied / Dissatisfied / Somewhat dissatisfied / Somewhat satisfied / Satisfied / Very satisfied]*

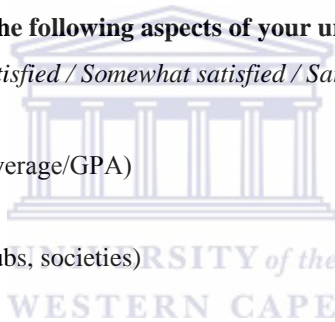
UCT's level of marks (your overall grade point average/GPA)

Overall social experience

Overall extra-curricular experience (e.g., sport clubs, societies)

Overall academic experience

Overall value-for-money of your education



**4.2. Please rate your level of agreement with the following statements.**

*[Strongly disagree / Disagree / Disagree somewhat / Agree somewhat / Agree / Strongly agree]*

I feel that I belong at UCT

Knowing what I know now, I would still choose to enrol at UCT

## Part 5: Uses of Technology

### 5.1 Personal Computer Use

*[Yes/No]*

Do you own a desktop computer?

Do you own a laptop or tablet computer?

Have you brought your laptop or tablet to class this semester?

Do you make use of the university's computer labs?

Do you use a smart phone to connect to the internet?

Do you have internet access at your residence / digs / home?

Are you overall satisfied with your access to the internet at UCT?

### 5.2. How frequently are the following used in your courses?

*[Very often/Often / Somewhat often/ Occasionally /Rarely]*

Online discussion forums

Online assignments

Online posting of readings

Videoconferencing

PowerPoint slides

Music

Film, TV, Rebroadcasts of television programmes, YouTube

Social media (e.g., Twitter, Facebook)



### 5.3. To what extent are the following statements true?

*[Strongly disagree/ Disagree/ Disagree somewhat/Agree somewhat /Agree/ Strongly Agree]*

I would like more lecturers to use PowerPoint slides in their lectures

I would like more lecturers to post course description on the internet or Vula

I would like more lecturers to post supplemental teaching materials on the internet or the Vula course website

The internet / Vula has helped me better communicate with my lecturers/tutors

The internet / Vula has helped me better communicate with my classmates

The internet / Vula has made it more difficult to complete assignments

I am more comfortable asking my lecturers questions during office hours rather than by email or Vula

I would prefer to buy printed course packets/readers instead of downloading readings from the Internet

Sometimes the use of information technology in the classroom makes it harder to do well in a course

I prefer to do research on the internet when possible rather than go to the library

## Part 6 Political and Social Engagement

### 6.1. How important do you consider the following citizenship attributes?

*[Not important / Not very important/ Somewhat important/ Important /Very important / Essential]*

Understanding the Constitution, the Bill of Rights, and the values enshrined therein

Social responsibility, compassion, and ethical commitment to the common good

Knowing and understanding the structure of government, political processes, political concepts and issues

Critical reasoning and problem solving skills

Ubuntu

Patriotism

Social and communication skills

Participating in democratic processes

### 6.2a. What do you understand by the word “democracy” (in your own words)? [open question] \_\_\_\_\_

### 6.2b. In order to call a country a “democracy”, please indicate which of the following features below you think are essential or not important at all?

*[Absolutely essential/Somewhat essential/ important/ Not very important/ Not important at all/ Don't know]*

Majority rule

Complete freedom for anyone to criticise the government

Regular elections

At least two political parties competing with each other

Basic necessities like shelter, food and water for everyone

Jobs for everyone

Equality in education

A small income gap between rich and poor

### 6.3. Which of these three statements is closest to your own opinion?

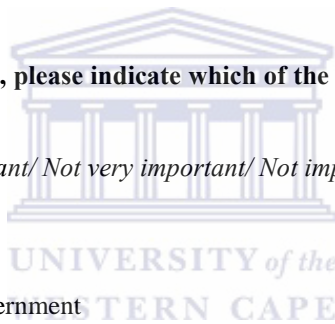
*[select one]*

Democracy is preferable to any other kind of government

In some circumstances, a non-democratic government can be preferable

For someone like me, it doesn't matter what kind of government we have

Don't know



**6.4. There are many ways to govern a country. Would you approve of the following alternatives?**

*[Strongly disagree/ Disagree/ Disagree somewhat/Agree somewhat /Agree/ Strongly Agree]*

Only one party is allowed to stand for election and hold office

The army comes in to govern the country

Elections and parliament are abolished so that the president can decide everything

**6.5a. How interested are you in public affairs (especially in politics and government)?**

*[Very interested / Somewhat interested / Not very interested / Not interested at all / Don't know ]*

