

Monika Schmidt / Tino Bargel

International Student Survey in Europe

Concept, background and dimensions of the questionnaire

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Hefte zur Bildungs- und Hochschulforschung (79)

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Herausgeber der Reihe „Hefte zur Bildungs- und Hochschulforschung“:

Arbeitsgruppe Hochschulforschung, Universität Konstanz,
Fachbereich Geschichte und Soziologie, 78457 Konstanz
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Introduction

The Research group on Higher Education and the student survey in Europe

The Research Group on Higher Education (Arbeitsgruppe Hochschulforschung) is in existence since 1981. At the centre of our work since 1982 is the **student survey** which had been conducted on behalf of the German Federal Ministry of Education and Research already for the twelfth time during the Winter Semester 2012/13. This last survey took place at 14 universities and 11 universities of applied sciences. Up to now more than 100.000 students took part on this longitudinal survey.

The focus of our empirical research is on the study situation, the students' experiences and orientations. In addition, there are projects addressing employment and study, evaluation of teaching and the development of the European Higher Education Area.

The instrument is a questionnaire with about 100 questions and 600 items. It is constructed as a long term study and so over the years we have time series that allow the interpretation of the development of the study situation during the last 30 years. The heart of the questionnaire has been stable over time and different surveys. Most of the questions could be kept without change, representing "subjective indicators" about course of study and students themselves. It is this stability in instrument and questions which is an important methodical requirement for comparisons over time. Anyway the questionnaire is checked before each wave to introduce some current developments (i.e. formerly computer and new media or the Bologna process).

The aim of our research is to present reliable information about study and orientation of students in Germany. The main focus lies in estimations and appraisal of students' situation during their study as well as their wishes and demands concerning better study conditions. Furthermore expectations on jobs as well as views on society and politics are being examined in every survey.

A scientific advisory board consisting of professors of education, empirical social studies, and research on higher education supports the survey.

Sample and representativeness and methods

All universities which are invited to participate in the student survey are chosen by predefined criteria. They take a proportion of students by chance. Up to now more than 100 000 students took part in the survey. The analyses are largely representative for the current 2,5 million German students. We have a very good experience with paper and pencil as well as with online research methods.

Reports on findings

In addition to the main report on the student survey in Germany we publish reports on special topics as on labour market and profession, international comparison as well as monographs on special subjects (cf. publication list). The current results are presented in articles, papers and lectures which are noticed by decision makers in politics and administration

International Student Survey in Europe (ISSUE)

With the construction of the **European Higher Education Area (EHEA)** the international perspective becomes even more important. The two main aims are: firstly, to gain systematic empirical data as a common information basis; secondly, to enable students to report their experiences and judgment in a comparable manner. We are persuaded that in this point of view beside the social dimension of studying also the cultural dimension worth to be analyzed.

The instrument is the **questionnaire named QUISS (Questionnaire for International Student Survey)** which is based on the instrument for student surveys in Germany. It is available in English, French and Catalan, partly in Ukrainian and Lithuanian. A few years ago the QUISS was used in three European regions, namely in Rhone-Alpes, in Catalonia and in Baden-Württemberg. There are some comparative work and publications based on the comparative use of QUISS. This publications prove that theory and concept of the questioning, indicators and dimensions, questions and items of the instrument are applicable and useful in the European regions and countries. The focus of the survey with QUISS is the point of view, the study situation and the orientation (e.g. social and professional) of students. This information about cultural dimension of studying is - in addition to the social dimension as analyzed in the Eurostudent - to establish a well-functioning and sustainable Higher Education System in Europe.

The international cooperation is enlarged by a network, called **ISSUE**. Research groups from different European countries and regions are belonging to this network. The association is open to all interested research groups or scientists. Every year the Research Group on Higher Education is organizing a workshop for participants of ISSUE and scientists interested in the subject.

International Workshops

The formation of the European Higher Education Area requires not only the standardization of study program structures, but also a scientific exchange targeting the experiences and perspectives of students. Since the year 2007, the Research Group on Higher Education conducts an annual international workshop to which interested scientists from different European regions are invited.

The workshop themes each constitute a certain current topicality and are closely related to the developments in higher education. The presentations of the experts are based on data obtained from the international student survey (ISSUE) or the presenters' own investigations dealing with the cultural dimension of studying in Europe.

Monika Schmidt and Tino Bargel

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Concept and Carrying out of the Student Survey

The long-term survey „study situation and students' orientation“ (Studiensituation und studentische Orientierungen) at universities and universities of applied sciences exists since the beginning of the eighties of *the* last century. It is the most extensive continuous observation with regard to the development of the study situation at universities in Germany. The first survey took place in the winter semester 1982/83. The next ones followed every two or three years. In the winter semester 2012/13 the 12th student survey has been carried out.

The student survey has been supported by the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) from the very beginning. The Research Group on Higher Education at the University of Konstanz has been in charge of the carrying out and the reporting of the survey over the time. The research group is accompanied by a scientific advisory panel.

Concept of the student survey

It is the concept of the student survey to do a “performance check/measurement”, and thus presenting basic information for the policy of higher education and its public discussions. As early as at the end of the seventies six areas of interest were named and have then been part of this survey. These got only gradually public attention.

- „Efficiency of study“: i.e. organisation of courses, study strategies, exams (preparation for exams), duration of study and delays, drop-outs.
- „Qualification“ and revenues of study: i.e. relation to practical usage, participation in research, acquirement of subject knowledge and general competences, professionalism.
- „Evaluation“ and study quality: demands of study, judgement of the quality of courses, contacts during study, advice and support by teachers.
- “Socialisation” and orientation: i.e. relevance of science and research, value system and demands, personal development, social responsibility.
- “Selection” and social chances: i.e. admission to university, chances of female students, consequences of social heritage during study, promotion of young scientific professionals.
- “Placing” of graduates: i.e. job perspectives, fields of activity aspired to, transition to the labour market, flexibility and identity, employability.

Questions concerning students' judgement of their study situation and teaching at universities are the centre of the student survey. Thus, very early an evaluation of courses and of study quality has been initiated. No other study, therefore, fulfils the requirements of a “study quality monitor” as our does.

Furthermore, the student survey shows special problems during study and at universities, as the low communication rate between teachers and students, students' jobs, changing job perspectives, and problems of women or educational climbers during their study. Additionally questions concerning influences of different factors as a study abroad, contact to teachers, intention to do a PhD, or drop-outs are settled. All results are published, providing an informational foundation to the interested public, as well as to those who are responsible for the policy of higher education policy and the development of universities.

