

The Student Survey in Germany

Basic programme



Module A

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Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 312 439" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 312 474" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

The basic programme Module A records the central basic data of the students (socio-demographics (A1), previous education and university entrance (A2), study characteristics (A3), study planning and academic success (A4) and employment and housing situation (A5). The module is presented to all respondents (100 %).

A_1 In order to design the survey to suit your situation and to be able to address the situation of international students in particular, we need to ask you two key initial questions at the beginning:

Where did you acquire your first higher education entrance qualification?

- in Germany
- in another country

And: what is your citizenship?

Please select all applicable responses.

- German
- Other(s)

¹A_2 Did you acquire German citizenship...

- ...at birth?
- ...as an ethnic German immigrant?
- ...through naturalisation?

²A_3 You have indicated that you are a foreign national. What is your foreign nationality?

Please first select the continent.

- Europe
- Africa
- America
- Asia
- Australia and Oceania

¹ Question is presented to students with German citizenship (A_1).

² Question is presented to students with foreign nationality (A_1).

Question variants:

V1: What was your foreign nationality before moving to Germany?

V2: What was your foreign nationality before naturalisation?

V3: You indicated that you are a foreign national in addition to German. What is your additional foreign nationality?

³A_4 Please indicate your foreign nationality here.

∨ Nationality (*Dropdown List of states*)

You can also enter your foreign nationality here:

(*open specification*)

A_5 Where were you born?

- in Germany
- in another country

⁴A_6 In what country were you born?

Please first select the continent.

- Europe
- Africa
- America
- Asia
- Australia and Oceania

⁴A_7 Please indicate the country in which you were born.

∨ Country of birth (*Dropdown List of states*)

Please enter your country of birth here:

(*open specification*)

⁴A_8 There are various legal bases for entering Germany. What was it like for you?

Please select all applicable responses.

When I came to Germany, I was:

- A citizen of an EU member state and/or from the European Economic Area (EEA)
- A student (incl. preparations for studies)
- Gainfully employed (work visa)
- A tourist (tourist visa)
- An asylum-seeker, refugee, or individual seeking protection
- A dependent who arrived with parents or with/because of my (spouse) partner
- Joining (a) family member(s) already living in Germany
- An ethnic German immigrant
- An individual with a different status, namely: (*open specification*)

³ Question is presented to students with foreign nationality (A_1).

Question variants:

V1: Please indicate your foreign nationality before moving to Germany.

V2: Please indicate your foreign nationality before naturalisation.

V3: Please indicate your additional foreign nationality.

⁴ Question is presented to students born abroad (A_5).

5A_8a What was the result of your application for asylum?

- The asylum application process has not yet been completed.
- I was recognised as a refugee or asylum-seeker.
- I have been granted subsidiary protection status.
- My application for asylum was rejected and I was granted temporary leave to remain in Germany (Duldung).

- I would rather not provide any information on this question.

4A_8b What were the reasons that you or your family ...

... left your country of origin?

... moved to Germany?

A_9b What is your sex?

- Male
- Female
- Diverse (non-binary)

- None of the above categories, but rather:

A_10 How old are you?

years

A_11 What is your marital status?

Please select all applicable responses.

- no long-term partner
- with a long-term partner
- married/registered relationship
- divorced
- widowed

- not specified

A_12 Do you have children?

- no
- yes

A_12a Do you have siblings?

Please also include half- or stepsiblings.

- No
- Yes, namely:

⁵ Question is presented to asylum seekers, refugees, or individuals seeking protection (A_8).

⁶A_12b How old are your siblings and what gender do they belong to?

Please begin with your oldest sibling.

1st sibling:	<input type="text" value="Age (open specification)"/>	years	<input type="text" value="V Dropdown Gender"/>
2nd sibling:	<input type="text" value="Age (open specification)"/>	years	<input type="text" value="V Dropdown Gender"/>
3rd sibling:	<input type="text" value="Age (open specification)"/>	years	<input type="text" value="V Dropdown Gender"/>

A_13 Do you serve as a caregiver for relatives or friends in need of support?

⁷Not including childcare.

No

Yes, namely:

- To members of my family
- To people in my circle of friends and acquaintances

⁸A_14 During a typical week, how often do you perform the following activities as a caregiver?

	Never	Occasionally				Very often
Shopping and running errands outside the home, e.g. dealing with authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housekeeping, providing meals and beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic care-giving activities, e.g. help with dressing, undressing, washing, combing and shaving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More demanding care-giving activities, e.g. help with putting someone to bed, going to the toilet, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Something else, namely: <input type="text" value="(open specification)"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁶ Students who have siblings are asked this question (A_12a).

Question variants:

V1: How old is your sibling and to what gender does it belong?

V2: How old is/are your sibling(s) and what gender do(es) it/they belong?

⁷ Completion instructions are given to students who have children (A_12).

⁸ Question is presented to students who regularly look after people in need of care (A_13).

A_15 In the following section, we will ask you some brief questions about (health-related) disabilities that you may have. Your answers are of course still voluntary and we assure you anonymity and ensure the privacy of your data.

Do you have one or more of the (health-related) disabilities listed here?

Please select all applicable responses.

None

Yes, namely:

- Impaired mobility and movement (e.g. walking, standing, grasping)
- Blindness/visual impairment
- Deafness/hearing impairment
- Speech impediment (e.g. stuttering)
- Mental illness (e.g. depression, eating disorders)
- Long-term/chronic physical ailment (e.g. rheumatism, MS, intestinal disease)
- Specific learning disability (e.g. dyslexia, dyscalculia)
- Other impairment/illness (e.g. tumour, autism spectrum disorder):
- I would prefer not to specify the nature of my impairment/illness/disability.

A_16 Are you currently studying outside Germany?

- No
- No, I had to interrupt a stay abroad
- No, I was unable to begin a stay abroad
- Yes

Tr_1 How is your current study programme organised?

- Semester
- Trimester

⁹Tr_2 [displayed note]

In Germany, study programmes are usually organized in semesters. Therefore, in the following we refer to "semester" throughout.

¹⁰A_17 In which subject-related semester are you currently in?

Subject-related semesters are the semesters that you are enrolled in your current degree programme.

Subject-related semester:

In which university semester are you currently in?

University semesters are all semesters since the beginning of your studies, including semesters on leave, semesters abroad and internship semesters.

University semester:

Are you currently in a semester on leave?

- No
- Yes

⁹ Page is presented to students who are currently studying in trimesters (Tr_1).

¹⁰ Students who study in trimesters (Tr_1) receive the following instructions: *If your studies were/are (also) organised in trimesters, please convert these into semesters (1 year = 2 semesters).* Instead of "Leave of absence semester", "Leave of absence trimester" is also displayed.

A_18 We have approached you via [name of university]. Is this the university where you are currently studying?

If you are currently studying at another university, please select "No".

If you are studying at several universities at the same time, please respond with respect to the institution mentioned above.

- Yes, namely located at:
- No, I'm studying at another university.

^{11, 12}A_19 In which Federal state/country is your university located?

^{11, 13}A_20 At which university are you currently studying?

If your university is not listed, please enter it here (e.g. HU Berlin, FH Bielefeld).

Name of the university:

^{11, 14}A_20b Please enter your university location.

^{11, 15}A_21 At which university are you currently studying?

Country:

University:

A_22 All in all, how satisfied are you with the conditions at your university?

Very dissatisfied			Very satisfied		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹¹ Question is presented to students who are not currently studying at the university through which they were contacted (A_18).

¹² Question/variable not included in university-specific data sets.

¹³ Question is presented to students who are currently studying at a higher education institution in Germany (A_19).

¹⁴ Question is presented to students who are currently studying at a university with locations in Germany (A_20).

¹⁵ Question is presented to students who are currently studying at a foreign university (A_19).

A_23 Please indicate your area of study.

Please write the name of your subject (e.g. business informatics, social work).

main area of study:

subsidiary area of study, if applicable:

A_24 Are you enrolled in a teacher training programme?

No

Yes, namely ...

- ... Teaching qualifications for primary schools (primary level)
- ... Teaching qualifications for lower and intermediate secondary schools (stage I secondary education)
- ... Teaching qualifications for grammar schools and comprehensive schools (stage II secondary education)
- ... Teaching qualifications for vocational schools and colleges
- ... Teaching qualifications for schools for children with learning difficulties/physical disabilities/special education

A_25 And which degree are you pursuing next?

If you are pursuing more than one degree, please refer to the one that you expect to acquire soonest.

- Bachelor's
- Master's
- State examination
- Diploma
- "Magister"
- Doctorate
- Other degree, namely
- No degree, but rather

¹⁶ A_25b You indicated that you are pursuing a doctorate: Are you additionally enrolled in a regular course of study?

No

Yes, namely ...

- Bachelor's
- Master's
- State examination
- Diploma
- "Magister"
- Other degree

¹⁶ Question is presented to doctoral students (A_25).

A_27 Apart from the special study situation caused by the Corona pandemic: Which form of study programme are you pursuing?

Please select all applicable responses.

- Direct studies (in contrast to distance learning)
- Distance learning
- Dual study programme
- Vocational study-programme

- Something else, namely:

¹⁷ A_27a Which form of dual study programme are you pursuing? Dual study programme with ...

- ... integrated vocational training
- ... integrated practice related parts at the practice partners
- ... integrated work experience

- Something else, namely:

D1_9 Are you studying full-time or part-time?

- Full-time
- Full-time study programme with individual part-time arrangements
- Full-time studies unofficially as part-time studies
- Part-time

A_28 What is your cumulative grade point average (GPA)?

Please convert points into marks/grades.

Average mark/grade (e.g. 2.5):

- I have not received any marks/grades.

A_29 How would you assess your academic achievements to date in comparison with your fellow students?

Below average		Average		Above average
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A_31 To what extent do you feel capable of ...

	Not at all			Totally	
... successfully completing your degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁸ ... successfully completing a master's degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... successfully completing a doctorate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁷ Question is presented to students on dual study programs (A_27).

¹⁸ Item is presented to students who are aiming for a Bachelor's degree in their current degree programme (A_25).

A_32 Which is your father's/mother's educational qualification or vocational qualification?

	Father	Mother
Doctorate	<input type="checkbox"/>	<input type="checkbox"/>
University degree	<input type="checkbox"/>	<input type="checkbox"/>
Degree from a university of applied science (Fachhochschule)	<input type="checkbox"/>	<input type="checkbox"/>
Degree from a master craftsmen's school, technical school	<input type="checkbox"/>	<input type="checkbox"/>
Vocational training or skilled worker's certificate, certificate from a vocational school	<input type="checkbox"/>	<input type="checkbox"/>
Other vocational degree	<input type="checkbox"/>	<input type="checkbox"/>
No vocational qualification	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

A_33 And what is your father's/mother's main occupation?

If your parents are not currently employed, please indicate the last profession that they worked in.

Please enter the job title as accurately as possible, e.g.: bank clerk (not: employee), customs official (not: civil servant), mechanical engineer (not: engineer)

Father

Job title:

- Has never been employed
- Don't know

Mother

Job title:

- Has never been employed
- Don't know

A_34 Where were your parents born?

	Father	Mother
in Germany	<input type="checkbox"/>	<input type="checkbox"/>
in another country	<input type="checkbox"/>	<input type="checkbox"/>

19A_35 In what country was your father/ mother born?

In what country was your father born?

Please first select the continent.

- Europe
- Africa
- America
- Asia
- Australia and Oceania

In what country was your mother born?

Please first select the continent

- Europe
- Africa
- America
- Asia
- Australia and Oceania

19A_36 Please enter your father's/ mother's country of birth.

Please enter your father's country of birth.

∨ Father's country of birth (*Dropdown List of states*)

You can also enter the country of birth here: *open specification*

Please enter your mother's country of birth.

∨ Mother's country of birth (*Dropdown List of states*)

You can also enter the country of birth here: *open specification*

20A_38a What was your level of education when you came to Germany?

Please select all applicable responses.

- Doctorate
- Higher education with a second degree (e.g. master's)
- Higher education with a first degree (e.g. bachelor's)
- Commenced higher education studies, but had not completed a degree
- School-leaving certificate that meets higher education entrance requirements
- School-leaving certificate that does not meet higher education entrance requirements
- No school-leaving certificate

¹⁹ Question is presented to students with at least one parent born abroad (A_34).

²⁰ Question is presented to international students (A_1, A_34).

^{20, 21}A_38b Have these educational qualifications or your previous academic achievements been recognised in Germany?

	Completely recognised	Partially recognised	Not recognised	Don't know
Doctorate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher education with a second degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher education with a first degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some parts of my previous studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholastic entrance qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

²⁰A_38c What additional requirements did you have to fulfil in order to study in Germany?

Please select all applicable responses.

- Passed an assessment test
- Provided proof of German proficiency (e.g. TestDaF, DSH)
- Provided proof of English proficiency (e.g. Cambridge FCE, TOEFL, IELTS)
- Passed an academic aptitude test (e.g. TestAS, medicine, art, music, sports)

Something else, namely:

None

²²A_38 What was your highest school-leaving qualification before you started your studies?

- General higher education entrance qualification (Abitur)
- Subject-specific higher education entrance qualification (fachgebundene Hochschulreife)
- Entrance qualification to a university of applied science (Fachhochschulreife)
- Intermediate secondary school-leaving certificate (Mittlere Reife)
- Lower secondary school-leaving certificate (Hauptschulabschluss)
- other certification
- no certification

²¹ Students receive items depending on their answers to question A_38a.

²² Question was not presented to international students (A_1, A_34).

22A_39 What was the basis of admission to your first degree programme (based on your schooling, a professional qualification or special aptitude)?

Please select all applicable responses.