**6.5b. How often do you discuss political matters in any of the following places/spaces?**

*[Never / Rarely/ Occasionally / Somewhat often / Often / Very often]*

In the classroom

On campus with friends

Off campus with friends

At home with family

In Social Media (e.g., Facebook, Twitter)

**6.5c. How often do you get news on public affairs and politics from the following sources?**

*[Every day/ A few times a week/ A few times a month/ Less than once a month/ Never/ Don't know] (HERANA style)*

Radio

TV

Newspaper (including student newspaper)

Internet (e.g., Online News)

Social Media (e.g., Facebook, Twitter)

**6.6. With regard to the last general election (local government election 2011), which statement is true for you?**

*I voted in the election*

*I was too young to vote*

*I chose not to vote*

*I did not vote for some other reason*

*Don't know/ can't remember*



**6.7. How often have you been involved in any of the following activities in the past twelve months?**

*[Often / Several times / Once or twice / Never, but I would probably if had a chance / I would never do this]*

Attended a political meeting of students (e.g. a mass meeting) on campus

Contacted a senior university official (e.g. Vice-Chancellor) to raise an important issue or submit a complaint

Wrote a letter to a student paper/Varsity or make a pamphlet to protest about an issue

Joined others in a student demonstration or attended a protest march on campus

Attended a political gathering/meeting off campus

Contacted a government official to raise an issue or make a complaint

Wrote a letter to a local/national newspaper about an issue

Joined others in a demonstration or protest march off campus

**6.8. Please select all the formal student leadership positions you are currently holding and/or have previously held at university level:**

Class representative

Student leader/representative in the faculty (e.g., Faculty Council; PGSA)

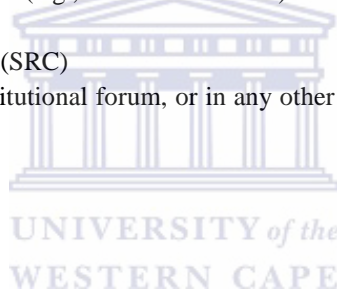
Student leader/representative in a student residence (e.g., House Committee)

Member of the Student Assembly

Member of the Students' Representative Council (SRC)

Student representative in the senate, council, institutional forum, or in any other high-level university committee (e.g. Student Affairs Committee)

Other (please specify):



## **Part 7: Student Development and Support**

### **7.1. Do you know how to find the following student support services on campus?**

*[Yes / No / I'm not aware of this service]*

Academic Development Programme (ADP)  
Access Control Services (and Card Production Centre)  
Careers Service  
Campus Protection Services  
Disability Services and TCATS  
Discrimination and Harassment Office (DISCHO)  
Fees Office  
HIV and AIDS Institutional Co-ordination Unit (HAICU)  
ICTS  
International Academic Programmes Office (IAPO)  
Legal Aid Clinic  
Societies' Centre  
Sport and Recreation  
Sport Injuries Clinic  
SRC Offices  
Student Faculty Council  
Student Financial Aid  
Student Housing and Residence Life  
Student Orientation and Advocacy Centre  
Student Records Office  
Student Wellness Service  
Writing Centre



### **7.2. Please rate your level of satisfaction with the following aspects of your university education.**

*[Very dissatisfied / Dissatisfied / Somewhat dissatisfied / Somewhat satisfied / Satisfied / Very satisfied]*

Overall experience of student support services  
Overall experience of administrative services in your department / faculty  
Overall experience of university-wide administrative services

**7.3. Indicate the way in which you have been involved in the following organisations in this academic year.**

**Campus-based organisations:**

*[Official leader / Active member / Inactive member / Not a member / Don't Know]*

Academic (e.g., AIESEC, Black Law Students Forum, Surgical Society)

Advocacy (e.g., Amnesty International, Palestinian Solidarity Forum)

Campus sport (e.g., rugby club, cricket, hockey, tennis, soccer)

Governing bodies (e.g., SRC, student assembly, faculty council, residence house committee)

Honour society (e.g. Golden Key)

National/cultural student society (e.g., Botswana Students' Association, Zimbabwe Society)

Media (e.g., Varsity newspaper, UCT Radio)

Development agencies (e.g. SHAWCO, RAG, Ubunye)

Performing group (e.g., UCT Choir for Africa)

Political (e.g., ANC YL, DASO, SASCO, YCL)

Faith (e.g., ACTS, His People, Muslim Students' Association, Society for Bhuddism in Action, South African Union of Jewish Students)

Student Residence

Special interest, social and wellness groups (e.g., Debating Union, Film Society, Green Campus Initiative, Rainbow UCT)