Topics of the survey

The topics of the survey are widely spread. The nucleolus of the questionnaire, however, has been kept stable over all the different surveys. Most of the questions have been taken without change over the years, because they have proved their worth as “subjective indicators” for study and students. The stability of the instrument is an important methodological precondition for comparisons over time. The questionnaire has fifteen topics.

Topics of the student survey

1. Access to university, choice of subject, motives and expectations
2. Strategies of study, course of study and qualifications
3. Intensity of study, time spent for study and duration of study
4. Study requirements, rules and exams
5. Contacts and communication, social climate, support
6. Study of the subject, situation of teaching and quality of study
7. Students' ways of life, social situation, jobbing
8. Difficulties, restrictions and burdens
9. Higher education policy: participation and students' representation
10. Internationality and the European Higher Education Area (Bachelor)
11. Choice of profession, values and areas of profession
12. Job expectations and reactions to the development of the job market
13. Visions of society and political participation
14. Wishes and demands concerning the development of higher education
15. Demographic and biographic educational data

Our reports are based on these topics, giving emphasize to special developments and current events. The situation of students is given priority, using the data of the time series reaching back to the nineties as a background. At the moment special stress is laid on the new study structure, meaning the Bachelor as the first degree of study, as it is currently put into practice as a standard for the European Higher Education Area at universities and universities of applied sciences.

Choice of the participating universities

In order to be able to compare the results of the successive surveys over time the same universities and universities of applied sciences have been chosen as far as possible.

In the winter semester 2012/13 about 428 universities of different types existed in Germany, according to the Federal Statistical Office. Among these were 216 universities of applied sciences (without universities of administration) and 108 universities. Former German comprehensive universities now are general universities as well (in 2001 there were still 7 comprehensive universities). Apart of them 52 universities of art, 6 pedagogic universities, 17 theological universities, and 29 universities of administration are there at present (source: Statistisches Bundesamt, Wiesbaden 2014).

Currently 208 universities and universities of applied sciences are the parent sample of the student survey. According to the OECD classification, they belong to class five ISCED (5A and 5B) of the "first stage (degree) of tertiary education - at university level or equivalent, long or short." The sample for the 12th student survey is again taken out of 14 universities and 11 universities of applied sciences.

Various criteria have been relevant for the choice of universities: Each of the important types of universities should be taking part: universities, technical universities and universities of applied sciences. Specialized universities and private universities have not been taken into consideration, as they only have a small amount of subjects and students. In order to get a widely spread participation in Germany, universities of each federal state should be present. The universities of applied science chosen, offer engineering and economics as well as social sciences, and thus are comparable to universities.

In the beginning of the nineties, the universities in the new federal states underwent a fundamental change. Especially all specialized universities (in 1991 there were still 45 of them, for instance of technology, sport, economy, art) were closed and either integrated into existing universities or newly founded as universities of applied sciences. Therefore, since the German unification, principles used in choosing universities could be applied here as

well, starting with the 5th survey in the winter semester 1992/93. Five universities and three universities of applied sciences have been taking part since then.

The sample was enlarged by four universities in the winter semester 2000/01 when doing the 8th survey. The aim was here to integrate the newly founded universities of the sixties and seventies, focussing on the integration of educational distant milieus and the realisation of higher education reforms. Thus, a partly one-sidedness in the choice of universities in favour of the older and bigger universities was corrected. Furthermore, it was possible to examine whether the “new foundations” could achieve their special aims.

In order for the results to be comparable over time, and to be able to show trends in the development, the stability of the sample of universities is of high importance. This is true to a high degree of universities and universities of applied sciences that were taken into account in the sample.

In the old federal states regarding all eleven surveys, and for eight universities in the new federal states (five universities and three universities of applied sciences) regarding eight surveys since 1993.

Sample of students

The number of German students at universities and universities of applied sciences has increased since the beginning of the nineties, but decreased to a small amount at universities in the winter semester 200/01. The new federal states of Germany joined the old ones in the beginning of the nineties, and therefore the number of students augmented additionally.

German students at universities and at universities of applied sciences (1993 - 2013)
(Numbers in thousands)

	All	Universities	Universities of applied sciences
WS 1992/93	1.637,0	1.286,2	350,8
WS 1994/95	1.652,8	1.282,7	370,1
WS 1997/98	1.603,2	1.234,5	368,7
WS 2000/01	1.536,9	1.147,0	389,9
WS 2003/04	1.689,3	1.226,7	462,6
WS 2006/07	1.658,6	1.174,8	483,7
WS 2009/10	1.802,1	1.223,7	578,4
WS 2012/13	2.216,7	1.441,9	717,7

Source: Statistisches Bundesamt (Hg.): Studierende an Hochschulen. Wintersemester 2012/13. Fachserie 11, Reihe 4.1. Wiesbaden 2013.

In the winter semester 2012/13, about 2.5 million German students were inscribed at universities and at universities of applied sciences. About 1.61 million of them studied at universities and about 0.79 million at universities of applied sciences. These numbers are the references for our representative statements deriving from the sample.

Differentiating analyzes regarding subject groups, degrees, semester/year of study, or gender is only possible when having enough students in the sample. It is of importance, therefore, to have a sufficient amount of students for each subject at the participating universities, in order to draw reliable conclusions on their study situation.

Therefore, until the 7th survey, about 20,000 students were given a questionnaire, and were asked to participate in the survey. With the beginning of the 8th survey in the winter semester 2000/01, the number was increased and reached 24.000, giving a sample which was large enough even when the participation of students decreased. When the number of universities got larger since the 9th survey of the winter semester 2003/04, about 28,000 questionnaires

were dispersed. In winter semester 2012/13 a little more than 26,000 questionnaires were sent to the student-related service offices and from there distributed by postal mailing to the students.

The students being asked are chosen at random by the participating universities. The Research Group on Higher Education neither knows names nor addresses of chosen students, for reasons of data privacy protection. The questionnaire is directly sent to students by their university, as well as the reminder after three weeks. Students who take part do so anonymously and on their own free will.

Response rate and representativeness

The first surveys had a response rate of usable questionnaire of more than 40 per cent. Since the survey of the winter semester 1997/98, it has declined to 37 per cent. No change of organisation of the survey is the reason here, but it seems to mirror a general phenomena of declining participation, registered by other surveys as well.

This is the reason, why the sample of students has been increased to over 26,000. The alternative to do special surveys is too expensive and not possible for reasons of anonymity.