Based on schooling

- Academic secondary school/grammar school (Gymnasium)
- Comprehensive school with senior classes to prepare for higher education (Gesamtschule mit gymnasialer Oberstufe)
- Independent Waldorf school
- Evening classes, institute preparing for higher education entrance certificate (not vocational college)
- Specialised academic, vocational secondary school (Fachgymnasium, berufliches Gymnasium)
- Full-time vocational school (Berufsfachschule)
- Upper vocational school (Berufsoberschule)
- Specialised upper secondary school (Fachoberschule)
- Other schooling form, namely:
(open specification)

Professional qualification

- Vocational/professional advanced further training as master craftsman, technician, business administrator, educator
- Completed vocational training with subsequent work experience

Aptitude tests

- Aptitude test (e.g. art, music, sports)
- Aptitude examination for gifted students (Begabtenprüfung)
- Medical school admission test (TMS)
- Another option, namely: (open specification)

22, 23A_40 When and with what cumulative grade point average (GPA) did you obtain your university entrance qualification?

Please convert points into marks/grades.

- Year (e.g. 2017) : (open specification)
- Average mark/grade (e.g. 2,5): (open specification)
- I received no marks/grades.

24A_41 Did you start or complete vocational training/professional advanced further training before your studies?

Please select all applicable responses.

- No
- Yes, I completed vocational training
- Yes, I completed professional advanced further training

²³ Question presented to non-professionally qualified persons (A_39).

Question variants:

V1: When and with what cumulative grade point average (GPA) did you obtain your university entrance qualification?

²⁴ Question presented to non-professionally qualified persons (A_39).

25 A_42 Are you gainfully employed during the semester?

"Gainful employment" refers to all activities in which you earn money during the current semester.

- No
- Yes, working one job
- Yes, working two jobs
- Yes, working three or more jobs

26 A_44 Have you already obtained a degree from an university?

- No
- Yes, at my current university
- Yes, at another university

27 A_45 When did you acquire this degree?

∨ Month (Dropdown Month list)

∨ Year (Dropdown List of annual figures)

28 A_46 What degree have you already acquired?

If you hold more than one degree, please indicate the most recent one.

- Bachelor's
- Master's
- State examination
- Diploma
- "Magister"
- Doctorate
-

Other degree, namely:

(open specification)

28 A_47 Is this a teacher training programme?

- No

Yes, namely at:

- ... primary schools (primary level)
- ... lower and intermediate secondary schools (stage I secondary education)
- ... grammar schools and comprehensive schools (stage II secondary education)
- ... vocational schools and colleges
- ... schools for children with learning difficulties/physical disabilities/special education

²⁵ Question variants:

V1: Are you gainfully employed during the semester in addition to your dual studies?

V2: Are you gainfully employed during the semester to your vocational study-programme?

²⁶ Question is presented only to international students who have not yet obtained a university degree (A_1, A_34, A_38a-c).

²⁷ Question is presented to students who have already obtained a university degree (A_44).

Question variants:

V1: You have indicated that you already acquired a higher education degree: When did you acquire this degree?

²⁸ Question is presented to students who have already obtained a university degree (A_44).

28 A_48 Which final mark (GPA) did you obtain in your previous studies?

Please convert points into marks/grades.

Final mark/grade (e.g. 2,5):

A_49a How likely is it that you will ...

	Very unlikely				Very likely
²⁹ ... pursue a master's degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... pursue a doctoral degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A_50 Since your initial enrolment, have you ...

This does not include changes or interruptions when transitioning from a bachelor's to a master's degree programme.

... changed subject areas?	<input type="text" value="v How often (Dropdown Not once – Five times)"/>
... changed degrees?	<input type="text" value="v How often (Dropdown Not once – Five times)"/>
... changed universities?	<input type="text" value="v How often (Dropdown Not once – Five times)"/>
... interrupted your studies?	<input type="text" value="v How often (Dropdown Not once – Five times)"/>

A_51b To what extent are you currently considering ...

	Never				Very often
... changing universities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... changing subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... interrupting your current studies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... completely abandoning your studies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30 A_52 What is your main housing situation during the current semester?

If you live mainly with your parents or relatives, please indicate the type of residence of your parents or relatives/acquaintances.

In a flat, a room or a house

- As a tenant (including a flat share)
- As a lodger
- As an owner/co-owner

In a hall of residence

- In a single room (on a floor shared with others)
- In a single room (in a residential unit)
- In a single apartment
- In an apartment with several rooms (for couples or students with children)

²⁹ Item is presented to students who are aiming for a Bachelor's degree in their current degree programme (A_25).

³⁰ Question variants:

V1: What is your housing situation during the current semester?

If you live mainly with your parents or relatives, please indicate the type of residence of your parents or relatives/acquaintances.

A_53 Who do you mainly live with during the semester?

Please select all applicable responses.

I live...

- ...alone.
- ...with flatmates/roommates in a shared apartment/flat/house.
- ...with my parent(s).
- ...with my long-term partner/spouse.
- ...with my child(ren).
- ...with other family members.
- ...with other people.

A_54 Have you already been abroad during your studies?

- No
- Yes, for one stay
- Yes, for two stays
- Yes, for three or more stays

³¹A_55 Are you planning a study-related stay abroad in the future?

- No, not interested
- No, I see no chance of realisation
- Don't know yet
- Yes, planning to
- Yes, already in preparation

A_56 During a typical week, how many hours do you spend on the following activities?

Please round off the amount of time to the nearest full hour and differentiate between the semesters/study phases and the semester breaks/practice-oriented phases.

	During the semesters / study phases	During the semester break / practice-oriented phases
Attending classes	<i>(open specification)</i>	<i>(open specification)</i>
Personal studies	<i>(open specification)</i>	<i>(open specification)</i>
³² Gainful employment	<i>(open specification)</i>	<i>(open specification)</i>
³³ Care-giving for relatives/acquaintances	<i>(open specification)</i>	<i>(open specification)</i>
³⁴ Childcare	<i>(open specification)</i>	<i>(open specification)</i>

³¹ Question variants:

V1: Are you planning another study-related stay abroad in the future?

³² Item is presented to students who are employed (A_42).

³³ Item is presented to students who care for someone (A_13).

³⁴ Item is presented to students who have children (A_12).

A_57 How important are the following aspects of your further career and life path to you?





	Insignificant			Very significant	
A high income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A prestigious job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secure employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking on responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing my own ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making independent decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to help other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A profession in which I can do something useful for the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reconciling the demands of work and private life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being in a good relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing a family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

eine Die
für alle Studierendenbefragung
in Deutschland

The Student Survey in Germany

Modul B1 Gender socialisation and diversity

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
	Type of question: Single choice
	Type of question: Multiple choice

Preliminary remark:

Module B1 is given to 50% of respondents in the first, randomised survey split.

B1_1 What best describes your sexual orientation?

- Heterosexual
- Gay
- Lesbian
- Bisexual
- Other, namely:
- Unclear
- I would prefer not to answer that question.

B1_2 If you had to describe yourself, which characteristics most accurately apply to you?

	Not at all				Totally
Solution-oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B1_3a Below you will find a number of statements about women and men and their relationships in contemporary society. Please indicate to what extent you agree or disagree with each statement.

	Do not agree at all				Totally agree
No matter how successful a man may be, without the love of a woman he lacks something that is extremely important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When women lose out in a fair competition against men, they tend to “play the gender card” and claim that they have been discriminated against.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feminists often make unjustified demands on men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every man should have a woman whom he loves above all else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A man should be prepared to sacrifice his own well-being to provide for his wife.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many women try to obtain special privileges under the guise of equal rights, such as preferential treatment when filling jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B1_3b There are diverse opinions about the roles of mothers and fathers. Please indicate to what extent you agree with the following statements.

	Do not agree at all				Totally agree
A small child will surely suffer when its mother is at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is better for all concerned when the man is fully employed and the woman looks after the household and the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is good for a child if its mother is working and not just focusing on the household.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even if both parents are employed, it is better if the responsibility for the household and the children lies mainly with the woman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A full-time working mother can normally have as close a relationship with her young child as a mother who is not gainfully employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The best division of labour in a family is for both partners to work to the same extent and equally share in looking after the household and the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A full-time working father can normally have as close a relationship with his young child as a father who is not gainfully employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

³⁵B1_4a In your relationship with your partner, who contributes to the following household areas and to what extent?

Please add up the column percentages to 100%.

	Housework	Earned income	Taking important decisions	³⁶ Childcare
Partner	(open specification) %	(open specification) %	(open specification) %	(open specification) %
Myself	(open specification) %	(open specification) %	(open specification) %	(open specification) %
Another Person	(open specification) %	(open specification) %	(open specification) %	(open specification) %
In total	100 %	100 %	100 %	100 %

³⁵ Question presented to students who live with their partner (A53).

³⁶ Item is presented to students who have children (A_12).

³⁵B1_4b All in all, how satisfied are you with the current division of labour between you and your partner in your household?

Very dissatisfied					Very satisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B1_5 A number of daily tasks have to be performed in a household. Regardless of whether you are currently in a relationship, please indicate who you think should ideally be responsible for the following household areas.

	Only my partner	More my partner than me	Both of us equally	More me than my partner	Only me
Housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earned income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking important decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B1_6 Looking back on your childhood, who in your family contributed to the different areas of the household and to what extent?

Please add up the column percentages to 100%.

	Housework	Earned income	Taking important decisions	Childcare
Mother	<i>(open specification) %</i>	<i>(open specification) %</i>	<i>(open specification) %</i>	<i>(open specification) %</i>
Father	<i>(open specification) %</i>	<i>(open specification) %</i>	<i>(open specification) %</i>	<i>(open specification) %</i>
Myself	<i>(open specification) %</i>	<i>(open specification) %</i>	<i>(open specification) %</i>	<i>(open specification) %</i>
Another person	<i>(open specification) %</i>	<i>(open specification) %</i>	<i>(open specification) %</i>	<i>(open specification) %</i>
In total	100 %	100 %	100 %	100 %

B1_7 Among the teachers of your courses, how high is the proportion of female teaching staff?

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

- Not applicable

B1_8 Is there somebody in your family circle who has completed a higher education or earned a doctorate?

Please always indicate the highest level of education.

	No	Studied at an university	Earned a doctorate	Don't know
Grandfather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandmother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
³⁷ Brother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
³⁸ Sister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
³⁹ Siblings (diverse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

³⁷ Item is presented to students who have at least one brother (A_12b).

³⁸ Item is presented to students who have at least one sister (A_12b).



³⁹ Item is presented to students who have at least one sibling (diverse) (A_12b).

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Modul B2 Cultural framework conditions

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 309 434" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 309 470" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

Module B2 is given to 50% of respondents in the first, randomised survey split.

B2_1 What is your parents' highest school-leaving certificate?

	Father	Mother
General/subject related higher education entrance qualification	<input type="checkbox"/>	<input type="checkbox"/>
Entrance qualification to a university of applied science	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate school-leaving certificate (10th grade)	<input type="checkbox"/>	<input type="checkbox"/>
Lower secondary school-leaving certificate (at least 8th grade)	<input type="checkbox"/>	<input type="checkbox"/>
Other leaving certificate/diploma	<input type="checkbox"/>	<input type="checkbox"/>
No school-leaving certificate	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

B2_2b What is your father's occupational status?

If your father is not currently employed (e.g. pensioner, retiree, househusband or job-seeker), please refer to the last job he had.

Blue-collar worker, namely:

- Unskilled
- Semi-skilled
- Skilled worker
- Supervisor, group leader
- Master craftsman, foreman

White-collar worker, namely:

- Performing general tasks according to instructions, e.g. secretarial assistant, nursing assistant
- Qualified to perform a specific job, e.g. caseworker, technical draughtsman
- A mid-level managerial position responsible for personnel e.g. authorised representative, department manager
- A top-level managerial position with wide ranging decision-making powers, e.g. director, general manager

Civil servant, judge, career military personnel, namely:

- A lower-grade civil servant, e.g. administrative assistant, railway ticket collector
- A middle-grade civil servant, e.g. (chief) inspector, bailiff
- An upper-grade civil servant, e.g. teacher, administrative official
- A higher-grade civil servant, e.g. lecturer, university professor, judge

Member of a liberal profession (e.g. lawyer, medical practitioner), namely:

- With no employees
- With 1 to 4 employees
- With 5 or more employees

Self-employed in trade, commerce, industry, services, namely:

- With no employees
- With 1 to 4 employees
- With 5 or more employees

Self-employed farmer or cooperative farmer, namely:

- With a utilised agricultural area of less than 10 ha
- With a utilised agricultural area of 10 ha or more
- A cooperative farmer (formerly an agricultural production cooperative)

- Unpaid family worker

- Has never been employed
- Don't know

B2_2b2 What is your mother's occupational status?

If your mother is not currently employed (e.g. pensioner, retiree, housewife or job-seeker), please refer to the last job she had.

Blue-collar worker, namely:

- Unskilled
- Semi-skilled
- Skilled worker
- Supervisor, group leader
- Master craftsman, foreman

White-collar worker, namely:

- Performing general tasks according to instructions, e.g. secretarial assistant, nursing assistant
- Qualified to perform a specific job, e.g. caseworker, technical draughtsman
- A mid-level managerial position responsible for personnel e.g. authorised representative, department manager
- A top-level managerial position with wide ranging decision-making powers, e.g. director, general manager

Civil servant, judge, career military personnel, namely:

- A lower-grade civil servant, e.g. administrative assistant, railway ticket collector
- A middle-grade civil servant, e.g. (chief) inspector, bailiff
- An upper-grade civil servant, e.g. teacher, administrative official
- A higher-grade civil servant, e.g. lecturer, university professor, judge

Member of a liberal profession (e.g. lawyer, medical practitioner), namely:

- With no employees
- With 1 to 4 employees
- With 5 or more employees

Self-employed in trade, commerce, industry, services, namely:

- With no employees
- With 1 to 4 employees
- With 5 or more employees

Self-employed farmer or cooperative farmer, namely:

- With a utilised agricultural area of less than 10 ha
- With a utilised agricultural area of 10 ha or more
- A cooperative farmer (formerly an agricultural production cooperative)

- Unpaid family worker
- Has never been employed
- Don't know

B2_3a How many books do you estimate that you currently own and how many books did your parents own when you were a child?

Please don't count any ebooks, newspapers or magazines.

A handy tip: About 40 books fit on one metre of shelf space.