Other campus-based club or organisation



**Off-campus organisations:**

*[Official leader/ Active member/ Inactive member/ Not a participant]*

Political organization (e.g., political party branch)

Non-political organization (e.g., civil society organization, cultural or sport club)

Religious organisation

**7.4. How often during the current academic year have you participated in activities that develop the following skills?**

*[Never /Rarely/ Occasionally / Somewhat often /Often / Very often]*

Note-taking, reading, summarising, essay-writing, library research and exam preparation

CV writing, job application and interview skills, career planning

Change management, team building, policy analysis, conflict management and negotiation

Chairing a meeting, minute taking, proposal and report writing, financial management

Countering racism, sexism, homophobia, xenophobia etc., dealing with harassment, peer counselling

Designing a business plan, marketing, financial management

Campaigning for a cause or candidate, debating and deliberation, organising a political meeting, consensus building

Time management, assertiveness, stress management, health and sexuality, coping with relationships

**Part 8: Background and Personal Characteristics**

**8.1. Does or did any of the following persons have a university degree or Technikon National (N) 4-year Diploma or higher?**

*[Mother – Yes/No/Don't know]*

*[Father – Yes/No/Don't know]*

*[Primary guardian/caregiver, if other than mother or father – Yes/No/Don't know]*

**8.2. What is / was your mother's or primary guardian's first language?** *[open question]*

**8.3. What is your first language?** *[open question]*

**8.4 How often during the current academic year have you gone without food for a day or longer (not including fasting periods)?**

*[Never /Rarely/ Occasionally / Somewhat often /Often / Very often]*

**8.5. What is the occupation of your primary guardian / mother / father?** *[open question]*

**8.6. Which best describes your social class?**

*[growing up]*

*[currently]*

Very wealthy

Middle-class / professional

Lower middle-class / upper working-class

Low-income working-class

Poor (e.g., unemployed, social grant)



**8.7. How do you 'racially' categorise yourself?**

Black

Coloured

Indian

White

Decline to state

Other

**8.8 What is your gender?**

Female

Male

Decline to state

Other

**8.9. Which of the following best describes your political party orientation?**

ACDP

ANC

APC

AZAPO

COPE

DA

ID

IFP

FF +

MF

PAC

SACP

UCDP

UDM

None of the above

Decline to state

Other (*please specify below*)



**Thank you for your participation in this survey.**

## APPENDIX F-CONCEPTUAL MAP TO THE SURVEY QUESTIONNAIRE

<b>Citizenship Attributes</b>	<b>Conceptual Family</b>	<b>Item in SERU Questionnaire</b>		
<b>1. Support for Democracy</b>	<b>Definition of democracy/ Awareness of 'democracy'</b>	6.2a. Own Conception of 'democracy'		
	<b>Support for democracy</b>	6.3 Support for democracy	4-Point index	
	<b>Reject authoritarianism</b>	6.4a Reject one party rule		
		6.4 b Reject military rule		
		6.4c Reject presidential dictatorship		
<b>2. Knowledge and support of democracy</b>	<b>Cognitive engagement with Democracy</b>	6.1 Understanding the Constitution	4-Point index	
		6.1b Knowing and understanding the structure of government etc.	4-Point index	
		6.1g Participating in Democratic Processes	4-Point index	
<b>3. Political Participation</b>		WESTERN CAPE 7.3c List of campus-based organisations Governing bodies (eg. SRC, Student assembly, faculty council, residence house committee), Political (eg. ANC,YL, DASO, SASCO, YCL)		
		7.3n List of off-campus organisations Political (eg. Political party branch)		
		1.1h Hours spent participating in student societies and organisations.		
		<b>Electoral participation</b>	6.6. Voted in the last national election	
		<b>Communing / Contacting (on campus)</b>	6.7a Attended a political meeting of students	
		6.7b Contacted a senior university official to raise an issue /		