- In the winter semester 2012/13 a response rate of 18.6 per cent has been reached. Exactly 4,484 students answered the questionnaire. The rate of 17.2 per cent of students at universities of applied sciences who returned the questionnaire has been smaller than the one at universities (19,0 per cent).
- All together more than 100,000 students have participated at twelve surveys from 1983 to 2013. The number of students having taken part in the surveys since 1993 is about 54,000 – with 51,100 of them studying at universities and 12,800 at universities of applied sciences.

We are giving our thanks to all those students for their participation, information and varied comments. As well, we are thanking the staff and management of the participating universities for their collaboration and support.

Because of the choice and the accordance of important items between the statistical data of higher education and the student survey (i.e. subjects, age of students), it can be assumed that with the participation rate we got, the results are representing to a large amount the opinion of the current 2.5 million German students at universities and universities of applied sciences.

Range of reports: The reports on the student survey are widely diversified and consist of tables, a data almanac, general reports, and further special elaborations.

Basic tables: In order to have early results for the policy of higher education as well as for the participating universities, the first thing for us to publish is the counting of the data of the current survey. The data belonging to universities and to universities of applied sciences are counted separately.

Data almanac: Data of all surveys are included in this document as a time series. General developments at universities and at universities of applied sciences, as well as differences regarding subject groups at both kinds of universities, are thus comprehensible.

A special table showing “Indikatoren zur Studiensituation und Lehrqualität” (“**indicators with regard to study situation and quality of study**”) are given to all higher education institutions participating at the survey (25 at present). It is divided into subject groups which exist at the respective institutions. This compilation of data offers a basis for discussions

within the institutions with reference to evaluation of teaching and internal development. Therefore, it can be regarded as a “study quality monitor”.

The main report: After each survey two main reports are being published. It is a long and a short version with the title “Studiensituation und studentische Orientierungen” (“study situation and students’ orientation”) interpreting the data. The long version gives an overview in detail of the survey’s results as well as of the developments at universities and universities of applied sciences, using the time series. In the short version the results are concisely interpreted, important aspects stressed, and conclusion drawn. This report aims at the huge circle of an interested public, higher education institutions, as well as members of higher education policy.

Monographs about subjects: They discuss the data about the choice of subjects, and have especially gained importance in discussions about reforms of study. The first of this series have been “Das Studium der Medizin” (“the study of medicine”) in 1994, followed by “Das Studium der Rechtswissenschaft” (“the study of jurisprudence”) in 1996. The next ones were “Das Studium der Geisteswissenschaften” (“the study of humanities”) in 2001, “Das Studium der Betriebswirtschaftslehre” (“the study of economics”) in 2006, and “Studienqualität und Attraktivität der Ingenieurwissenschaften” (“study quality and attractiveness of engineering”) in 2007. Finally, the latest one is the monograph on “Das Studium der Naturwissenschaften” (“the study of natural sciences”) in 2008.

Reports on topics with a special emphasis: Actual and important topics of the time are given special emphasis during each survey. Topics like “Studierende und Politik im vereinten Deutschland” (“students and politics in united Germany”) in 1994, or “Berufswahl, Berufsperspektiven und Existenzgründungen” (“choice of profession, job perspectives, and start-ups”) in 2001 were important during former surveys. During the last five years reports on “Frauen im Studium - Langzeitstudie 1983-2004” (“female students - a long time study 1983 to 2004”) in 2005, and “Wissenschaftlicher Nachwuchs unter den Studierenden” (“young professionals of science among students”) in 2006 were published.

Designing the European Higher Education Area

After the Bologna declaration in 1999, a new chapter opened for the German universities and universities of applied sciences. A lot of changes for their study has been taking place for students since then. They have far reaching consequences for students’ strategies and perspectives. Whether the promises in connection with the Bologna process have been kept or not, is not yet decided. It is therefore most important to include students’ opinions and experiences about the new study structure, when further developing the European Higher Education Area. This development has been taking into account, when writing an interim result on the Bachelor study “Bachelor-Studierende. Erfahrungen in Studium und Lehre” (“Bachelor students - experiences on study and teaching”) in 2009.

In addition we have a growing list of English texts on varied topics, for instance on different aspects of the Bachelor study, as well contributions to conferences as well as documentations of our international workshops.

Tino Bargel and Monika Schmidt

Theoretical Frame of the International Student Survey in Europe (ISSUE) and the Questionnaire for International Student Survey (QUISS)

Explanation of theoretical concepts

Student surveys cannot be based on a one dimensional theory. The research on the situation and ideas of students on subjects like their study and their university, values and career prospects has to be more complex using theories on different levels and scope.

There are mainly two levels of argument:

1. General theories about the university and its relation to society and employment (general theories). These are the frame of reference for the whole questionnaire.
2. Theories of middle range of scope. They claim to sort and explain important fields of the survey: like students' strategies to cope with the study (coping), quality of study and teaching (evaluation), choice of job, and anticipated transition to employment (professions).

On the one hand the theoretical conceptions, dimensions, and statements for instance about presuppositions, connexions, and consequences are used for the choice of questions and items. They are looked upon as "indicators" to describe the theoretical models as closely as possible. On the other hand it is possible to connect the results of the survey to these theories, and to use them to interpret the data.

But the concept of the student surveys does not only refer to scientific theories and concepts of answers. It proposes to give answers to more pragmatic and political questions, for instance concerning the age to students, duration of study, observance of rules of study, demands to improve course situation, opinions concerning actual concepts about university development.

1. General Theories about Universities and Higher Education

These are the theories which rearrange the whole area of the university and put it in relation to society. These theories give an anatomy (or pathology) of the university. They have to be appropriate in order to grasp on the one hand the social institution university, its structure, and its processes, and on the other hand the individual ideas and actions of the students.

1.1 Socialization at the university: integration, professionalism, identity

The theory of Talcott Parsons/Platt about structure and function of universities serve here. It is productive because it is closely connected to theories about academic professions and functions of social systems.

The main points are the **values**, **rules** and **standards** of the structural and functional nucleus of reproduction (by research) and passing on (by teaching) of the "scientific rationalization" (special branch of science) to the "building of a culture" (education and general culture), to the economic adaptation (job practice and job market) and to the social political orientation (political participation and social interpretations).

For the university it is important that these functions are tied together and that the cultural, job orientated, and political function stay related to the main function. It is equally important that these functions are perceived autonomously and in trust. This means that the situation and role of students' are characterized by independence and responsibility for themselves.