	Myself	Parents
0 to 10	<input type="checkbox"/>	<input type="checkbox"/>
11 to 25	<input type="checkbox"/>	<input type="checkbox"/>
26 to 50	<input type="checkbox"/>	<input type="checkbox"/>
51 to 100	<input type="checkbox"/>	<input type="checkbox"/>
101 to 150	<input type="checkbox"/>	<input type="checkbox"/>
151 to 200	<input type="checkbox"/>	<input type="checkbox"/>
201 to 250	<input type="checkbox"/>	<input type="checkbox"/>
251 to 300	<input type="checkbox"/>	<input type="checkbox"/>
301 to 400	<input type="checkbox"/>	<input type="checkbox"/>
401 to 500	<input type="checkbox"/>	<input type="checkbox"/>
More than 500	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

B2_6 In terms of your relationship with your parents, to what extent do the following statements apply?

	Not at all				Totally
I sometimes feel guilty about studying because of the burden on my parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often go home to support my parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents can really appreciate my situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I have problems with my studies, I talk to my parents about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After I complete my studies, I would like to support my parents financially.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents are interested in what I'm studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2_7 How likely is it that someone in your circle of friends and acquaintances...

	Very unlikely			Very likely		
... would lend you 1,000 € spontaneously?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... will check your scientific/academic work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... will intercede with a job or a "Praktikum" (internship, practical training)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... would help you fill out official applications (e.g. BAföG, tax-declaration)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... will give you helpful advice on your further vocational or career path?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... will help with technical problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... will help you in serious conflicts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2_8a2 In your opinion, how important is it to your parents that you...

	Not at all important			Very important		Don't know
⁴⁰ ... obtain a higher education degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁴¹ ... obtain a bachelor's degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁴¹ ... obtain a master's degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... obtain a doctorate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... move to the top of your profession?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴⁰ Item is presented to students who are aiming for a state examination, a magister's degree, a diploma or another degree (not a bachelor's or master's degree) (A_25).

⁴¹ Item is presented to students who are aiming for a Bachelor's or Master's degree (A_25).

B2_9b In your opinion, what is the average monthly net income in your profession with ...

Please refer to the net salary, i.e. income after taxes.

... vocational training?	▼ net income in € (Dropdown)	
⁴² ... a bachelor's?	▼ net income in € (Dropdown)	
⁴² ... a master's?	▼ net income in € (Dropdown)	
⁴³ ... a higher education degree?	▼ net income in € (Dropdown)	
... a doctorate?	▼ net income in € (Dropdown)	

B2_10 Is there somebody in your family circle who has completed a higher education or earned a doctorate?

Please always indicate the highest level of education.

	No	Studied at an university	Earned a doctorate	Don't know
Grandparents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁴⁴ Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D1_18 To what extent do the following statements apply to you?

	Not at all				Totally
The collegiate/university world is foreign to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The university is exactly the right place for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel out of place at the university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2_11 Do you feel like a part of society or do you feel excluded?

Excluded			Included		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴² Item presented to students who are aiming for a bachelor's or master's degree (A_25).

⁴³ Item presented to students who are aiming for a state examination, a magister's degree, a diploma or another degree (not a bachelor's or master's degree) (A_25).



⁴⁴ Item is presented to students who have siblings (A_12a).

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Modul C1 Students with child

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 309 434" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 309 470" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

Module C1 collects characteristic- and group-specific information for students with child(ren). It is presented to respondents who state that they have at least one child (A_12).

C1_1 How many children do you have?

- One
- Two
- Three
- Four or more

⁴⁵C1_2 How old are your children?

By "1st child" we mean your oldest child.

Age of 1st child:	∨ Year of age (Dropdown)	
-------------------	--------------------------	--

Age of 2nd child:	∨ Year of age (Dropdown)	
-------------------	--------------------------	--

Age of 3rd child:	∨ Year of age (Dropdown)	
-------------------	--------------------------	--

Age of 4th child:	∨ Year of age (Dropdown)	
-------------------	--------------------------	--

C1_4 How many children live in your household?

Number of children (open specification)

C1_5 Are you a single parent?

This includes persons who live alone with underage children and are primarily responsible for their upbringing.

- Yes
- No

⁴⁵ Question variants:

V1: How old is your youngest child?

V2: How old is your child?

⁴⁶C1_7 Do you use the following institutions/services for your children?

Please select all applicable responses.

- Childcare services at your university
- Crèche/ daycare/ childminder (0-3 years)
- Pre-school (3-6 years)
- After-school activities
- Half-day school
- Half-day school with afternoon activities
- Full-day school

- None of the aforementioned institutions

⁴⁷C1_6 How often do the following people look after your child(ren)?

	Never Very often				
	□	□	□	□	□
Myself	□	□	□	□	□
My partner	□	□	□	□	□
Another parent (if not the partner)	□	□	□	□	□
Grandparents or other relatives	□	□	□	□	□
Friends, acquaintances	□	□	□	□	□
Paid babysitter	□	□	□	□	□
⁴⁸ The children remain alone.	□	□	□	□	□

⁴⁶ Question variants:

V1: Do you use the following institutions/services for your child?

V2: Do you use the following institutions/services for your child(ren)?

⁴⁷ Question variants:

V1: How often do the following people look after your child?

V2: How often do the following people look after your children?

⁴⁸ Item variants:

V1: The child remains alone.

V2: The children remain alone.

49 C1_10 To what extent do the following statements apply to you as a student with children?

	Not at all				Totally
The teachers in my degree programme appreciate the challenges faced by students with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current regulations make it easier for students with children to pursue their studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a child-friendly atmosphere in my degree programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50 C1_12 How important is it to you that your child(ren) pursue(s) higher education?

<input type="checkbox"/>	Not at all important
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Very important
<input type="checkbox"/>	Don't know

C1_14 What would you recommend to future first-year students?

- Don't pursue your studies until your children are older.
- Have children during your course of study.
- Complete your course of study and then have children.
- Don't have any children.

⁴⁹ Question variants:

V1: To what extent do the following statements apply to you as a student with a child?

V2: To what extent do the following statements apply to you as a student with children?

⁵⁰ Question variants:

V1: How important is it to you that your children pursue higher education?



V2: How important is it to you that your child pursues higher education?

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Modul C2 Students with an impairment

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 309 434" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 309 470" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

Module C2 collects characteristic- or group-specific information for students with impairment(s). It is presented to respondents who state that they have at least one health impairment (A_15).

⁵¹C2_0 Does your disability have an adverse effect on your studies?

- No
- Yes

⁵²C2_1 How severely does your disability affect your current studies?

	Not at all	Very little				Very much
Impaired mobility and movement (e.g. when walking, standing, grasping)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blindness/visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deafness/hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech impediment (e.g. stuttering)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental illness (e.g. depression, eating disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long-term or chronic physical ailment (e.g. rheumatism, MS, intestinal disease)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning difficulty (e.g. dyslexia, dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other impairment/illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unclassified disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁵¹ Questions A_15 (basic programme) and C2_0 serve as filter questions. This means that only those students are guided through the C2 module who state at least one impairment under A_15 and state under C2_0 that this has an impact on their studies.

⁵² Students who have at least one impairment (A_15) that makes studying more difficult (C2_0) are asked this question.
Question variants:
V1: How severely do your disabilities affect your current studies?
V2: How severely does your disability affect your current studies?

C2_2 Do you have special requirements with regard to the buildings and equipment at your university and/or need support services due to your disability?

Please select all applicable responses.

No

Yes, namely:

- Accessibility of the buildings (e.g. ramps, lifts, barrier-free WCs, signs)
- Special technical equipment on the premises (e.g. mobile tables, large screens)
- Good visibility, acoustics and quiet ventilation systems
- Quiet areas where you can retreat
- Barrier-free prepared media (e.g. documents, literature, websites)
- E-Learning offers
- Personal assistance (e.g. typist, sign language interpreter)
- Technical aids for individual use (e.g. screen reader, FM system)
- Other requirements

⁵³C2_2a To what extent are your disability-related requirements for buildings, equipment and support fulfilled at your university?

	Not at all				Totally	Don't know
Accessibility of the buildings (e.g. ramps, lifts, barrier-free WCs, signs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special technical equipment on the premises (e.g. mobile tables, large screens)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good visibility, acoustics and quiet ventilation systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet areas where you can retreat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier-free prepared media (e.g. documents, literature, websites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-Learning offers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal assistance (e.g. typist, sign language interpreter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical aids for individual use (e.g. screen reader, FM system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C2_3 How long have you had your disability?

⁵⁴ If your disabilities occurred at different times, please base your response on the first disability that emerged.

- Since birth
- Since I was year of age

C2_4 Do others notice that you have a disability?

- No
- Yes, after a while.
- Yes, when we first meet.

⁵³ Question presented to students who state that they have special requirements for the building and equipment of the university and/or a need for support services due to disability (C2_2).

⁵⁴ Completion instructions are presented to students who have more than one disability (A_15).

C2_5 Do you have a disabled identification card?

- No, I haven't applied for this.
- No, because no disability was diagnosed.
- No, because the degree of disability was rated lower than 50.
- Yes, with a degree of disability amounting to open specification

C2_7 Which aspects of your studies have caused you difficulties in association with your disability?

Please also bear in mind difficulties that have been overcome, e.g. by compensating for disadvantages or making individual arrangements. Please select all applicable responses.

Organisation of studies

- Academic workload/official study rules and regulations
- Returning to studies (e.g. after hospital stays)
- Obligatory attendance

Teaching/learning

- Course and lecture design (media, methods, forms of interaction)
- Independent study phases (e.g. reviewing learning materials)
- Group/team work (e.g. coordinating schedules, communication)
- Lack of flexibility on the part of teachers

Tests/exams and proof of academic achievement

- Excessiveness of tests and exams
 - Repeating/postponing tests and exams
 - Time allowed for tests and exams/deadlines for submitting work
 - Types of tests and exams
 - Conditions for tests and exams
-
- I have had no difficulties.

⁵⁵C2_8 In the areas that you have indicated, have you requested individual adjustments or measures to compensate for disadvantages? And have these been granted?

If certain difficulties have arisen frequently, please refer to the most recent situation. Please take into account both applications to examination boards/the university administration and informal arrangements with teachers.

	Applied for and approved	Applied for, but not approved	Not applied for
Organisation of studies			
Academic workload/official study rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Returning to studies (e.g. after hospital stays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obligatory attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning			
Course and lecture design (media, methods, forms of interaction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study phases (e.g. reviewing learning materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group/team work (e.g. coordinating schedules, communication)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of flexibility on the part of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tests/exams and proof of academic achievement			
Excessiveness of tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeating/postponing tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time allowed for tests and exams/deadlines for submitting work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Types of tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conditions for tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁵⁵ Question presented to students who state that they have difficulties in their studies due to disability(ies) (C2_7).

⁵⁶C2_9 How helpful were the last agreed individual adjustments or measures to compensate for disadvantages?

	Not helpful at all				Very helpful
Organisation of studies					
Academic workload/official study rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Returning to studies (e.g. after hospital stays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obligatory attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning					
Course and lecture design (media, methods, forms of interaction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study phases (e.g. reviewing learning materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group/team work (e.g. coordinating schedules, communication)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of flexibility on the part of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tests/exams and proof of academic achievement					
Excessiveness of tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeating/postponing tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time allowed for tests and exams/deadlines for submitting work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Types of tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conditions for tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁵⁶ Question presented to students who state that they have requested and been granted individual adjustments or measures to compensate for disadvantages (C2_8).

⁵⁷C2_10 Why, in spite of your disability-related difficulties, have you not requested individual adjustments or measures to compensate for disadvantages?

Please select all applicable responses.

- I'm not sure if I'm eligible or if my application has a chance of being approved.
- I don't feel sufficiently disadvantaged.
- I didn't realise that I had this option.
- I don't want to be given preferential treatment.
- I don't want to be a burden to anyone.
- I was reluctant to turn to anyone.
- I didn't want to reveal my disability.
- I didn't know who I could have turned to for support/advice.
- It would have been too much trouble.
- Because I have made previous unsuccessful attempts.
- I don't think my situation can be changed.
- Because I was afraid that this would result in disadvantages in my subsequent studies.

⁵⁸C2_11 Why were your requested measures for compensating for disadvantages or individual requests for adjustments not granted?

Please select all applicable responses.

- My disability was not accepted as a reason.
- Requests for adjustments/measures to compensate for disadvantages were not considered compatible with exam regulations.
- Alternative means of fulfilling academic requirements were not considered equivalent.
- Requests for adjustments/measures to compensate for disadvantages were viewed as preferential treatment.
- Teacher(s) was/were unwilling to change teaching routines.
- Due to technical issues (e.g. a lack of equipment).
- Due to organisational difficulties (e.g. it is not possible to reschedule exams or relocate to other rooms).
- Due to lack of evidence (e.g. medical certificate, disability identification card)
- Adjustments/measures to compensate for disadvantages were requested too late.
- I wasn't told why.

⁵⁷ Question presented to students who state that they have not asked for individual adjustments or have not applied for measures to compensate for disadvantages (C2_8).

⁵⁸ Question presented to students who state that they have requested individual adjustments or measures to compensate for disadvantages and have not been granted these (C2_8).

C2_11a To what extent are you supported with regard to your disability-related difficulties by...

	Un- available	Not at all				Totally
... fellow students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... friends/acquaintances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... family members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... physicians/therapists?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... counselling/coaching sessions/ workshops?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C2_12 What special services are you aware of or have used to obtain personal advice on the topic of academic studies and disabilities?

	Unavailable	Not aware of this	I'm aware of this, but ha- ven't used it	I've used this
Counselling centres run by the universi- ty for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselling centre run by the student services association for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological counselling centre of the student services association/university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselling offered by organisations like the General Students' Committee (AS- tA), the Student Council (StuRa) and the Independent Student Council (UStA), etc., for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student self-help groups for people with disabilities (e.g. BHSA, DVBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study-related counselling offered by other self-help associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁵⁹C2_13 How helpful did you find these services?

	Not helpful at all			Very helpful	
Counselling centres run by the university for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselling centre run by the student services association for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological counselling centre of the student services association/university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselling offered by organisations like the General Students' Committee (AStA), the Student Council (StuRa) and the Independent Student Council (UStA), etc., for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student self-help groups for people with disabilities (e.g. BHSA, DVBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study-related counselling offered by other self-help associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C2_14 To what extent do the following statements apply to you as a student with disabilities?