<b>Citizenship Attributes</b>	<b>Conceptual Family</b>	<b>Item in SERU Questionnaire</b>	
		complain	
		6.7c Wrote a letter to a student paper/pamphlet	
		6.7d Attended a student demonstration/protest march on campus	
	<b>Communing / Contacting (off campus)</b>	6.7e Attended a political gathering/meeting off campus	
		6.7f Contacted a government official to raise an issue / complain	
		6.7g Wrote a letter to a local/national newspaper	
		6.7h Attended a demonstration/protest march	
<b>4. Interest in Democracy</b>	<b>Interest in public affairs</b>	6.5a Interest in public affairs(politics and government)	
	<b>Political discussion</b>	6.5b1-6.5b5 Discussing political matters in various spaces (on campus, off-campus, at home, etc.)	
<b>5. Appreciation of diversity</b>	<b>Proficiency in language skills</b>	1.7d and 1.7q English language skills	
		1.7e and 1.7r South African language skills other than English	
		1.7f and 1.7s Foreign language skills	
	<b>Proficiency in understanding diversity</b>	1.7ad and 1.7an Ability to appreciate, tolerate and understand diversity ( eg. race, gender, class, beliefs, sexual orientation)	
		1.7af and 1.7ap Ability to appreciate cultural and global diversity ( eg. ethnicity and nationality)	
		1.7ah and 1.7ar Self-Awareness	
	<b>Interacting with diverse others</b>	3.7a-3.7h Engagement with students who are different (beliefs, political opinions, nationality, race, sexual orientation, social class, disability, health/ HIV status)	
	<b>Involvement in organisations that encourage diversity</b>	7.3l On-Campus organisations Special interest, social and wellness groups (eg. Rainbow UCT,	

<b>Citizenship Attributes</b>	<b>Conceptual Family</b>	<b>Item in SERU Questionnaire</b>	
	<b>interaction</b>	Green Campus Initiative)	
		7.3o and 7.3p Off-campus organisations such as Non-political organisation (eg. Civil Society organizations) and Religious organisation	
<b>6. Commitment to social responsibility and community development</b>	<b>Importance of citizenship attribute</b>	6.1a Sense of social responsibility, compassion and ethical commitment to the common good.	
	<b>Community Involvement</b>	7.3g Development agencies (e.g. SHAWCO, RAG, Ubunye)	
	<b>Volunteering – extra-curricular</b>	1.1e Volunteering in community outreach activities outside of academic work	
<b>7. Critical thinking skills</b>	<b>Importance of Citizenship attribute</b>	6.1c Critical reasoning and problem-solving skills	
	<b>Proficiency in Critical Thinking</b>	1.7a and 1.7m Analytical and critical thinking skills	
	<b>Participation in activities that may contribute to the development of Critical Thinking</b>	1.3a Contribute to class discussion	
		1.3b Brought up ideas or concepts from different courses during class discussion	
		1.5a-f Interaction with lecturers	
		1.1 a Hours spent on attending lectures, discussions, workshops, practicals	
		1.1 b Studying and other activities out1.1 Doing fieldwork, practica, internships, as part of academic outside of class	
		1.1c Tutoring or mentoring	
		1.1d Doing fieldwork, practica, internships, as part of academic work.	

Citizenship Attributes	Conceptual Family	Item in SERU Questionnaire	
		1.2a Explain methods, ideas or concepts and use them to solve problems	
		1.2b Break down material into component parts or arguments into assumptions to see the basis for different outcomes or conclusions	
		1.2c Judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning	
		1.2e Use facts and examples to support your opinion.	
	<b>Critical evaluation of Campus environment</b>	3.5a1 Friendly vs. hostile	
		3.5a2 Caring vs. impersonal	
		3.5a4 Tolerant of diversity vs. intolerant	
		3.5a6 Too easily academically-too hard academically	
		3.5a8 Elitist vs. down-to-earth	
		3.5a.9 Euro-centric vs. Afro-centric	
	<b>Freedom of Expression</b>	3.6.a1 Freedom to express political beliefs	
		3.6b Freedom to express religious beliefs	
		WESTERN CAPE	
	<b>Respect Difference/Equality for</b>	3.6c Students are respected here regardless of their economic or social class	
		3.6d Students are respected here regardless of their gender	
		3.6e Students are respected here regardless of their race or ethnicity	
		3.6f Students are respected here regardless of their religious beliefs	
		3.6g Students are respected here regardless of their political beliefs	
		3.6h Students are respected here regardless of their sexual orientation	
		3.6i Students are respected here regardless of their nationality	
		3.6j Students are respected here regardless of their disability	
		3.6k Students are respected here regardless of their health /	

Citizenship Attributes	Conceptual Family	Item in SERU Questionnaire	
		HIV-status	
		3.6l Students are respected here regardless of their age	
		3.6m Students are respected here regardless of their academic discipline / faculty / degree	
		3.6n Students are respected here whether they are on an extended / academic development programme or not	
		3.6o Students are respected here regardless of their residence status (e.g., residence vs. day students)	
		3.1e Diversity is important at UCT	
		A(2)8 Respect for otherness (race, class gender, etc.) on campus	
		A(2)4.12 Being discriminated against as obstacle	
		A(2)4.11 Social integration amongst fellow students as obstacle	

Based on Conceptual Map of Round 3 Afrobarometer and HERANA I (2009).