This theory allows to fix how students, during the study and concerning the demands on them, experience these ties to the functional nucleus, and whether they import this into their identity, therefore into their job values, and their social political bearings.

This way we get information about how these values and standards are advocated homogeneously or heterogeneously (multiversity), and what kind of displacements (or one-sidedness) occur. The integration of the university as an institution as well as the consistence of students' roles and their social identity can be stated.

It is totally possible to include **new developments** and challenges at the university, for example new teaching technologies and virtual learning/Internet, into this theoretic approach, to estimate the consequences for the university, and to come to conclusions.

One advantage of this theory is the possibility to refer to **processes of social change**, the way they are discussed in "**modernization theories**". There are - roughly sketched - four lines of thought:

1. the general importance, expansion of basic values of rationalism and the corresponding exchange of ideas (universalism and globalisation),
2. the gathering specialization and division of labour (differentiation and individualization),
3. the extended accessibility and social opening (equal chances and participation),
4. the extension of science and scientific qualification into the professions (importance of scientific character and professionalism).

Aspects of social inequality and different means of power (chances or authority) stay disregarded in the theoretical supply. This refers to the social situation, social selection as well as social standing (in access to the university, to the job, as well as to the social position).

1.2 Academic appearances (habitus): status, capital, reproduction

The ideas of Bourdieu are mostly used to investigate the mechanism and processes of social selection, membership, and placing in society in the sense of the reproduction of social status and power.

They are investigations about the "academic milieu" which are connected to the general theory about appearances (habitus) and the theory about different "sorts of capital". The different academic milieus constitute themselves through sorts of capital together with forms of action used for exchange between themselves and fixing limits between them.

Bourdieu uses three different sorts of capital: economic, social and cultural capital. This way he describes social situations and especially the means of "earnings" and "chances of transformation" of these sorts of capital.

Furthermore he states especially the results concerning conceptions, fixing of limits, and styles of capitals. The advantage of these theoretical ideas are on the one hand the general claim put on it. And they configure something new, which is taken into consideration methodically in the empiricism and its interpretation.

Taste, style, preferences, as well as knowledge, limits and own doings taken for granted rank as **cultural capital**. Acquisition of a foreign language and a study abroad belong to this list as well. Certificates (exams) in this sense are a combination of a public proof of cultural capital (knowledge) together with the public proof of social capital (membership, i.e. to the academic world).

Relationships in the sense of real membership as well as spiritual relations belong to **social capital**. This includes the idea of Dahrendorf's changing/improving social chances using "connexions" (*Ligaturen*). Insofar the access to the university can be interpreted as a gain of social capital. The choice of the subject to study can be interpreted likewise.

The finances as well as property and other money like donations are **economic capital**. To this idem belong the analyses which investigate whether access to the university (through social background), course of the study (own employment), and the further future (chances in the job market) depend on economic capital.

On the whole one can enter with this theory into the mechanism of social reproduction or its dissolution respectively as well as into future expectations or demands of status. Several items can be examined by including students' social background: access to university, choice of subject, financing of study and student's jobs, as well as time or study abroad. Moreover it is possible to discuss the demands of importance and power connected to a study with regard to the occupation of formal power and rule (in business, in the state) or informal power of influence or interpretation (in the media, in education).

2. Theories of middle range

More or less elaborated theories have been used for more important areas, because they allow a more explicit grasp and interpretation of the taken fields of interest than the general theories.

These areas are the following: students' perception of the university environment and their behaviour, quality of teaching and study, choice of job, and transition to the labour market.

2.1 Perception of environment and coping of students

The registration of the environment at the university and at the *Fachhochschule* (university of applied sciences) as seen by the students, and their way of reacting to it, is a very central field of the student survey. This is done in order to examine how students find their way in the university environment, and cope with specific different demands and facts there. The coping with these "demands" (adaptation or coping) is seen as a result of "preferences" and "resources" on the side of the students. This refers by no means not only to tests and examinations, but also to the social climate in social intercourse, relations, and contact (social climate).

Nine different theoretical levels are used in order to represent the registration of environment adequately. They can all be applied to each other by questions, using three main areas: perceptions and experiences, strategies and conduct, recourse and reactions.

1. Expectations regarding study and university (scientific qualification, job chances, personal development, social influence)
2. Experiences at the university and during the study (rules, support, relation to jobs and research)
3. Reception and criticism of demands (achievements, responsibility, independence)
4. Perception of social climate, anonymity and consultation (among students, by teachers)
5. Strategies of study (regarding job qualification and personal development)
6. Behaviour during the study (taking of courses, learning by doing/investigation, memberships, duration of study)
7. Resources to cope with the study (information, intelligence, contacts, social background)
8. Difficulties and burden during the study (demands, relationships, orientation, finances, expectations for the future) and the problem of anomie
9. Desires regarding better conditions of study (relation to jobs and research, cooperation, consultation)

On this ground it is possible to establish types of students' orientations and strategies of behaviour, regarding for example a rapid, intensive, and successful study. Furthermore it is possible to explain whether and how the different levels taken into account are linked together consistently. Or there may be tension and dilemmas, for example regarding the use of different strategies of study for personal development or job expectations.

Finally it is possible to write down whether expectations are realized or disappointed, and intended strategies indeed are followed or not, and on what it depends (i.e. intensity and duration of study, time of study abroad, political participation at the university).

2.2 Choice of job and orientation at the job market

The role of a student is time limited, and implies a professional job and position continuously afterwards. This idea is captured in the concept of "professionalism" (or "towards professionalism"), meaning a job on an academic basis in an autonomous form. Nevertheless one can pose the question whether the "social privilege" of graduates is still present, and whether they can maintain their professional claims.

To find out about this six perspectives are included in the questionnaire:

1. the job values and claims on the job, regarding six dimensions: intrinsic autonomy, social values, financial aspects, leadership and responsibility, science, leisure time orientation
2. desired the fields of activity, as in public service, in commerce or as a freelancer, including especially an academic profession (young professionals in science)
3. the job expectations and chances at the job market, individually and generally for graduates, as well as the burden connected to that, furthermore especially: chances for women
4. student's strategies to improve their own job expectations, regarding its projected benefit and its realization during the study
5. the intended reactions to problems on the job market, in the centre of attention range the flexibility of students regarding loss of status and burden in the job

6. wishes and demands regarding consultation and support on the way to the job market, especially if intending to become a freelancer or to set up a business

These are anticipations which are all recorded with regard to their importance and probability.

Furthermore they can be related to indicators of general social conceptions, i.e. in regard to the function of competition, the importance of technology or the dimension of social inequality and openness (chances to progress in employment).