	Not at all			Totally	
The teachers in my degree programme appreciate the challenges faced by students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The academic organisation/rules and regulations make it difficult for students with disabilities to pursue their studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk openly with my fellow students about the difficulties that I encounter as a student with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



⁵⁹ Question presented to students who state that they have used special contact points for personal counselling on the topic of studying and disability (C2_12).

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Modul C3 Students with migration background

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="295 414 311 436" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="295 448 311 470" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

Module C3 collects characteristic and group-specific information for students with a migration background. It is presented to respondents who state that they were born in a country other than Germany (A_5).

Additional information

Module C3 "Students with migration background" is made up of questions from the basic programme (Module A) and the following questions. The following questions from the basic programme are also part of the C3 module:

- A_3/A_4 Nationality (specify)
- A_6/A_7 Country of birth (specify)
- A_8 Migration status
- A_8a Status of asylum procedure
- A_8b Reason for migration of the family
- A_35/A_36 Parents' country of birth (specify)

In addition, students with a migration background are asked the following questions:

C3_1 How old were you when you came to Germany?

	Year of Age (<i>Dropdown – Age specification</i>)	
--	---	--

C3_2 What is the nationality of your parents?

	Father	Mother
German citizenship	<input type="checkbox"/>	<input type="checkbox"/>
German and another nationality	<input type="checkbox"/>	<input type="checkbox"/>
Another nationality	<input type="checkbox"/>	<input type="checkbox"/>

C3_3 What language is normally spoken in your parents' home?



- German
- German and another language
- Another language

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Modul D1 Individual characteristics and educational history

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 312 439" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 312 474" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

In a second split, two thirds of respondents are randomly assigned to two of the three in-depth core programmes, modules D1, D2 and D3. As a result of this split, module D1 is presented to 66.6 % of respondents.

⁶⁰D1_1 At what school did you acquire your university entrance qualification?

- State school (i.e. a government-funded school)
- Public school (i.e. a privately-owned school that charges tuition)
- Church school
- Other school, namely:

⁶⁰D1_2 Please indicate your school examination subjects, including your final mark/grade.

Please convert points into marks/grades.

1st examination subject <i>(open specification)</i>	√ Mark/grade <i>(Dropdown School grades)</i>
2nd examination subject <i>(open specification)</i>	√ Mark/grade <i>(Dropdown School grades)</i>
3rd examination subject <i>(open specification)</i>	√ Mark/grade <i>(Dropdown School grades)</i>
4th examination subject <i>(open specification)</i>	√ Mark/grade <i>(Dropdown School grades)</i>
5th examination subject <i>(open specification)</i>	√ Mark/grade <i>(Dropdown School grades)</i>

⁶⁰D1_3 Regardless of whether you yourself needed assistance or not, have you ever been taught in an inclusive class or at a school for children with learning difficulties/physical disabilities?

The term "inclusive class" refers to the joint teaching of pupils with and without special educational needs.

Please select all applicable responses.

- No, neither.
- Yes, I was taught in an inclusive (inclusion) class.
- Yes, I attended a school for children with learning difficulties/physical disabilities.

⁶⁰ Question presented to students who have received their university entrance qualification via the school route (A_39).

⁶¹D1_4 What profession did you (most recently) learn?

Please indicate your learned profession.

e.g. mechatronics engineer, banking business (wo)man

When did you complete your vocational training?

∨ Year (Dropdown List of annual figures)

∨ Month (Dropdown Month list)

⁶² Please indicate your advanced further training.

e.g. "Meister" in electronic technology, banking specialist, business manager

⁶² When did you complete your advanced further training?

∨ Year (Dropdown List of annual figures)

∨ Month (Dropdown Month list)

⁶³D1_7 How important were the following reasons in choosing your current field of study?

	Not at all important			Very important	
Income and career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent prospects for secure employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No admittance in the subject area of my choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short course of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/family advised me to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determination to pursue a specific career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special interest in the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent academic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compatibility of family with later employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁶⁴ Compatibility of my disability with later employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Something else, namely: <input type="text" value="(open specification)"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁶¹ Question presented to students that have completed vocational training or upgrading training or who have obtained their university entrance qualification via a vocational qualification (A_39).

⁶² Item is presented to students who have completed advanced vocational training (A_39, A_41).

⁶³ Question presented to students in the 1st-3rd semester (A_17) with a bachelor's degree and state examination (A_25).

⁶⁴ Item is presented to students with disabilities (A_15).

⁶⁵D1_8 How important were the following reasons in choosing your current university?

	Not at all im- portant				Very im- portant
Friends/family where my university is located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favourable living conditions where my university is located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attractiveness of the city and its surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chosen area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High ranking of my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tradition and reputation of the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not admitted to the university of my choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International outlook of my university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility to study part-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University-specific counselling and support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁶⁶ Barrier-free access to the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Something else, namely: <i>(open specification)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁶⁷D1_10 In which Federal state/country is the university located where you obtained your last degree?

∨ Federal state/country (*Dropdown List of federal states + abroad*)

⁶⁷D1_11 At which university did you receive your degree?

∨ University (*Dropdown List of universities*)

If your university is not listed, please enter it here (e.g. HU Berlin, FH Bielefeld):

University (*open specification*)

^{67, 68}D1_11a At which foreign university did you receive your degree?

Country (*open specification*)

University (*open specification*)

⁶⁵ Question presented to students in the 1st-3rd semester (A_17) with a bachelor's degree and state examination (A_25).

⁶⁶ Item presented to students with disabilities (A_15).

⁶⁷ Question presented to students who have already completed a degree programme (A_44).

⁶⁸ Question presented to students who have obtained their degree abroad (D1_10).

⁶⁹D1_11b Please enter your university location.

∨ University location (*Dropdown university location*)

⁶⁷⁶⁷D1_12 In what subject area did you receive your degree?

1st subject area (*open specification*)

2nd subject area (*open specification*)

D1_13 When do you expect to complete your current studies?

∨ Semester (*Dropdown List of semesters*)

How important is completing your degree within the regular study time to you?

The standard period of study corresponds to the number of subject-related semesters scheduled in the curriculum.

Not at all

To a very high
degree

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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⁶⁹ Question presented to students whose university has several locations.

⁷⁰D1_15 Please enter the key stages of your course of study in the following table.

Please note all changes in subject area, university, and degree since the beginning of your studies.

1st study experience ▾

▾ Beginning <i>(Dropdown List of semesters)</i>	▾ End <i>(Dropdown List of semesters)</i>	University <i>(open specification)</i>	Subject area <i>(open specification)</i>	▾ Degree pursued <i>(Dropdown List of degree)</i>	latest status <input type="checkbox"/> still pursuing <input type="checkbox"/> completed <input type="checkbox"/> dropped out <input type="checkbox"/> break from studies
--	--	---	---	--	--

2nd study experience ▾

▾ Beginning <i>(Dropdown List of semesters)</i>	▾ End <i>(Dropdown List of semesters)</i>	University <i>(open specification)</i>	Subject area <i>(open specification)</i>	▾ Degree pursued <i>(Dropdown List of degree)</i>	latest status <input type="checkbox"/> still pursuing <input type="checkbox"/> completed <input type="checkbox"/> dropped out <input type="checkbox"/> break from studies
--	--	---	---	--	--

3rd study experience ▾

▾ Beginning <i>(Dropdown List of semesters)</i>	▾ End <i>(Dropdown List of semesters)</i>	University <i>(open specification)</i>	Subject area <i>(open specification)</i>	▾ Degree pursued <i>(Dropdown List of degree)</i>	latest status <input type="checkbox"/> still pursuing <input type="checkbox"/> completed <input type="checkbox"/> dropped out <input type="checkbox"/> break from studies
--	--	---	---	--	--

4th study experience ▾

▾ Beginning <i>(Dropdown List of semesters)</i>	▾ End <i>(Dropdown List of semesters)</i>	University <i>(open specification)</i>	Subject area <i>(open specification)</i>	▾ Degree pursued <i>(Dropdown List of degree)</i>	latest status <input type="checkbox"/> still pursuing <input type="checkbox"/> completed <input type="checkbox"/> dropped out <input type="checkbox"/> break from studies
--	--	---	---	--	--

5th study experience ▾

▾ Beginning <i>(Dropdown List of semesters)</i>	▾ End <i>(Dropdown List of semesters)</i>	University <i>(open specification)</i>	Subject area <i>(open specification)</i>	▾ Degree pursued <i>(Dropdown List of degree)</i>	latest status <input type="checkbox"/> still pursuing <input type="checkbox"/> completed <input type="checkbox"/> dropped out <input type="checkbox"/> break from studies
--	--	---	---	--	--

⁷⁰ Question presented to students who have changed subject, degree or university or have interrupted their studies in the meantime (A_50).

⁷¹D1_16 Please describe your break from studies in greater detail.

	Date	Duration	Academic leave
1st interruption:	∨ Semester (<i>Dropdown List of semesters</i>)	∨ Months (<i>Dropdown</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No
2nd interruption:	∨ Semester (<i>Dropdown List of semesters</i>)	∨ Months (<i>Dropdown</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No
3rd interruption:	∨ Semester (<i>Dropdown List of semesters</i>)	∨ Months (<i>Dropdown</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No
4th interruption:	∨ Semester (<i>Dropdown List of semesters</i>)	∨ Months (<i>Dropdown</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No
5th interruption:	∨ Semester (<i>Dropdown List of semesters</i>)	∨ Months (<i>Dropdown</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No

D1_19 Please answer the following questions as spontaneously as possible.

I consider my talent for studying to be ...

... poor.

... excellent.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Learning new things during my studies is something that is ...

... hard for me.

... easy for me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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My study-related skills are ...

... poor.

... excellent.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Meeting my academic responsibilities within the scope of my studies is something that I find ...

... hard for me.

... easy for me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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⁷¹ Question presented to students who have interrupted their studies in the meantime _50).

Question variants:

V1: Please describe your breaks from studies in greater detail.

V2: Please describe your last five breaks from studies in greater detail.

⁷²D1_22 To what extent do the following statements apply to you and your course of study?

	Not at all			Totally	
I go to most courses and lectures with questions that I would like to have answered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often use my free time to learn more about interesting topics that we have discussed in classes and/or lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see no reason to learn material that is probably not relevant to the exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I only seriously apply myself to learning what is required in my course of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁷²D1_23 In the following section we would like to know more about how you learn. Please indicate how often you administer the following learning activities.

	Occasionally			Very often	
I design my workplace so that I can quickly find everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I compile short summaries from lecture notes and/or relevant literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make use of digital teaching and learning materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To identify gaps in knowledge, I try to sum up the key contents without referring to my notes, papers and/or documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learn the material by heart as much as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I also study late at night and on weekends if I have to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When studying, I find it difficult to stay focused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think about alternatives to the conclusions that are drawn in the instructional texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I look for further literature if certain aspects are not yet clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁷² Question presented to 50 percent of students in this module.

D1_24 To what extent do the following statements apply to you?

	Not at all				Totally
I tend to be guarded and reserved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sociable and outgoing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I easily trust others and believe in the good in people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tend to criticise others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I complete tasks thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take it easy and tend to be lazy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm relaxed and don't let stress upset me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I easily get nervous and anxious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an active imagination, I'm imaginative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have very little interest in art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D1_25 To what extent do the following statements apply to you?

	Not at all				Totally
In difficult situations, I can rely upon my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can easily handle most problems on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am generally good at tackling even demanding and complex challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D1_29 Please indicate how interested you are in the following activities.

	Not at all				Very much
Researching how things work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing and analysing something carefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being creative/inventive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing and managing companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with legal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing innovative technical solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exploring the unknown, experimenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage with art and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing on the life circumstances of people/groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Winning people over for a cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning work processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working on software or hardware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding solutions to complex problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using language to express something in an inspiring way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working (together) with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructing and leading other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with numbers and statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D1_30 Regarding the current semester: How many days a week do you attend university in person?



- ... never
- ... 1 day
- ... 2 days
- ... 3 days
- ... 4 days
- ... 5 days
- ... 6 days
- ... 7 days

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Modul D2 Study situation and study conditions

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 309 434" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 309 470" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

In a second split, two thirds of respondents are randomly assigned to two of the three indepth core programmes, modules D1, D2 and D3. As a result of this split, module D2 is presented to 66.6 % of respondents.

D2_2 How would you rate your university with regard to the following aspects?

	Very poor				Excellent	Don't know
Physical facilities						
Overall condition of interior venues (functionality, furnishings, ventilation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical equipment of interior venues (e.g. projectors, smartboards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability and equipment of subject-specific practice rooms (e.g. laboratories, workshops, sports facilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability and equipment of spaces for independent learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service features						
Access to Wi-Fi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT/digital equipment (e.g. software)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opening hours at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of specialist literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisory and counselling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁷³ Childcare services for students with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁷⁴ Support services for students with disabilities (e.g. specially equipped workplaces)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁷³ Item is presented to students who have children (A_12).

⁷⁴ Item is presented to students with disabilities (A_15).

D2_3 To what extent do the following statements apply to your studies?

	Not at all				Totally
Coordination					
There are clearly arranged module selection options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The courses are well coordinated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The courses are frequently cancelled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The semester requirements can be easily met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contents					
The individual modules build on each other in terms of content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The connections with other fields are clearly pointed out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation of exams					
The classes and lectures are a good preparation for the exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exam times and dates are often packed together too closely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The registration and withdrawal procedures for exams are straightforward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The time allowed for exams and the deadlines for submitting assignments are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_4 How many courses that you are attending this semester are aptly described by the following statements?

	None		About half		All
The course is overcrowded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You must register for the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance is obligatory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course is presented as video conference/web seminar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course is available as a video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course is conducted in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_5 Considering the courses that you attend in a typical semester, what percentage of the sessions do you actually attend?

Include all session-formats (classroom/online).

