

EUROSTUDENT VII has drawn on several external sources in questionnaire development. All (internal and external) researchers are asked to **make sure to reference the correct item source when reporting results based on the items** below by adding the relevant information on the source beneath the figures and adding the correct citation to the reference list, where applicable (see column “Please cite as...”).

Concept	EUROSTUDENT questionnaire	Source/background information	Please cite as... (Information to be added to relevant figures/text)
Teaching evaluation	<p>3.2 To what extent do you generally agree with the following statements regarding the #lecturers in your #(main) study programme in the current #lecture period?</p> <p>Strongly agree - Do not agree at all</p> <ul style="list-style-type: none"> • The #lecturers normally give me helpful feedback on how I am going. • The #lecturers motivate me to do my best work. • The #lecturers are extremely good at explaining things. 	<p>Items adapted from Good Teaching Scale, Course Experience Questionnaire 2017, Student Experience Survey Australia.</p>	<p>Items adapted from Course Experience Questionnaire 2017, Student Experience Survey Australia.</p>
Socio-academic integration	<p>3.3 Generally, to what extent do you agree with the following statements with regard to your current #(main) study programme?</p> <ul style="list-style-type: none"> • I get along well with the #lecturers in my current #(main) study programme. • The #lecturers are interested in what I have to say. • I know a lot of fellow students with whom I can discuss subject-related questions. 	<p>Items following questions on social and academic integration from the National Education Panel Study (Germany).</p>	<p>Items from NEPS study (Dahm et al. (2016)).</p> <p>Full citation for reference list: Dahm, G., Lauterbach, O., & Hahn, S. (2016). Measuring Students' Social and Academic Integration - Assessment of the Operationalization in the National Educational Panel Study. In H.-P. Blossfeld, J. von Maurice, M. Bayer & J. Skopek (eds.), <i>Methodological Issues of Longitudinal Surveys. The Example of the National Educational Panel Study</i> (pp. 313-329). Wiesbaden: Springer VS. http://dx.doi.org/10.1007/978-3-658-11994-2_18</p>

	<ul style="list-style-type: none"> I have contact to many students in my current #(main) study programme. 		
Goal clarity	<p>3.6 Generally, to what extent do you agree with the following thoughts regarding your studies?</p> <ul style="list-style-type: none"> It is often hard to discover what is expected of me in my current #(main) study programme 	<p>Item 3 of the Clear Goals and Standards, Course Experience Questionnaire 2017, Students Experience Survey Australia.</p>	<p>Item from Course Experience Questionnaire 2017, Student Experience Survey Australia</p>
Drop-out intention	<p>3.6 Generally, to what extent do you agree with the following thoughts regarding your studies?</p> <ul style="list-style-type: none"> I am seriously thinking about changing my current #(main) study programme. I am seriously thinking of completely abandoning my higher education studies. 	<p>Items adapted from TOSCA study (Trautwein et al., 2007). Also used in National Education Panel Study (Germany, waves 1-3, 4, 5-6 and 7-8 - item numbers: tg53223 and tg53224).</p>	<p>Items adapted from Trautwein et al. (2007). Full citation for reference list: Trautwein, U.; Jonkmann, K.; Gresch, C.; Lüdtke, O.; Neumann, M.; Klusmann, U.; Husemann, N.; Maaz, K.; Nagy, G.; Becker, M.; & Baumert, J. (2007): Transformation des Sekundarschulsystems und akademische Karrieren (TOSCA). Dokumentation der eingesetzten Items und Skalen, Welle 3. Max-Planck-Institut für Bildungsforschung. Berlin.</p>
Self-rated performance	<p>3.8 How would you rate your performance so far in your current #(main) study programme in comparison to that of your fellow students?</p>	<p>Items adapted from TOSCA study (Trautwein et al., 2007). TUD_39 from the National Education Panel Study (Germany)</p>	<p>Item adapted from Trautwein et al. (2007). Full citation for reference list: Trautwein, U.; Jonkmann, K.; Gresch, C.; Lüdtke, O.; Neumann, M.; Klusmann, U.; Husemann, N.; Maaz, K.; Nagy, G.; Becker, M.; & Baumert, J. (2007): Transformation des Sekundarschulsystems und akademische Karrieren (TOSCA). Dokumentation der eingesetzten Items und Skalen, Welle 3. Max-</p>

<p>Capacity to face unexpected financial expenses</p>	<p>4.19. Would you be able to pay for an unexpected required expense of # XXXX€?</p> <ul style="list-style-type: none"> • Yes, I am able to pay this through my own resources • No, but someone else (parents, family, partner etc.) would pay this for me • No, I cannot afford this through my own resources and nobody else would be able to pay this for me 	<p>Adapted from EU-SILC, HS060: Capacity to face unexpected financial expenses https://circabc.europa.eu/sd/a/e9a5d1ad-f5c7-4b80-bdc9-1ce34ec828eb/DOCSILC065%20operation%202018_V5.pdf/#page=191 Published as ilc_mdes04: https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=ilc_mdes04&lang=en</p>	<p>Planck-Institut für Bildungsforschung, Berlin. Item adapted from Eurostat (ilc_mdes04).</p>
<p>Limitation by impairment in usual activities/studies</p>	<p>6.12. [Only students who have indicated an impairment] Due to your impairment(s) to what extent are you limited...?</p> <ul style="list-style-type: none"> • Severely limited/Limited but not severely/not limited at all • ...in activities people usually do? • ...in your studies?] 	<p>In comparison to previous EUROSTUDENT rounds, the question changed slightly from a 5-point-scale to a 3-point-scale to increase similarity with the global activity limitation indicator (GALI – also used in EU -SILC, and European Health Survey https://ec.europa.eu/eurostat/documents/3859598/8762193/KS-02-18-240-EN-N.pdf/5fa53ed4-4367-41c4-b3f5-260ced9ff2f6 https://ec.europa.eu/eurostat/cache/metadata/en/hlth_silc_01_esms.htm Background information: Van Oyen, H., Bogaert, P., Yokota,</p>	<p>Items adapted from Global Activity Limitation Indicator (Eurostat).</p>

R. T., & Berger, N. (2018). [Measuring disability: a systematic review of the validity and reliability of the Global Activity Limitations Indicator \(GALI\)](#). *Archives of Public Health*, 76(1), 25.

Van Oyen, H., Van der Heyden, J., Perenboom, R., & Jagger, C. (2006). [Monitoring population disability: evaluation of a new Global Activity Limitation Indicator \(GALI\)](#). *Sozial- und Präventivmedizin*, 51(3), 153-161.

Berger, N., Van Oyen, H., Cambois, E., Fouweather, T., Jagger, C., Nusselder, W., & Robine, J. M. (2015). [Assessing the validity of the Global Activity Limitation Indicator in fourteen European countries](#). *BMC medical research methodology*, 15(1), 1.

Financial status of students' parents

7.2. How well-off financially do you think your parents (or #guardians) are compared with other families?

This question originates from a questionnaire of a PIRLS survey 2006.

https://timss.bc.edu/PDF/P06_Home.pdf

Source: PIRLS 2006. Copyright © 2005 International Association for the Evaluation of Educational Achievement (IEA). Publisher: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.