On the one hand it is of interest here to know to what extent processes of accommodation to another job situation take place, and on what elements they depend. These processes may be for instance to accept a non-professional job, to give up the job identity in relation to the perception of evil job chances, and the importance of material revenues.

On the other hand it is of equal interest, in which way the uncertain job perspectives influence the choice of subjects, the way of study, and the social-political orientations of students, and how these differ in several groups of students. It is assumed that irritations and uncertainties with regard to the job market affect students differently, depending of social background and gender leading to a restriction of aspirations and demands.

3. Pragmatic concepts and practical indicators

In a concept of a survey, dealing not only with scientific research regarding students' lives, but also with the more pragmatic issue of university politics and development, questions have to be added and concepts taken into account, which theoretical meaning as indicators remain open to begin with.

These questions, indicators, practical conclusions and advices belong to four fields of interest:

3.1. Efficiency of study

- duration of studies, delay during the studies and reasons for this
- tendency to fail to complete the course of study or to change the subject
- rules for studies: range and obligation
- structure of exams and new forms of studies

3.2. Financing of study and students' employment

- dimension and extent of employment, proximity to the subject of studies
- reasons for employment and consequences for the duration of studies
- estimation for employment (burden, benefit)

3.3. Behaviour during the studies

- change of university, study at a foreign university (on purpose as well)
- acquisition of further qualifications (i.e. foreign languages, computer knowledge)
- use of counselling service and appraisal (course guidance and counselling service for students at the university, employment office)

3.4. Placing of graduates/transition to the labour market

- job expectations (general, personal) in different areas
- transition to the labour market and subsequent areas of work
- information about the labour market and job consultation

The integration of questions referring to new and actual topics belongs in this field of pragmatic questions for political information:

- use of new learning/teaching technologies
- students' opinions concerning new concepts of development at universities (final examinations, exams, cooperation) and their readiness to engage themselves in it
- the readiness of students to become a free-lancer or set up a business and the presuppositions as well as the desired support they ask for that

But connections to partial or general theories will be possible with all these questions, items and indicators, if an interpretation beyond the choice of the actual data is desired: i.e. duration of studies in relation to resources of economic, social and cultural capital. Another important question is the international mobility and the reasons of realization or renunciation. To get valid and useful information it is necessary to have a theoretical background for interpretation and understanding.

Tino Bargel

International Student Survey in Europe (ISSUE) - Dimensionality of the Questionnaire (QUISS III)

This explanation about the dimensions of some questions follows the Questionnaire QUISS III.

It offers a short overview and attributes the items to the intended dimensions. For some selected questions the number of items is indicated and the dimensions are described. The attribution of items to a dimension shows that every item has a special “meaning” and functions as an indicator in this respect. Therefore, the explanation might help to understand the intentions of the different questions and items and to support analyzes and interpretations.

Dimensionality of the Questions

Question 11: **Reasons for choice of subject (7 items)**

D 1 (Scale): intrinsic-idealistic: items 1, 2, 4

D 2 (Scale): extrinsic-materialistic: items 3, 5, 6

Question 12: **Information (7 items)**

A. Indicator for integration vs. anomie (information = cognitive integration), items 1, 2, 3, 4.

- Indicator for **Internationality** (students' interest and orientation): items 5, 7

- Indicator for **Political Participation/Interest**: item 8

B. Analyzes: Differences in evaluation and judgment in the different topics later.

Question 13: **Situation in the field of study, conditions (11 items):**

Evaluation of Quality

D 1: Achievement and performance: items 1, 2, 3

D 2: Orientation towards Research and Practical Preparation: items 4, 5

D 3: Modernity of education: items 10, 11

D 4: Social climate/relations: items 6, 7, 8, 9

Indicator for **Equity/justice/discrimination** (gender): item 8

Indicator for **Internationality**: item 11

Indicator for **Efficiency** of study: items 2, 3

Question 14: **Usefulness of studying/getting a degree**

Expectations about functions and attractiveness of higher education/advantages

D 1: Qualification, Professionalism (cultural-social capital): items 5, 6

D 2: General Education/personal development (cultural capital): items 4, 7

D 3: altruistic-public impact (social-political capital): items 8, 9

D 4: material-social advantages (economic-social capital): items 2, 3

Indicator for Political Participation/ Interest: item 9

Indicator for Materialism vs. Idealism: items 2, 3 vs. 6, 8

Question 15: **Demands in the field of study (13 items): Evaluation of Quality**

Values of higher education as a social system / principles of universities

D 1: Knowledge and understanding: (scientific core values): items 1, 2, 12

D 2: Achievement and performance (achievement values): items 5, 6

D 3: General Education and Competence (critical-autonomy values): items 3, 4

D 4: Participation and Sociability (communicative, social values): items 7, 8

D 5: Appliance and practical use (adaptive, economic values): items 9, 13

D 6: Ethic and social questions/problems (responsibility-public values): items 10, 11

Question 16: **Strategies of studying: job-prospects or personal (2 x 10 items)**

A. Dimensions: Idealistic-cultural (personal) vs. materialistic-pragmatic (job) orientations

B. Indicators: Different indicators for research (Item 1) or practical orientation (Item 4), internationality (Item 2, 10), public participation/interest (Item 5), efficiency (Item 6), special Indicators: **new generation of scientists:** Items 1, 6, 12

C. Analyzes: Variables to analyze realizations, e.g. (1) studying abroad, (2) duration of studying, (3) starting the doctorate, (4) having a tutor-job, (5) working beside studying etc.

Question 17: **Teaching in the courses (9 items): Evaluation of Quality**

Indicator for **organizational efficiency:** items 1, 2 for **research vs. practical orientation:** item 6, for **participation, activation, communication:** item 5; for **support and feedback:** items 4, 7; for preparation and covering (**general evaluation**): items 3, 8

Question 18: **Realization of didactic principals (10 items): Evaluation of Quality**

A. General Dimension: High or low **standard of didactic:** all 10 items (or selection)

B. Indicators: Different indicators for research vs. practical (items 6, 10), for motivation-activation (items 4, 9), for efficiency (Items 1, 7), feedback (item 2), for comprehensiveness (Items 2, 3), transparency (item 8).