- 0 to 10 %
- 11 to 20 %
- 21 to 30 %
- 31 to 40 %
- 41 to 50 %
- 51 to 60 %
- 61 to 70 %
- 71 to 80 %
- 81 to 90 %
- 91 to 100 %
- Not applicable

D2_6a How much emphasis is placed on the following aspects in your degree programme?

	Very little				Very much
Thinking and working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding fundamental connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to compare and evaluate diverse theories and concepts in a critical manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_7 In your opinion, how many courses that you are attending this semester are aptly described by the following statements?

	None		About half		All
Teachers encourage active participation by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are encouraged to reflect upon and critically explore the material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a balanced mixture of imparting knowledge and discussing the material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers provide an introduction to the application of research methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning objectives of the courses are clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers are readily available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_8 Please indicate to what extent the following skills are promoted in your degree programme.

	Not promoted at all				Very strongly promoted
Ability to conduct independent research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical career-related skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_9 To what extent is your course of study at your university characterised by ...

	Very little				Very much
... teaching with an emphasis on research?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... a close connection between theory and practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... a strong emphasis on practical applications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_11 To what extent do the following statements correspond with what you typically experience in your study programme?

	Not at all				Corresponds exactly
Teachers address students' difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students generally support each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are co-operative and open-minded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is common for students to work together during their studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers take time to address the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demonstrate solidarity with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_12 To what extent do the following statements describe the teaching in your degree programme?

	Not at all				Totally
Teachers present the learning material in an interesting way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers convey to students a sense of enthusiasm for the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers manage to motivate students to study the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_13 How often during the current semester have you had contact (directly, by telephone, in writing) with the following persons?

i.e. contact of any kind - in person, by telephone, in writing, digitally

	Never				Very often
fellow students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students in other disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
friends and relatives outside the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff of the higher education institutions' administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
family (parents, siblings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_16 How would you generally rate the requirements in your chosen course of study ...

	Too low	Just right		Too high
... in terms of degree of difficulty?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... in terms of scope?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... in terms of the number of tests/exams?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_17 Please indicate how many European Credit Transfer and Accumulation System (ECTS) points ...

...

... you have accumulated (approx.) in your current course of study:

ECTS-Points (*open specification*)

... you require to complete your studies:

ECTS-Points (*open specification*)

D2_18 During the current semester, how many papers, reports, or other writing tasks of the following lengths have you been assigned?

	0	1	2	3	4	5	6	7	8	9	≥10
Exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written assignments (e.g. seminar papers, lab reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final theses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_19 During a typical 7-day week of the current semester: how many pages do you read on average to prepare for the courses that you attend?





pages per week

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The Student Survey in Germany

Modul D3 Employment, housing & financing situation

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
	Type of question: Single choice
	Type of question: Multiple choice

Preliminary remark:

In a second split, two thirds of respondents are randomly assigned to two of the three in-depth core programmes, modules D1, D2 and D3. This split means that module D3 is presented to 66.6 % of respondents.

D3_2 How many people do you live with in total, including yourself?

Person(s)

⁷⁵How large is your flat/apartment/home?

m²

⁷⁶How big is the room that you occupy?

m²

D3_5 How would you rate your living situation with regards to following aspects?

	Very poor				Excellent
General condition of the living space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sound level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibilities for retreating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipping (e.g. monitor, printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁷⁵ Question is presented to students who live with their (spouse) partner, child(ren), with or with their parents (or parent), with other family members, with other people, alone or with flatmates in a shared flat (A_53), and not in a single room or flat in a student hall of residence (A_52).

Question variants (students who live in a single room or flat in a student hall of residence (A_52)).

V1: How big is the room/apartment that you occupy?

⁷⁶ Question is presented to students who live with or with their parents (or parent), other family members, flatmates or other persons in a shared flat (A-53) and not in a single room or apartment in a student hall of residence (A_52).

D3_6 How much money is available to you personally on average per month during the 2021 summer semester?

Please take into account only the money that you actually have at your disposal. This does not include funds that are transferred directly to a third party (for example, when your parents pay the rent).

Total income:	€ per month
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attributable to ...

Parents and relatives	€ per month
⁷⁷ Child benefit/support for your child(ren)	€ per month
Partner	€ per month
⁷⁸ Gainful employment	€ per month
Personal funds (e.g. savings, inheritance)	€ per month
BAföG funding	€ per month
Loan(s)	€ per month
Scholarship/fellowship/grant	€ per month
⁷⁹ Social benefits related to your (health-related) disabilities	€ per month
Other source(s) of financing, namely: open specification	€ per month

⁸⁰D3_6b You have indicated that you finance your studies by (a) loan(s): which credit(s) is/are granted currently?

Please select all applicable responses.

- Educational loan by the German government
- KfW student loan
- Another student loan, namely: open specification

⁷⁷ Item is presented to students who have children (A_12).

⁷⁸ Item is presented to students who are dual or part-time students (A_27) or who are employed during the lecture period (A_42).

⁷⁹ Item is presented to students who have at least one disability (A_15).

⁸⁰ Question presented to students who receive funding from a loan (D3_6).

D3_7 Are you currently receiving a scholarship, fellowship or grant money?

Please select all applicable responses.

- No, not applied for
- No, applied for, but not approved
- No, the application process is underway

Yes, namely:

- "Deutschlandstipendium"
- Scholarship from another organisation that supports gifted students
- Training fellowship
- Upgrading Scholarships Programme (Begabtenförderung berufliche Bildung)
- Another scholarship financed by public funds (e.g. university, state)
- Scholarship from a private sponsor (e.g. industry, private donor)
- Something else, namely:

D3_8 Please indicate the monthly expenses you incur – or others incur for you – during the 2021 summer semester.

“Others pay” includes, for example, the transfer of rent payments by your parents.⁸¹ Please enter only the amount relating to you personally.

Total expenses € per month € per month

thereof are related to:

	I personally pay	Others pay
Rent (incl. heating and operating costs)	€ per month	€ per month
Food	€ per month	€ per month
Telephone, internet	€ per month	€ per month
Clothing	€ per month	€ per month
Learning materials (e.g. academic literature)	€ per month	€ per month
Health care expenses (e.g. health insurance, medication, therapies)	€ per month	€ per month
Semester fee (including semester transport pass)	€ per semester	€ per semester
Tuition fees	€ per semester	€ per semester
Mobility expenses (e.g. car, rail)	€ per month	€ per month
Recreation, cultural activities and sports	€ per month	€ per month
⁸² Expenses for childcare	€ per month	€ per month
⁸² Child-related expenses (hygiene products, clothing, etc.)	€ per month	€ per month
⁸³ Expenses for personal assistance in conjunction with a disability (e.g. nursing assistance, writing assistance)	€ per month	€ per month
Additional expenses, namely: <input type="text" value="open specification"/>	€ per month	€ per month

⁸¹ Instructions are presented to students who live with their (spouse) partner, child(ren), with or with their parents (or parent), with other family members, with other persons, alone or with flatmates in a shared flat (A_50).

⁸² Item is presented to students who have children (A_12).

⁸³ Item is presented to students who have at least one impairment (A_15).

⁸⁴D3_8a You indicated that others incur expenses for you: Who supports you?

Please select all applicable responses.

- Parent(s)
- Partner
- Other relatives
- Employer
- Other, namely:

(open specification)

D3_9 How much do you need as a minimum per month in order to cope financially?

€ per month *(open specification)*

D3_11 To what extent do the following statements apply to you and your financial situation?

	Not at all			Totally	
The financing of my subsistence during my studies is secured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I generally manage to get by with the money that I have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I currently have financial difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁸⁵ Due to the Corona pandemic I cannot proceed with my studies without supplementary financial support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D3_13 Do you receive BAföG funding during the 2021 summer semester?

- No, I haven't applied for it.
- No, my current application was definitively rejected.
- No decision has been taken on my application (or objection).
- Yes

D3_13b Have you already received counselling on BAföG funding?

- No
- Yes

⁸⁴ Question is presented to students who state that others pay for them for at least one item of expenditure (D3_8).

⁸⁵ Item presented to students from the 23 universities from the corona-specific special survey.

⁸⁶D3_14 Have you previously applied for BAföG during your studies?

- No
- Yes, I submitted an application once, but it was rejected.
- Yes, in earlier semesters I received funding, but an application for further funding was rejected.
- Yes, I was sponsored in earlier semesters, but then I did not apply for further funding.

⁸⁷D3_15 Had you ever applied for BAföG before?

- No
- Yes, I had submitted an application once, but it was rejected.
- Yes, and I received funding in earlier semesters.

⁸⁸D3_16 Why have you not applied for BAföG?

Please select all applicable responses.

- The income of the parents and/or spouse is too high.
- My income is too high/assets are too substantial.
- The maximum funding period was exceeded.
- I switched to a different field of study.
- The necessary certificates of achievement could not be provided.
- The standard period of study was exceeded.
- At the start of my studies, the key age limit had already been exceeded.
- My current studies are an additional education that is ineligible for funding (second degree, supplementary studies).
- ⁸⁹The anticipated amount of funding is so small that it is not worth applying.
- ⁸⁹I don't want to incur any debts.
- Other reasons, namely:

⁹⁰D3_17 Is BAföG granted regardless of your parents' income?

- No
- Yes

⁹⁰D3_18 Does your funding include a supplement for...

⁹¹ *Please select all applicable responses.*

- ... your health and nursing care insurance?
- ⁹²... the care of your child?

⁸⁶ Question presented to students who have not submitted a BAföG application for the summer semester 2021 (D3_13).

⁸⁷ Question presented to students whose BAföG application for the summer semester 2021 was rejected (D3_13).

⁸⁸ Question variants:

V1: Why has your current application been rejected?

V2: Why has your application been rejected?

V3: Why did you not apply for further funding?

⁸⁹ Item presented to students who have not applied for BAföG for the summer semester 2021 or previous semesters (D3_13, D3_14) or students who were funded in previous semesters but have not applied for further funding (D3_14).

⁹⁰ Question presented to students who receive BAföG (D3_13).

⁹¹ Instructions are presented to students who have at least one child (C1_1).

⁹² Item is presented to students who have at least one child (C1_1).

Item variants:

V1: ... the care of your children?

V2: ... the care of your child?

⁹³D3_19 You have indicated that you work during the current semester.

Please indicate the nature of your employment and its relevance to what you are studying.

Please indicate the nature of your employment and its relevance to what you are studying. In case you engaged in more than three gainful activities, please refer to your three main activities.

1st gainful employment

- Student assistant at the university
- Student assistant outside the university
- Temporary work/casual employment
- Freelance/self-employed work
- Gainful employment in my field of training/profession
- Vocational training
- Internship

	Far from my field			Close to my field	
Proximity to your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2nd gainful employment

- Student assistant at the university
- Student assistant outside the university
- Temporary work/casual employment
- Freelance/self-employed work
- Gainful employment in my field of training/profession
- Vocational training
- Internship

	Far from my field			Close to my field	
Proximity to your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁹³ Students who stated that they had at least one job during the lecture period were asked this question (A_42). Dual students (A_27) who state that they have at least one job during the lecture period are also asked this question.

Question variants:

V1: You have indicated that you work during the current semester.

V2: You have indicated that you work in addition to your employment in the training enterprise during the current semester.

V3: You have indicated that you work several jobs during the current semester.

3rd gainful employment

- Student assistant at the university
- Student assistant outside the university
- Temporary work/casual employment
- Freelance/self-employed work
- Gainful employment in my field of training/profession
- Vocational training
- Internship

	Far from my field			Close to my field	
Proximity to your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁹⁴D3_20 You have indicated that you are studying in a dual study programme: What is your current occupation alongside your dual study programme?

If you are not currently employed, please indicate the last profession you worked in.

Please enter your job title/description as accurately and specifically as possible. For example:

- Bank clerk (not: white-collar worker)

- Customs official (not: civil servant)

- Mechanical engineer (not: engineer)

Job title/description (*open specification*)

⁹⁴ Question only asked of students studying part-time or dual study programmes (A_27).

Question variants:

V1: You have indicated that you are studying in a part-time vocational study-programme: What is your current occupation alongside your part-time vocational study-programme?

⁹⁵D3_21 To what extent do the following statements apply to you? I work at a job during the current semester ...

	Not at all				Totally
... because it is absolutely necessary to cover my living expenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to improve my qualifications while I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to make contacts for future employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to gain practical experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to contribute to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... so that I can afford a little more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁹⁵ Question presented to students who are employed (A_42) and dual students (A_27). The question is presented to 12.5% of students.

Question variants:

V1: To what extent do the following statements apply to you? In addition to your employment in the training enterprise, I work at a several jobs during the current semester ...

V2: To what extent do the following statements apply to you? I work at a several jobs during the current semester ...

V3: To what extent do the following statements apply to you? In addition to your employment in the training enterprise, I work at a job during the current semester ...

D3_22 How satisfied are you currently with ...

	Very dissatisfied			Very satisfied	
... your housing situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... your standard of living?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... your financial situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁹⁶ ... your ability to reconcile the demands of studies with the demands of being a parent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁹⁷ ... your ability to reconcile the demands of your studies with your (health-related) disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁹⁸ ... your ability to reconcile the demands of your studies with the demands of working at a job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⁹⁹ ... your ability to reconcile the demands of your studies with the demands of serving as a caregiver?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... your life in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D3_23 How is your health in general?

Very bad			Very good	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D1_27 How have you generally felt over the last four weeks?

	Never			Very often	
... stressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... overburdened?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... sad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁹⁶ Item is presented to students who have children (A_12).

⁹⁷ Item is presented to students with disabilities (A_15).

⁹⁸ Item is presented to students who are employed (A_42).



⁹⁹ Item is presented to students who care for someone (A_13).

eine Die
für alle Studierendenbefragung
in Deutschland

The Student Survey in Germany

Modul E1 Student Services

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 309 434" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 309 470" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

In the third split, students are directed to one of the additional modules (E1-E4, F1-F3). This is done randomly (E1-E4) or on the basis of prior information on experience or plans abroad and where the higher education entrance qualification was obtained (F1-F3).

¹⁰⁰E1_0 Who is responsible for the hall of residence/dormitory in which you live?