Question 19: **Activities for additional skills/ further qualifications (5 items)**

General Indicators for interest in "general qualifications" (all items, further qualification",

Indicator for labor market orientation (item 5); Indicator for internationality (item 2),

Question 25: **Statements about studying - Statement-Catalogue (8 items)**

General: Achievement Motivation: hope of success vs. fear of failure (items 1, 3, 6, 8)

D 1: **Learning ability:** Items (items 2, 4)

D 2: **Efficiency orientation/motivation** (items 3, 7, 8)

D 3: **Exam-Anxiety** (items 5, 6)

Question 26: **Research oriented learning (6 items)**

Dimension: Research oriented learning: all items

Question 32: **grade and credit points (2 items)**

Indicator: **achievement** of student (certified result); cf. also qu. 3 b entrance qualification

Question 33: **Time-budget during term (6 items)**

Indicators for study-intensity (items 1, 2, 3); for distraction by work (item 6); for scientific new generation (Item 5). - Indicator for overall impact/burden: all items (time-average per week).

Question 34: **Student-Status (3 items)**

Indicator for **Integration** (1 item), indicator for involvement (1 item)

Question 35: **Financing the study (8 items)**

Indicator for private economic capital (item 1), for public substitution (item 3,5).

Question 36: **Reasons for working (5 items)**

Indicator for economic capital (item 1), practical interest (items 2,4), material interest (item 5).

Question 37, 38: **Planned duration and delay (2 items): Evaluation of efficiency/quality)**

Indicator for efficiency (both items)

Question 42: **Planned activities abroad (6 items)**

Indicator for **internationality/mobility:** all items

Question 44: **Change and drop-out (2 items): Evaluation of efficiency/quality**
Indicator for integration/anomie (both items), for **attractiveness** (both items).

Question 45: **Contacts to other persons (5 items)**

Dimension: **Social integration** (all items), at institution (item 3, 4, 5), with peers (1, 3),
Indicator: for relation to staff (item 4); for **internationality** (item 5).

Question 49: **Relevance of spheres of life – value orientation (12 items)**

- D 1: **private** orientation (items 7, 8, 9)
- D 2: **public** orientation (item 1, 2, 5)
- D 3: work sphere – achievement orientation (items -3, 4, 6)
- D 4: post-modernity: environment vs. technology
- D 5: religious orientation (item 10)

Question 52: **Counseling concerning job choice and work (6 items)**

Indicators: for internationality (item 5), new structure/degree bachelor (item 6)

Question 53: **Requirements for improving study-situation (10 items): Evaluation**

Indicators: for research vs. practical interest (items 3, 9), communicative integration (items 5 + 6), for academic demands (items 1, 2, 4), for social-economic resources (items 7 + 10), for discrimination (less) - gender (item 10).

Question 59: **Evaluation of quality of studies (end result) – (6 items)**

Dimension Study-Quality (items 1 - 4): structure, content, teaching didactic, guidance and counseling;

Indicators: for **integration in university** (item 6), and for **resources** (item 5)

Question 60: **Development of qualities and competences –output- (11 items)**

General indicator a) of the consciousness, self—reliance (all items),
b) about the gain to study - profit for cultural capital (all items);

- D 1: **Qualification** in the subject and for work (items 1, 2, 4, 6, 11)
- D 2: **Social competences** (item 5, 10),
- D 3: **General competences, key-qualifications** (items 3, 7, 8, 9,

Question 64: **Difficulties in studying/academic Situation (9 items): Problems - Anomie:**

- D 1: **Social communication** (items 1, 2, 3, 6)
- D 2: **Demands, achievement/exams** (items 1, 5)
- D 3: **Orientation, planning** – Integration (items 7, 8)

Question 65: **Stress in academic situation/life (10 items)**

- D 1 Stress in academic life (items 1 - 4, 8)
- D 2: Stress in actual and future social-economic Situation (5, 6, 7)

Indicators: for demands (item 1), for anomie-integration (items 2, 3, 8),
for economic capital (item 5,6), for future anomie-uncertainty (item 7).

Question 66: **Concepts/measurement for higher education –Evaluation (15 items)**

Indicators: for expansion/resources (items 1, 2, 9), for selection/admission (items 7, 8), for quality-improvement (items 5, 6), for practical interest (items 11, 12).

Question 58: **Realization of European Higher Education Area - modernization (14 items)**

- D 1: **organisation-structure** (items 1, 2, 3)
- D 2: **international exchange** (items 4, 5, 6, 8, 12, 13)
- D 3: **evaluation/accreditation** (items 7, 10)

Indicator for **participation** (item 9).

Question 67: **Elements of job – value-orientation – professional demands (13 items)**

D 1: **Autonomous** task orientation (items 3, 5)

D 2: **social-altruistic** orientation (items 1, 9)

D 3: **leadership-responsibility** orientation (items 8, 12)

D 4: **material-gratificatory** orientation (items 2, 4, 10)

D 5: **scientific-research** orientation (items 7, 11)

D 6: leisure orientation (item 6)

Indicator for balance of job and family (item 14)

Question 70: **Regions of work (6 items)**

Indicator for mobility-internationality (all items)

Question 71: **Labor market perspectives (3 items)**

Indicators: for future chances – anomie (esp. Item 1); for internationality (Items 2, 3).

Question 72: **Individual job perspectives (1 item)**

Indicator for future chances, security vs. anomie – danger for professional identity (1 item)

Question 76: **Reaction to problems of labor market: flexibility + identity (6 items)**

D 1: further learning/education (items 1 + 2)

D 2: **flexibility**, tolerance for loss (items 3 + 4)

D 3: professional **identity** – giving up (items 5 + 6)