- Student union/student services association
- Non-profit institution (e.g. private, church)
- Private institution
- Don't know

E1_1a Do you have a canteen/cafeteria at your university?

- No
- Yes

E1_1 During the course of a typical week, how often do you eat in a cafeteria or canteen at your university, resp. use their take-away services?

	0- times	1-time	2- times	3- times	4- times	5- times	6- times	7- times
Breakfast (07:00 - 09:00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A snack before noon (09:00 - 11:30)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch (11:30 - 14:30)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A snack in the afternoon (14:30 - 17:00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner (17:00 - 20:00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁰⁰ Question presented to students living in student accommodation (A_52).

E1_2 How satisfied are you with your canteen/cafeteria with respect to the following aspects?

	Very dissatisfied				Very satisfied	Can't say
Taste and freshness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritional quality and healthiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choice and selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Price-performance ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atmosphere and interior design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seating availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location and accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Waiting times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule compatibility with courses/classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opening hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰¹ Barrier-free accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰² Child-friendliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁰¹ Item presented to students with disabilities (A_15).

¹⁰² Item presented to students who have children (A_12).

E1_3 Now let's turn to your attitude towards food and eating: To what extent do the following statements apply to you?

	Not at all			Totally	
For me, eating is primarily about enjoyment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First and foremost, food should fill you up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My food must be reasonably priced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What I eat is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I follow a dietary plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I eat the same way that I'm used to eating at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to try foods from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My food must be prepared quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often eat on the go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually cook my own food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to eat with friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E1_3a Now let's turn to your general eating habits: To what extent do the following statements apply to your personal eating habits?

	Not at all				Totally
Meat is an essential part of my diet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish is an essential part of my diet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm a vegetarian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm a vegan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I shop for food, I make sure that products are EU organic certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm committed to buying food that is fairly traded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I primarily consume regional/seasonal food products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to avoid consuming sugar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I eat, I pay attention to how many calories I consume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cook mainly with fresh ingredients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E1_6 To what extent have you had questions or difficulties over the last twelve months with regard to the following topics?

	Not at all				To a high degree
Financial issues					
Financing my studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰³ Financial issues associated with my disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financing the rent for my flat/apartment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financing my health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financing my study-related stay abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal issues					
¹⁰⁴ Relationship/partner issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems in the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depressive mood swings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addiction problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limitation of personal contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study-related issues					
¹⁰⁵ Reconciling the demands of my studies and working at a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰⁶ Reconciling the demands of my studies and being a parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰³ Reconciling the demands of my studies and my disability/chronic condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning and performance problems/exam anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work organisation and time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation of studies, study programme design/switching to another programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation of a study-related stay abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems completing my studies/graduating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰³ Measures taken in my studies and exams to compensate for disadvantages stemming from my (health-related) disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰³ Dealing with prolonged interruptions of my studies due to my disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁰³ Item received by students with disabilities (A_15).

¹⁰⁴ Students living in a permanent partnership, married or in a registered civil partnership (A_11) receive this item.

¹⁰⁵ Students who are employed during the lecture period receive this item (A_42).

¹⁰⁶ Item is given to students who have children (A_12).

¹⁰⁷E1_7 Have you sought advice on the aforementioned topics over the past twelve months?

	No	Yes, within the scope of my university	Yes, outside the scope of my university	Yes, within and outside the scope of my university
Financial issues				
Financing my studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰⁸ Financial issues associated with my disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financing the rent for my flat/apartment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financing my health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financing my study-related stay abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal issues				
¹⁰⁹ Relationship/partner issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems in the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depressive mood swings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addiction problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limitation of personal contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study-related issues				
¹¹⁰ Reconciling the demands of my studies and working at a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹¹¹ Reconciling the demands of my studies and being a parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰⁸ Reconciling the demands of my studies and my disability/chronic condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning and performance problems/exam anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work organisation and time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation of studies, study programme design/switching to another programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation of a study-related stay abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems completing my studies/graduating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰⁸ Measures taken in my studies and exams to compensate for disadvantages stemming from my (health-related) disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹⁰⁸ Dealing with prolonged interruptions of my studies due to my disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁰⁷ Items are displayed depending on the answers in E1_6.

¹⁰⁸ Item received by students with health impairments (A_15).

¹⁰⁹ Students living in a permanent partnership, married or in a registered civil partnership (A_11) receive this item.

¹¹⁰ Students who are employed during the lecture period receive this item (A_42).

¹¹¹ Item is given to students who have children (A_12).

¹¹²E1_8 Why have you not taken advantage of any student advisory services?

Please select all applicable responses.

I have not taken advantage of any student advisory services because ...

- ... I didn't have time for it.
- ... it seemed to demand too much effort.
- ... the problem sorted itself out.
- ... I couldn't find a suitable advisory service.
- ... I wasn't willing to divulge my problem.
- ... I have received support from my private circle of friends and family.
- ... I didn't know who I could turn to for advice.
- ... I was reluctant to seek help.
- ... I was afraid that it would put me at a disadvantage in my ongoing studies.
- ... I couldn't reach anybody.
- for other reasons.

E1_11 How well informed are you about the following areas of your university?

	Not infor- med at all				Very well informed	Doesn't interest me
Extracurricular lectures and/or seminars (extracurricular studies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your professors' main areas of research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University sports programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The political affiliations of the current student council members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parties and festivals on the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities of the university administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



¹¹² Question presented to students who have reported difficulties within the last twelve months (E1_6) but have not sought counselling (E1_7) are asked this question.

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Modul E2: Transition to the Master's programme

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="295 414 311 436" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="295 448 311 470" type="checkbox"/>	Type of question: Multiple choice

E2M_2 Do you already know which profession you intend to take up after studies?

- No, it's still open
- Yes, with some degree of certainty
- Yes, with a high degree of certainty

¹¹³(if yes): **Please state the precise occupational title:**

(open specification)

¹¹⁴E2M_3 In your opinion, how well have your studies prepared you for a career?

Not prepared at all

Very well prepared

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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E2M_4 After you graduate with a bachelor's, how difficult do you expect it to be to find a job that ...

	No difficul- ties			Big difficul- ties	
... matches your profession- al skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... matches your university degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... meets your salary ex- pectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... genuinely fulfils you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹¹³ Question is presented to students who already know what career they would like to pursue after graduation (E2M_2).
¹¹⁴ Question presented to students who do not yet know what career they would like to pursue after graduation (E2M_2).

E2M_5 In your opinion, what is the average monthly net income in your profession with ...

Please refer to the net salary, i.e. income after taxes.

... vocational training?	∨ net income in € (Dropdown)	
¹¹⁵ ... a bachelor's?	∨ net income in € (Dropdown)	
¹¹⁵ ... a master's?	∨ net income in € (Dropdown)	
¹¹⁶ ... a higher education degree?	∨ net income in € (Dropdown)	
... a doctorate?	∨ net income in € (Dropdown)	

¹¹⁵ Item presented to students who are pursuing a bachelor's or master's degree as the next step in their studies (A_25).

¹¹⁶ Item presented to students who are aiming for a state examination, a magister's degree, a diploma or another degree (not a bachelor's or master's degree) (A_25).

E2M_6 There are arguments in favour and against pursuing a master's degree. Please indicate to what extent the following statements apply to you personally.

	Not at all			Fully and completely	
I can only fulfil my career aspirations with a master's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A master's improves my career prospects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A master's guarantees me a higher income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A master's degree has a higher social standing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A master's degree programme allows me to evolve at a personal level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A master's allows me to postpone the start of my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A master's degree programme takes too long for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't afford a master's degree programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A master's degree programme is far too theoretical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A master's is not necessary to start a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The demands of a master's degree are too high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would rather not become so highly specialised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, namely... <input type="text" value="open specification"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E2M_7 What do you think about the following statements concerning a bachelor's degree? A bachelor's...



	Do not agree at all				Fully and completely agree
... is not a full academic degree, but instead comparable to vocational training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... is only an intermediate step to a master's degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... is fully recognised by employers as a university degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Modul E2: Transition to a doctorate

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 312 439" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 312 474" type="checkbox"/>	Type of question: Multiple choice

E2P_2 There are arguments in favour and against pursuing a doctorate. Please indicate to what extent the following statements apply to you personally.



	Not at all				Full and completely
I want to do research on a specific topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate improves my career prospects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate is customary in my intended field of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate degree has a high social standing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate allows me to postpone the start of my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My professor encouraged me to pursue a doctorate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fulfil my career aspirations with a doctorate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate guarantees me a higher income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate degree programme allows me to evolve at a personal level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate degree programme takes too long for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't afford a doctorate degree programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate makes me overqualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The demands of a doctorate degree are too high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have no interest in pursuing an academic/research career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would rather not become so highly specialised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate does not fit with my plans for life and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctorate involves too much psychological stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, namely... <i>open specification</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Modul E2: Start of study

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 312 439" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 312 474" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

In the third split, students are directed to one of the additional modules (E1-E4, F1-F3). This is done randomly (E1-E4) or on the basis of prior information on experience or plans abroad and where the higher education entrance qualification was obtained (F1-F3).

Within module E2, the interviewees are distributed according to the previous information on the topics of transition to a Master's programme, transition to a doctorate and the start of studies.

Module E2: Beginning of studies is aimed at respondents who are aiming for a Bachelor's degree, a state examination, a Diplom, a Magister or another degree not listed in A_25 and are in their first to third semester (A_17, A_25).

The transition to higher education can entail diverse challenges and difficulties.

Accordingly, in the following section we will ask you questions about your initial phase of study.

E2S_1 In your opinion, how important is it to your parents that you...

	Not at all important			Very important		Don't know
¹¹⁷ ... obtain a higher education degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹¹⁸ ... obtain a bachelor's degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹¹⁸ ... obtain a master's degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... obtain a doctorate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... move to the top of your profession?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹¹⁷ Item is presented to students who are not aiming for a bachelor's or master's degree in their next degree programme (A_25).

¹¹⁸ Item presented to students who are aiming for a bachelor's or master's degree as the next step in their degree programme (A_25).

¹¹⁹E2S_2 Please indicate how interested you are in the following activities.

	Not at all				Very much
Researching how things work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing and analysing something carefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being creative/inventive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing and managing companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with legal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing innovative technical solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exploring the unknown, experimenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage with art and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing on the life circumstances of people/groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Winning people over for a cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning work processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working on software or hardware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding solutions to complex problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using language to express something in an inspiring way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working (together) with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructing and leading other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with numbers and statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹¹⁹ Items are displayed to students in three blocks, the order of which varies.

E2S_3 How important were the following reasons in choosing your current field of study?

	Not at all important			Very important	
Income and career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent prospects for secure employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No admittance in the subject area of my choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short course of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/family advised me to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determination to pursue a specific career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special interest in the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent academic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compatibility of family with later employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹²⁰ Compatibility of my disability with later employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Something else, namely: <i>(open specification)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E2S_4 How important were the following reasons in choosing your current university?

	Not at all important			Very important	
Friends/family where my university is located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favourable living conditions where my university is located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attractiveness of the city and its surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chosen area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High ranking of my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tradition and reputation of the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not admitted to the university of my choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International outlook of my university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility to study part-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University-specific counselling and support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹²⁰ Barrier-free access to the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Something else, namely: <i>(open specification)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹²⁰ Item presented to students with disabilities (A_15).

E2S_5 Did you participate in any measure prior to entering your current study programme?

	Not participated	Participated
Tests for subject specific suitability (online self-assessment, Studicheck, knowledge test, study interest tests)	<input type="checkbox"/>	<input type="checkbox"/>
Entrance examinations	<input type="checkbox"/>	<input type="checkbox"/>
Admission interviews	<input type="checkbox"/>	<input type="checkbox"/>
Trial studies	<input type="checkbox"/>	<input type="checkbox"/>
SchoolUni (Schüleruni), teaser course (Schnupperstudium)	<input type="checkbox"/>	<input type="checkbox"/>
E-learning in the nationwide Studiport online portal	<input type="checkbox"/>	<input type="checkbox"/>

¹²¹E2S_5a Were the measures mandatory or voluntary?

	Mandatory	Voluntary
Tests for subject specific suitability (online self-assessment, Studicheck, knowledge test, study interest tests)	<input type="checkbox"/>	<input type="checkbox"/>

E2S_6 What support services did your university offer at the beginning of your studies? Which ones did you attend?

	Not aware of this	Didn't exist	Existed, but didn't participate	Existed and participated
Support with commencing my studies (enrolment, looking for a room)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study preparation events, camps and/or orientation weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Bridge courses" to address academic gaps in knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student contact persons for support concerning studies (e.g. tutorials, buddy programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance by lecturers on the course of studies (e.g. mentoring programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹²¹ Question is presented to students that took part in tests for subject specific suitability (E2S_5).

¹²²E2S_6a How useful was it for your study progress?

	Not useful			Very useful	
Support with commencing my studies (enrolment, looking for a room)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study preparation events, camps and/or orientation weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Bridge courses" to address academic gaps in knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student contact persons for support concerning studies (e.g. tutorials, buddy programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance by lecturers on the course of studies (e.g. mentoring programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E2S_7 Starting university entails numerous challenges. To what extent do the following aspects of everyday life cause you difficulties?

	Not at all			Very much		Not applicable
Change of surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looking for housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting started at the university (enrolment, seminar schedule)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homesickness (family, friends)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making do with my finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyday organisation (housekeeping, dealing with authorities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹²² Items are presented to students depending on their answers to question E2S_5.

E2S_8 And to what extent do the following aspects of your studies cause you difficulties?

	Not at all			Very much			Can't say
Academia (e.g. academic language, way of thinking and working)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting time constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping up with the material taught in courses/classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language (language of courses/classes, literature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coping with exam requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coping with the amount of learning material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying my own interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socialising with fellow students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





E2S_9 How much do the following statements apply to you and your studies?

	Not at all				Fully and completely
I've thought about dropping out of university a few times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I could choose again, I would choose another field of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Modul E3 Political orientations

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
	Type of question: Single choice
	Type of question: Multiple choice

E3_5 The following section deals with higher education policy issues. To what degree do you agree with the following statements?

	Do not agree at all				Fully and completely agree	Can't say
Students have too few rights of co-determination in committees at universities (e.g. student representation in the senate, AStA etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities do not take enough positions on socially relevant issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The examination system only has a short-term rather than a lasting learning impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The state's financial support for students is too low.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professors are only interested in research, not in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E3_6 What forms of dissent would you usually use to draw attention to higher education policy problems?

	Certainly would not use			Certainly would use	
Seeking out dialogue with persons in positions of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posts/appeals on blogs, platforms, social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strikes (boycotting classes/lectures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exerting influence in committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupying the premises of a department/institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrations, rallies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Petitions, signature campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E3_7 In which of the following activities in groups or organisations were you involved during your studies?

Please select all applicable responses.



- Participating in citizens' initiatives
 - Involvement in political parties
 - Participating in environmental, conservation and/or animal welfare organisations
 - Involvement in the social sector (e.g. youth work, aid work, welfare)
 - Coach / trainer in a sports association
 - Member of the student council or other body representing students
 - Involvement in other political groups
 - Involvement in self-help groups
 - Student societies (fraternities, sororities)
 - Involvement in churches or other religious communities
- None of the above

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Modul E4 Inequality and fairness

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 309 434" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 309 470" type="checkbox"/>	Type of question: Multiple choice

E4_4 To what extent do the aspects listed here contribute to whether students are successful in their studies?

	Not at all			Very much	
Personal effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intelligence, talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to express oneself in an articulate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confident appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional support from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chance/luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents who have studied at an university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nationality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E4_6 Salary differences between subject groups:

The following section deals with salary differences between graduates of different areas of study and whether you feel that these differences are justified.

Graduates in *economics and business administration* earn on average about €43,000 a year (gross annual full-time salary) when they enter the job market. By contrast, graduates in the *humanities* earn on average about €35,000 a year.

To what extent do you think it is justified that graduates in the fields of economics and business administration earn **more** than graduates in the humanities right after graduation?

Not at all justified				Fully and completely justified
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Question E4_6 is an experiment in which different subject groups are to be compared with each other. One of ten subject comparisons is shown as an example. Each respondent is only shown one subject comparison. The words marked in italics in this example show where information is varied. The variants are:

1. Economics and business administration (€43,000) vs. Humanities (€35,000)
2. Engineering (€47,500) vs. Humanities (€35,000)
3. Medicine (€53,000) vs. Humanities (€35,000)
4. Law (€46,500) vs. Humanities (€35,000).
5. Medicine (€53,000) vs Law (€46,500)
6. Medicine (€53,000) vs. Engineering (€47,500)
7. Medicine (€53,000) vs. Economics and business administration (€43,000)
8. Law (€46,500) vs Economics and business administration (€43,000)
9. Engineering (€47,500) vs. Law (€46,500)
10. Engineering (€47,500) vs. Economics and business administration (€43,000)

E4_7 In your opinion, what could justify the higher salary in this example?

¹²³Graduates of *economics and business administration* earn more than graduates in the *humanities* because they ...

- serve an important social function.
 - generate high financial returns.
 - work more hours per week.
 - had to meet higher demands during their studies.
 - exercise a profession that is of great importance to the national economy.
 - help to ensure the quality of life in our society.
 - take on more responsibility in their profession.
 - have knowledge and skills that are in greater demand on the job market.
 - perform more complex tasks in their jobs.
 - have only limited temporal/spatial flexibility in their jobs.
 - have to contend with more stress/strain at the workplace.
- None of the above.

¹²³ The words/information in italics vary depending on which comparison the students have previously seen in question E4_6.

E4_8 It is not always easy to find a job after graduation. Apart from legitimate reasons for being turned down (e.g. applicant profile does not fit the job), discrimination can also be a contributing factor. Discrimination means that a person is treated worse than other people without any factual justification.

In your opinion, what are the reasons for this discrimination?

	No	Rather not	Rather yes	Yes	Don't know
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigrant background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social origins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Command of language (dialect, less articulate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical and/or mental disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E4_9 In your studies, have you ever directly experienced discrimination or observed that others have been victims of discrimination based on ...?

	directly experienced by myself	observed on others
Gender	■	■
Immigrant background	■	■
Social origins	■	■
Command of language (dialect, less articulate)	■	■
Religious affiliation	■	■
Sexual orientation	■	■
Physical and/or mental disabilities	■	■
Being a parent	■	■
Body appearance	■	■

E4_10 Which of the following experiences have you already had during your studies?

As with all questions, answering these questions is of course voluntary and we guarantee anonymity and the protection of your data.

- I was not credited with being capable of certain achievements.
- Some of my achievements were discounted (e.g. unjustly evaluated).
- Rules/procedures were devised to put me at a disadvantage.
- I was excluded or disregarded (e.g. in working groups).
- People like me were portrayed in a stereotypical/degrading manner.
- I was subjected to inappropriate remarks about my private life.
- People made derogatory jokes about me or laughed at me.
- I was insulted or verbally abused.
- I was subjected to unwelcome sexualised comments or remarks.
- I experienced sexualised physical assaults.
- I was physically threatened or attacked.
- Other discriminatory experience:
- None of the above.

¹²⁴E4_11 How often have you had these experiences during your studies?

	Once	Several times	Regularly
I was not credited with being capable of certain achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some of my achievements were discounted (e.g. unjustly evaluated).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules/procedures were devised to put me at a disadvantage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was excluded or disregarded (e.g. in working groups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People like me were portrayed in a stereotypical/degrading manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was subjected to inappropriate remarks about my private life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People made derogatory jokes about me or laughed at me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was insulted or verbally abused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was subjected to unwelcome sexualised comments or remarks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I experienced sexualised physical assaults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was physically threatened or attacked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other discriminatory experience:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





¹²⁴ Items are presented to students depending on the answers in question E4_10.

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Modul F1 International students

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
	Type of question: Single choice
	Type of question: Multiple choice

Preliminary remark:

Module F1 is for students who state that they obtained their higher education entrance qualification in a country other than Germany (A_1).

F1_1 In your opinion, to what extent are the following statements true?

	Not at all				Totally
A stay abroad is a must during your studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience abroad is often expected in the job market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F1_2 In your opinion, what are ...

	Not at all				Totally
... the <i>advantages</i> of a stay abroad?					
Improving your opportunities on the job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving your language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving your expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning about other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the <i>disadvantages</i> of a stay abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial burden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separation from friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulties achieving recognition/receiving credit for stays abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delays in studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of foreign studying and living conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F1_3 Is a stay abroad compulsory in your degree programme?

- No
- Yes

F1_4 Do you know someone who has been abroad before you as part of their studies?

Please select all applicable responses.

- No, no one

Yes, namely:

- Parents
- Siblings
- Other relatives
- Friends
- Fellow students

F1_5 Have you ever lived for a prolonged period of time abroad (more than 3 months at a time)?

Please select all applicable responses.

- No
- Yes, during my early childhood
- Yes, during my school days
- Yes, in between school days and before entering higher education

F1_6 Have you attended a preparatory course (Studienkolleg) in Germany?

- No
- Yes

F1_7 Did you have difficulties obtaining recognition in Germany for your previous education?

No, no difficulties

Yes, a great many difficulties

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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F1_8 Where did you acquire the necessary language skills for studying in Germany?

Please select all applicable responses.

- Parents' house
- School/studies outside Germany
- Language course outside Germany
- Language course in Germany (before beginning my studies)
- Parallel classes at a German university
- Not yet at all

F1_9 Why did you decide in favour of Germany as a place to study?

I decided in favour of studying in Germany ...

	Not at all				Totally
... because friends/family have studied in Germany.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... because it suits my financial situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to improve my language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to get to know Germany.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... because of the economic situation in Germany.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... because of the high quality of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to work in Germany after completing my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F1_10 When did you first start studying in Germany?

∨ Semester (Dropdown Summer semester 2020 until Summer semester 2010)

F1_11 Do you intend to acquire a university degree in Germany?

Please refer to your current studies abroad.

- No
- Yes, I am planning to complete a course of study in Germany (e.g. bachelor's, master's, doctorate).
- Yes, I am planning to complete two degrees (one in Germany and one in another country).

- Don't know yet

F1_12 Will your current stay abroad count towards your studies in your home country?

- No
- Yes, partially
- Yes, completely
- Is not planned

- Don't know

F1_23 To what extent do the following statements apply to you?

	Not at all				Totally
I can speak about familiar topics and express my personal opinions in German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the key elements of German radio and television programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read and understand German newspaper articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F1_24 How would you rate your current career and job market opportunities in ...

	Very poor			Excellent	
... your home country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Germany?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F1_25 How often do you speak the following languages during your stay in Germany?



	Never			Very often	
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The language of your home country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another language, namely: <input type="text" value="(open specification)"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Modul F2 Students abroad

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 309 434" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 309 470" type="checkbox"/>	Type of question: Multiple choice

Preliminary remark:

Module F2 is aimed at students who state that they have obtained their higher education entrance qualification in Germany (A1) and are currently studying abroad (A16).

F1_1 In your opinion, to what extent are the following statements true?

	Not at all				Totally
A stay abroad is a must during your studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience abroad is often expected in the job market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F1_2 In your opinion, what are ...

	Not at all				Totally
... the <i>advantages</i> of a stay abroad?					
Improving your opportunities on the job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving your language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving your expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning about other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the <i>disadvantages</i> of a stay abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial burden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separation from friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulties achieving recognition/receiving credit for stays abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delays in studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of foreign studying and living situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F1_3 Is a stay abroad compulsory in your degree programme?

- No
- Yes

F1_4 Do you know someone who has been abroad before you as part of their studies?

Please select all applicable responses.

- No, no one

Yes, namely:

- Parents
- Siblings
- Other relatives
- Friends
- Fellow students

F1_5 Have you ever lived for a prolonged period of time abroad (more than 3 months at a time)?

Please select all applicable responses.

- No
- Yes, during my early childhood
- Yes, during my school days
- Yes, in between school days and before entering higher education

F2_6 You are currently abroad. Please provide a more detailed description of your stay abroad.

v Type of stay abroad (Dropdown)	
Country (open specification)	
City/ university (open specification)	
Beginning of the stay abroad:	
v Year (Dropdown List of annual figures)	v Month (Dropdown Month list)
v Estimated duration of your stay (Dropdown Duration in months)	

F2_8 I decided in favour of studying in this country ...

	Not at all				Totally
... because of the high quality of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... because friends/family have studied in this country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... because of the economic situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... because it suits my financial situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to improve my language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to work in this country after completing my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to get to know this country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2_9 Are you planning on obtaining a university degree abroad?

Please refer to your current course of study.

- No
- Yes, I am planning to complete a degree abroad (e.g. bachelor's, master's, doctorate).
- Yes, I am planning to complete double degrees (one in Germany and one in another country).

- Don't know yet

F2_10 Will your current stay abroad count towards your studies in your home country?

- No
- Yes, partially
- Yes, completely
- Is not planned

- Don't know

F2_11 Is your current stay abroad part of an exchange programme?

Please select all applicable responses.

- No

- Yes, namely:
 - ERASMUS+
 - DAAD programme
 - Programme offered by my university in my home country
 - Programme of the host university in Germany
 - Other programme

F2_13 How often do you converse with ...

	Never				Very often
... students from the host country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... other locals from the host country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... German students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... other international students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2_14 How often do you speak the following languages during your stay abroad??

	Never				Very often
Language of the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another language, namely: <i>(open specification)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2_15 How satisfied are you so far with ...

	Very dissatisfied			Very satisfied	
... the specialised knowledge that you are acquired abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... your stay abroad as a whole?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2_16 And how would you rate ...

	Very low			Very high	
... the organisational demands of your stay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the financial demands of your stay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2_17 Based on your previous experience, would you recommend to friends/acquaintances that they study abroad?

Absolutely not			Definitely	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2_19 Looking ahead to your future, where would you like to live?

	Absolutely not			Definitely		
In Germany	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temporarily abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Permanently abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2_20 To what extent do the following statements apply to you?







	Not at all				Totally
I can speak about familiar topics and express my personal opinions in the language of my host country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the key elements of local radio and television programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read and understand local newspaper articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Modul F3 Mobility abroad

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
	Filter questions for students intending to study abroad
	Filter questions for students without an intention to study abroad
	Type of question: Single choice
	Type of question: Multiple choice

Preliminary remark:

The basic programme (A module) and the preceding modules (B, C and D modules) contain various questions that may also be related to the topic of international mobility and the conditions at the universities. The following two questions from the basic programme are central to the allocation within the F modules:

A_54 Have you already been abroad during your studies?

- No
- Yes, for one stay
- Yes, for two stays
- Yes, for three or more stays

A_55 Are you planning a study-related stay abroad in the future?

- No, not interested
- No, I see no chance of realisation
- Don't know yet
- Yes, planning to
- Yes, already in preparation

The questions in this F3 module are aimed at students who (a) have already been abroad, (b) intend to study abroad or (c) do not intend to study abroad. These three groups first go through a common set of questions (F1_1-F1_5, F3_6) and are then filtered to the appropriate places in the questionnaire.

F1_1 In your opinion, to what extent are the following statements true?

	Not at all				Totally
A stay abroad is a must during your studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience abroad is often expected in the job market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F1_2 In your opinion, what are ...

	Not at all				Totally
... the <i>advantages</i> of a stay abroad?					
Improving your opportunities on the job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving your language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving your expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning about other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the <i>disadvantages</i> of a stay abroad?					
Financial burden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separation from friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulties achieving recognition/receiving credit for stays abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delays in studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of foreign studying and living conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F1_3 Is a stay abroad compulsory in your degree programme?

- No
- Yes

F1_4 Do you know someone who has been abroad before you as part of their studies?

Please select all applicable responses.

- No, no one
- Yes, namely:
 - Parents
 - Siblings
 - Other relatives
 - Friends
 - Fellow students

F1_5 Have you ever lived for a prolonged period of time abroad (more than 3 months at a time)?