Monika Schmidt and Tino Bargel

QUESTIONNAIRE ON INTERNATIONAL STUDENT SURVEY - QUISS III

Version 2009/10 mit Ergänzungen vom deutschen Fragebogen 2012/13													
Course of Studies and Access to Higher Education													
1. What Subject(s) are you presently studying? (Please enter code(s) from List 1 in the right-hand column; if you have selected only one subject, enter "99" for subject 2 and 3 respectively. Please enter the exact title of your course of study (field of study/subject)	Subject 1	Subject 2	Subject 3										
	First Course of Study _____ _____												
2. What degree are you currently pursuing? (For multiple degrees, please select the one you are pursuing currently) (<i>Degrees offered in student's home country!</i>) a) Bachelor (of Arts/Science/Engineering ...) b) Master (of Arts/Science/Engineering ...) c) Diploma d) Magister e) State Examination f) Other (e.g. Magisterium) g) I have not decided yet Are you pursuing a degree in teaching (for secondary schools)? Yes <input type="checkbox"/> No <input type="checkbox"/>													
3. Have you already been awarded a degree from a university or an equivalent institution? If yes, state the type of degree and the year it was awarded. No <input type="checkbox"/> Yes: Bachelor <input type="checkbox"/> Yes: Master <input type="checkbox"/> Year _____													
4. What type of university entrance qualification/university entrance examination did you pass and in what year? (<i>University entrance requirements for home country!</i>) <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of university entrance qualification</th> <th style="text-align: left;">Year obtained</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> General Entrance (Matriculation) qualification</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> High School Diploma</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Matura</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Other, please specify _____</td> <td>_____</td> </tr> </tbody> </table>				Type of university entrance qualification	Year obtained	<input type="checkbox"/> General Entrance (Matriculation) qualification	_____	<input type="checkbox"/> High School Diploma	_____	<input type="checkbox"/> Matura	_____	<input type="checkbox"/> Other, please specify _____	_____
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<input type="checkbox"/> High School Diploma	_____												
<input type="checkbox"/> Matura	_____												
<input type="checkbox"/> Other, please specify _____	_____												
5. If you obtained your degree in a country other than your home country, please state the name of the country. _____													
6. What was your grade or grade point average that qualified you for studies at a university or equivalent institution of higher education? (<i>country qualifying grade or grade point average according to requirements in student's home country</i>) Please enter the grade / grade point average without space, e.g. 2.5 <input type="checkbox"/> , <input type="checkbox"/>													

7. What were your professional activities immediately following your university entrance qualification

(Please tick all applicable activities and state duration and how concluded (e.g. degree, diploma, etc.)

	No	Yes	Duration
1. Immediately started my academic studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> months
2. Completed an internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> months
3. Completed professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> months
4. Took up employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> months
5. Completed Military service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> months
6. Completed Civil and Social Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> months
7. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> months

8. How many semesters have you been enrolled at an institution of higher education in the WS 2012/13?

(Semesters are all those semesters that you have **previously** been enrolled at universities, universities of applied sciences, etc.; These include vacations, stays abroad, and internship semester).

___ ___ semester

9. How many semesters have you been in your programme of study in the WS 2012/13?

("Semesters" refers to all those semesters in which you were enrolled in your current principal course of study)

___ ___ semester

Choice of education and expectations of study

10. What characterises your situation prior to your academic studies?

1. I did not really want to pursue academic studies
2. For a long time, I was uncertain whether I wanted to pursue academic studies
3. I was quite certain that I wanted to pursue academic studies
4. I was absolutely positive from the very beginning that I was going to study

11. How important were the following reasons for your decision to select your current subject of study?

1. Special interest in the subject
2. My own talents and strengths
3. The prospects of high earnings in my future career
4. Definite career choice
5. Better prospects for secure employment
6. Better prospects for a leadership position in the future
7. Alternative solution, since there was no admission in the desired field of study

Unimportant 0 1 2 3 4 5 6 Very important

12. How well informed do you feel about the following areas?

1. Study and examination regulations in your programme of study
2. Possibilities of counselling and guidance pursuing your studies
3. Details on the student loan(s)
4. Opportunities for studying abroad
5. Bachelor's and Master's degree
6. The labour market situation in the desired field of work
7. Current policies for the development of higher education

Not at all Slightly Moderately Adequately Very well informed Not interested

13. To what extent is your major subject characterised by

1. High standards
2. Well-structured courses of studies
3. Clear examination requirements
4. Strong orientation toward research
5. A sound practical preparation for the working world
6. Competition between students
7. Good relations between students and academic and teaching staff
8. Discrimination towards female students
9. Too much people in the classes
10. Teaching qualifications of general importance (key skills)
11. International orientation of course of study

Not at all 0 1 2 3 4 5 6 Very strongly

14. In your opinion, what is the benefit of an academic degree?

An academic degree is useful

1. To get an interesting job
2. To ensure a secure income
3. To attain a higher social status
4. To develop my own ideas and opinions
5. To find out more about my chosen subject
6. To receive a solid scientific education
7. To have a well-rounded education
8. To help other people
9. To contribute to the improvement of society

To what extent is a degree useful in achieving these goals?

Not useful 0 1 2 3 4 5 6 Very useful / Cannot judge

**15. How would you judge the demands that are made of students in your course?
Is too much or too little emphasis placed on the following?**

1. To achieve substantial factual knowledge
2. To understand certain basic principles
3. To understand complex material without assistance
4. To encourage a critical approach
5. To study in an intensive manner
6. To undergo regular assessments (written tests, essays, oral presentations etc.)
7. To take part in seminar discussions
8. To work together with other students
9. To make practical use of the knowledge taught
10. To look at political and social questions from a particular scientific perspective
11. Taking ethical points of view into account
12. To deal with theoretical questions and statements
13. To apply scientific methods independently

Much too little Too little Correct amount Too much Much too much Cannot judge

16. To what extent do you view the following as advantageous to your personal/intellectual development and your job prospects?

1. To participate in a research project
2. To study abroad for a period of time
3. To obtain practical work experience whilst studying
4. To work as a tutor
5. To get involved in student politics
6. To complete your studies quickly and with determination
7. To achieve the highest possible mark in your degree
8. To pursue a PhD
9. To receive a Master's degree after the Bachelor's degree
10. To learn foreign languages

Personal Development/Job Prospects

- a) rather disadvantageous b) Not particularly advantageous c) advantageous
d) very advantageous e) Cannot judge

Studies and teaching situation

17. What, in your experience, has the teaching been like in your course of study?

1. In the last term courses have been cancelled
2. Other courses have overlapped with my main course
3. Teaching staff are well prepared for their courses
4. The results of written tests, examinations and essays have been well explained by the academic and teaching staff
5. Academic and teaching staff listens and takes into account suggestions and comments by students
6. Academic and teaching staff talk about their current research during lectures or seminars
7. Academic and teaching staff provide help on how to write essays and presentations
8. Teaching staff manage to cover the course content
9. Academic and teaching staff provides practical examples in their courses when relevant

Never 0 1 2 3 4 5 6 Always

18. To what extent do the following apply to the courses you are taking this term?

1. The educational aims are clearly defined
2. The lectures are comprehensive and adequate
3. Academic and teaching staff makes sure that the lecture material is understood
4. Lectures are interesting and motivating
5. The relationships between current subjects and other disciplines are pointed out
6. The practical relevance of current subjects is demonstrated
7. Academic and teaching staff provides clear summaries of their lectures
8. Academic and teaching staff makes clear which elements of the course will be examined
9. Academic and teaching staff encourages students to concentrate on scientific problems
10. Academic and teaching staff shows students how to apply research methods

This applies to ...