Please select all applicable responses.

- No
- Yes, during my early childhood
- Yes, during my school days
- Yes, in between school days and before entering higher education

F3_6 Do you feel confident about completing a course of study abroad?

Absolutely not		Definitely		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹²⁵F3_7 Please provide a more detailed description of your study-related stay abroad.

Last study-related stay abroad

∨ Type of stay abroad (<i>Dropdown</i>)	
Country (<i>open specification</i>)	
City/university (<i>open specification</i>)	
Beginning of the stay abroad:	
∨ Year (<i>Dropdown List of annual figures</i>)	∨ Month (<i>Dropdown Month list</i>)
∨ Duration of your stay abroad (<i>Dropdown Duration in months</i>)	

Second to last study-related stay abroad

∨ Type of stay abroad (<i>Dropdown</i>)	
Country (<i>open specification</i>)	
City/university (<i>open specification</i>)	
Beginning of the stay abroad:	
∨ Year (<i>Dropdown List of annual figures</i>)	∨ Month (<i>Dropdown Month list</i>)
∨ Duration of your stay abroad (<i>Dropdown Duration in months</i>)	

Third to last study-related stay abroad

∨ Type of stay abroad (<i>Dropdown</i>)	
Country (<i>open specification</i>)	
City/university (<i>open specification</i>)	
Beginning of the stay abroad:	
∨ Year (<i>Dropdown List of annual figures</i>)	∨ Month (<i>Dropdown Month list</i>)
∨ Duration of your stay abroad (<i>Dropdown Duration in months</i>)	

¹²⁵ Question is presented to students who have already been abroad (A_54).

Question variants:

V1: Please provide a more detailed description of your two study-related stays abroad.

V2: Please provide a more detailed description of your three study-related stays abroad.

¹²⁶F3_8 Has your stay abroad taken place within the scope of a programme?

Please select all applicable responses.

Last study-related stay abroad

No

Yes, namely:

- ERASMUS+
- DAAD programme
- Programme offered by my university in my home country
- Programme of the host university in Germany
- Other programme

Second to last study-related stay abroad

No

Yes, namely:

- ERASMUS+
- DAAD programme
- Programme offered by my university in my home country
- Programme of the host university in Germany
- Other programme

Third to last study-related stay abroad

No

Yes, namely:

- ERASMUS+
- DAAD programme
- Programme offered by my university in my home country
- Programme of the host university in Germany
- Other programme

¹²⁷F3_9 Has your last stay abroad counted towards your studies?

- No
- Yes, partially
- Yes, completely
- I have made no academic achievements.

¹²⁶ Question asked of students who have already been abroad (A_54).

Question variants:

V1: Has your stay abroad taken place within the scope of a programme?

V2: Have your stays abroad taken place within the scope of a programme?

¹²⁷ Question asked of students who have already been abroad (A_54).

¹²⁸F3_10 How have you financed your stay abroad?

Please select all applicable responses.

Last study-related stay abroad

- Parents
- Partner
- BAföG funding
- Earnings from working prior to my stay abroad
- Earnings from working during my stay abroad
- Scholarship/fellowship/grant
- Educational loan
- Other source of financing

Second to last study-related stay abroad

- Parents
- Partner
- BAföG funding
- Earnings from working prior to my stay abroad
- Earnings from working during my stay abroad
- Scholarship/fellowship/grant
- Educational loan
- Other source of financing

Third to last study-related stay abroad

- Parents
- Partner
- BAföG funding
- Earnings from working prior to my stay abroad
- Earnings from working during my stay abroad
- Scholarship/fellowship/grant
- Educational loan
- Other source of financing

¹²⁸ Question presented to students who have already been abroad (A_54).

Question variants:

V2: How have you financed your stays abroad?

¹²⁹F3_11 During your study-related stay abroad, how often do you converse with ...

	Never				Very often
... students from the host country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... other locals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... German students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... other international students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹³⁰F3_12 How often during your stay abroad did you speak the following languages?

	Never				Very often
Language of the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another language, namely: <i>(open specification)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹³¹F3_13 How satisfied are you with your last study-related stay abroad in terms of ...

	Very dissatisfied			Very satisfied	
... the specialised knowledge that you are acquired?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... your stay abroad as a whole?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹³¹F3_14 With regard to your last study-related stay abroad, how would you rate ...

	Very low			Very high	
... the academic demands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the organisational demands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the financial demands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹²⁹ Question presented to students who have already been abroad (A_54).

Question variants:

V1: During your last study-related stay abroad, how often do you converse with ...

¹³⁰ Question presented to students who have already been abroad (A_54).

Question variants:

V1: How often during your last stay abroad did you speak the following languages?

¹³¹ Question presented to students who have already been abroad (A_54).

131 F3_15 Based on your previous experience, would you recommend a study-related stay abroad?

Absolutely not					Definitely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

132 F3_16 You have indicated that you intend to undertake a (further) study-related stay abroad in the future. What type of stay abroad are you planning?

- Study abroad culminating with a degree
- Semester abroad
- Internship abroad
- Language course abroad
- Study tour
- Project work
- Summer school
- Other stay abroad
- Don't know yet

132 F3_17 Where are you planning to spend your stay abroad?

In case you consider several places, please relate to your favourite.

Country:	<input type="text" value="(open specification)"/>
City/university:	<input type="text" value="(open specification)"/>

- Don't know yet

132 F3_19 How would you like to organise your future stay abroad?

Please select all applicable responses.

- ERASMUS+
- DAAD programme
- Programme offered by my university in my home country
- Programme of the host university
- Other programme
- I will independently organise my stay.
- Don't know yet

132 F3_20 How do you intend to finance your future stay abroad?

Please select all applicable responses.

- Parents
- Partner
- BAföG funding
- Earnings from working prior to my stay abroad
- Earnings from working during my stay abroad
- Scholarship/fellowship/grant
- Educational loan
- Other source of financing

- Don't know yet

F3_22 How often do you converse with ...

	Never				Very often
... German students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... students from other countries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F3_25 Looking ahead to your future, where would you like to live?



	Absolutely not			Definitely	
in Germany	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
temporarily abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
permanently abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Additional questions:

- (1) NRW Special questions**
- (2) Digitalisation**
- (3) Mobility and lifestyle**
- (4) Corona special questions**

Legend:

	Basic programme for all students
	Filter questions/items for subgroups
<input data-bbox="293 412 312 439" type="checkbox"/>	Type of question: Single choice
<input checked="" data-bbox="293 448 312 474" type="checkbox"/>	Type of question: Multiple choice

NRW Special questions

Questions only for students in the 3rd/4th semester in undergraduate degree programmes in NRW

N_2 How confident do you currently feel about your decision ...

	Not at all				To a very high degree
... to study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to study your course/your combination of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N_4 How important is completing your degree within the regular study time to you?

The standard period of study corresponds to the number of subject-related semesters scheduled in the curriculum.

Not at all				To a very high degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N_5 How would you rate your need for digital learning opportunities in your studies?

Very low				Very high
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N_6 To what extent is your need for digital independent learning services met by the university?

Not at all				To a very high degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N_7 Have you taken a self-test on academic aptitude offered by your university before or at the very beginning of your studies? And how helpful were the results of the self-test (e.g. online self-assessment/ OSA, StudyCheck, knowledge test etc.)?

Test not conducted/offered

Not helpful at all				Very helpful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N_8 Did you use the e-learning services of the “Studiport” nationwide online portal at the beginning of your studies? In retrospect, do you consider these e-learning services to be helpful?

Offer not known/used

Not helpful at all				Very helpful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Digitalisation

The questions are selected at random and programmed into the corresponding modules.

N_9 How many of your courses/lectures are organised via digital platforms (e.g. StudIP, Moodle, Ilias, Olat)?

	None		About half		All
Registration/deregistration for courses/lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration/deregistration for exams, access to results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing tests/exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication within the courses/lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of literature and learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹³³N_9b How many of your courses/lectures are organised in digital format?

	None		About half		All
Purely as an online course (e.g. online lecture, online seminar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As online examination (e.g. tests, oral exams)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹³⁴N_9c How many of your courses/lectures are organised in digital format?

	None		About half		All
Purely as an online course (e.g. online lecture, online seminar)					
This semester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹³⁵ Last semester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As online examination (e.g. tests, oral exams)					
This semester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹³⁵ Last semester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N_10 Which of the following digital elements and teaching formats used in the courses/seminars/lectures that you attend?

- Podcasts, blogs
- Videos, animations, simulations
- Voting media (e.g. clicker quiz, voting tool)
- Game-based learning (e.g. quizzes, puzzles, simulation games, role plays)
- Mobile learning (apps)
- Immersive learning formats (e.g. augmented and virtual reality tools)
- Adaptive learning environments (e.g. learning tools adapting to individual knowledge level)
- E-portfolio (digital learning diary)
- Communication and collaboration tools (e.g. Etherpad, discussion board, chats, break-out-rooms)
- Wikis
- eTests (e.g. for individual assessment of the knowledge level in the course of the semester)
- Something else, namely:
- None

¹³⁴ Question presented to students from the 23 universities from the corona-specific special survey in module D2.

¹³⁵ Item is not presented to students in their first university semester (A_17).

¹³⁶N_10c How often are the following devices or software integrated into a typical course?

	None		About half		All
Podcasts, blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos, animations, simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voting media (e.g. clicker quiz, voting tool)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Game-based learning (e.g. quizzes, puzzles, simulation games, role plays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile learning (apps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immersive learning formats (e.g. augmented and virtual reality tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive learning environments (e.g. learning tools adapting to individual knowledge level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-portfolio (digital learning diary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication and collaboration tools (e.g. Etherpad, discussion board, chats, break-out-rooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wikis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eTests (e.g. for individual assessment of the knowledge level in the course of the semester)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Something else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹³⁶ Items are presented to students depending on the answers to question N_10.

N_11 To what extent do you use the following digital tools when working with your fellow students?

	Never				Very often
Instant messaging services (e.g. WhatsApp, Telegram)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social networks (e.g. Facebook, Instagram)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online coordinating tools (e.g. Doodle, Trello)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning management system tools (e.g. peer feedback, forums)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videoconferencing systems (e.g. Zoom, Skype, WebEx)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration tools (e.g. Slack, Teams)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cloud services for collaborative writing (e.g. Etherpad, Google docs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cloud services for exchanging files (e.g. Dropbox)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N_12 How easy would it be for you ...

	Very easy			Very difficult	
... to make an animated presentation (e.g. with Power-Point, Prezi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to carry out a spreadsheet calculation (e.g. with Excel, Open Office Calc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to create a reference database (e.g. with Citavi, End-Note)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to research key literature on an academic/scientific topic online?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to distinguish between academic and non-academic internet sources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to synchronise the digital media that you use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to initiate a digital group in a social network?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to learn a new computer program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to use a programming language correctly and with confidence (e.g. Python, Java)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CO_4 How many online courses offer active interaction opportunities?

Active possibilities for interaction include all ways of direct exchange, e.g. chat features.

None		About half		All
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CO_5 And how satisfied are you with ...

	Very dissa- tisfied			Entirely satisfied	
... the offer/implementation of digital courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the offer/implementation of tests and exams?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CO_10 When you think of your experience with digital learning: To what extent do you agree with the following statements?

	Not at all			Totally	
I'm more flexible due to digital learning formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I miss personal exchange with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I miss personal exchange with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital learning formats are equally suited for clarifying questions as personal contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have concerns regarding data protection/security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In digital exams, the conditions and prospects are equal for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have to better organise my studies due to digital learning formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mobility and lifestyle

The questions are selected at random and programmed into the corresponding modules.

Preliminary remark:

The questions on mobility and lifestyle were answered by 12.5 % of the students in Module A.

¹³⁷A_37a Where were you living when you received your university entrance qualification?

Town/city:	<input type="text" value="(open specification)"/>
p.r.n. postal code:	<input type="text" value="(open specification)"/>

D3_1 Where do you primarily live during the semester?

Town/city:	<input type="text" value="(open specification)"/>
p.r.n. postal code:	<input type="text" value="(open specification)"/>

If you don't live in Germany, please enter the country:

Country:	<input type="text" value="(open specification)"/>
----------	---

F3_23 How long does it take you to go straight from your home to your university?

Please specify the "door-to-door" duration.

Duration:	<input type="text" value="(open specification) Number of minutes"/>
-----------	---

Don't know

¹³⁷ Of the 12.5 %, the students who obtained their higher education entrance qualification in Germany (A_1) were asked this question.

N_17 To what extent do the following statements apply to your personal experience in looking for housing?

	Not at all				Totally
My applications to rent a flat/apartment were often rejected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social contacts are very important when looking for housing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is virtually no chance of finding a flat/apartment for an affordable rent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N_16 To what extent do the following statements apply to your lifestyle?

	Not at all				Totally
I maintain an elevated standard of living.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's too expensive for me to take long holidays abroad on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am well versed in art and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to read challenging books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I particularly enjoy life when there is always something going on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am always on the lookout for new challenges and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security and continuity are the top priorities in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I maintain the traditions and customs of my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2_5 How often do you engage in the following leisure activities?

	Never				Very often
Engaging in artistic or cultural pursuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing sports, being physically active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working on a voluntary basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Corona special questions

The questions are selected at random and programmed into the corresponding modules.

Preliminary remark:

The coronavirus special questions are asked of students from 23 universities from the coronavirus-specific special survey and 25% of students from module D3.

CO_21 Do you belong to a COVID-19 risk-group?

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes
<input type="checkbox"/>	Don't know
<input type="checkbox"/>	I would rather not provide any information on this question.

CO_11 Please indicate, how much the following statement applies to you: I am afraid of contracting the Corona virus.

Not at all					Totally
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CO_19 Had you planned a studies-related internship/practical training for this semester?

- No
- Yes, it was ...
 - ... carried out as planned.
 - ... postponed, however.
 - ... cancelled, however.

CO_24 Has the Corona pandemic had an effect on the income of your parents?

The income-situation has ...

... clearly worsened.		... not changed.		... clearly improved.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>