None A few Some Most All ... of my courses

19. Which of the following courses have you attended, or do you plan to attend to gain additional skills and qualifications outside your course of studies?

(Tick those that apply)

1. Lectures, seminars etc. organised for students of other courses
2. Courses in foreign languages (Please specify the language(s) studied: _____)
3. Special courses (public speaking, etc.)
4. Internet courses
5. Career-related presentations (how to apply for jobs, career areas, talks on work experience)

In the past:

- a) No, I have not attended any
- b) Yes, I have attended these occasionally
- c) Yes, I have attended these often

In the future:

- a) No, I do not intend to attend those
- b) Yes, I might attend those
- c) Yes, I will definitely attend those

20. Do the following statements apply to your study?

1. Courses and modules are clearly arranged and inter-coordinated
2. Requirements for each term can be fulfilled on time
3. Exams are closely connected to the contents of courses
4. Too many individual exams each term
5. Amount of material to be learned in order to pass the exams is too much

No, not at all

Yes, very much so

21. Do courses exist in your course of study that are closely connected to research issues? In particular

1. Methods of research
2. To recent research papers
3. Introduction to research on a practical basis
4. Participation in research projects
5. Internship with research issues

Doesn't apply at all

Applies totally

22. Do courses exist in your course of study offering practical experiences, such as

1. Training of practice oriented competences useful for the labour market
2. Listening to talks on practical experiences in the job market
3. Presentation of demands and requirements for different professions
4. Projects at the university
5. Internship at the university

Doesn't apply at all

Applies totally

23. If you are studying for a Master's degree

1. What degree programme did you successfully complete prior to your current studies?

Bachelor Diploma State Examination Magister other

2. How much time did elapse between the previous (undergraduate) degree and the enrollment for the master degree programme
___Months

3. Does the subject of the first degree obtained with regard to specialization relate to the studies for your Master's degree?

No Partially Yes

24. If you are currently not studying for a Master's degree, will you pursue one after you have completed your undergraduate study?

No Yes, directly after the Bachelor' degree Yes, later

Attitude towards studying

25. To what extent do you agree or disagree with the following statements about your academic studies?

1. I am often worried about whether I can manage my studies
2. I am able to concentrate for long periods in order to complete a project
3. It is important for me to achieve a degree reflecting good performance
4. I find it easy to understand new areas within my studies and to remember what I have learnt in the past
5. During exams, I am often so nervous that I completely forget things I know
6. When an exam is coming up, I am anxious about it most of the time
7. What matters most to me is to complete my studies as quickly as possible

Doesn't apply at all Applies totally

26. How many times during your academic studies have you

1. read literature in your subject area (e.g. articles) beyond the recommended readings
2. defined and continued to work on own points of interest
3. developed own ideas to solve a scientific problem
4. tried to find out how a particular research finding came about
5. doubted the claims made in an academic publication
6. carried out your own small experiment / small research project

Never Rarely Sometimes Often Very often

27. This term, how much of the course material taught is obligatory?

..... hours per week

28. To what extent does your individual programme of study reflect the amount of prescribed course work?

I attend lectures/classes...

A lot less A little less As much as A little more A lot more than prescribed

29. Is practical training obligatory in your study?

= No = Yes If yes, (duration in months)
(If more than one practical training/internship, please state the full duration)

Examination preparation and performance

30. Please state your average grade in study performance.

Average:

31. How satisfied are you with the grades you have received so far?

very satisfied 0 1 2 3 4 5 6 very dissatisfied

32. Please state the number of credit points (ECTS) you have already received

ECTS-credits:

Can't give a number

33. This term, how many hours per week have you been spending on the following activities?

1. Formal courses (lectures, seminars etc.)
2. Study groups
3. Studying by yourself (preparation/repeating, presentations and reading)
4. Study-related activities (e.g. computer courses, etc.)
5. Working as a research assistant (average hours per week)
6. Working outside university (average hours per week)

Approximately hours per week

34. What is currently your student status?

(Please tick one item only)

- a) Full-time student
- b) Part-time student
- c) Pro forma student

Questions concerning your situation as a student

35. How do you finance your education?

- | | Not at all | Yes, Partly | Yes, Mainly |
|---|--------------------------|--------------------------|--------------------------|
| 1. Parental support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Income of spouse | | | |
| 3. Student loan | | | |
| 4. Other grant (scholarship, sponsorship) | | | |
| 5. Personal loan for education purposes | | | |
| 6. Paid work during term time | | | |
| 7. Paid work during university holidays | | | |
| 8. Other (please note) _____ | | | |

36. How important are the following possible reasons to you for working whilst studying?

1. I urgently need the money to finance my studies
2. I like doing practical things, having other experiences
3. I need to earn money to pay for my leisure activities (hobbies, travelling etc.)
4. It prepares me for my future job/career and provides an additional qualification
5. Work contacts increase my chances of finding a job

not important 0 1 2 3 4 5 6 very important

37. When do you think you will complete your studies?

Please estimate year and term.

Year:.....

Term:.....

38. Are you behind your original time schedule for finishing your studies?

No Yes, roughly 1 term behind 2-3 terms behind 4 terms or more behind

39. Do you have so far

(Please enter the number months/semester)

1. Completed interning domestically
2. Interrupted your studies
3. Collaborated in research projects at the university or equivalent

No yes if yes, state for how long: months
..... terms

40. Do you plan to change to another university or equivalent institution of higher education for the purpose of

1. Changing to another university/institution
2. Interning domestically
3. Graduating with a PhD
4. Interrupting your current studies
5. Changing the type of institution at which you are currently studying (e.g. from a university to a university of applied sciences)

No perhaps probably certainly I do not know yet

41. During your stay abroad, have you...
(Please give possible duration in months/terms)

1. Completed an internship?
2. Taken a language course?
3. Entered academic studies for a certain period?

No Yes For Degree

42. Before completing your academic studies, do you intend to go abroad for...

1. Studying prior to completing your undergraduate degree?
2. Continuing your studies after being awarded your undergraduate degree?
3. Taking language course (e.g. during summer vacation)?
4. Completing practical training, internship?
5. Pursuing a degree (e.g. the Master's degree)?
6. Pursuing a PhD?

Certainly not Perhaps Probably Certainly Don't know yet

43. In your opinion, why is an internship helpful?

1. To test the occupational aptitude
2. To validate whether the chosen profession is the right one
3. To apply one's knowledge
4. To improve practical skills
5. To gain knowledge of the profession
6. To improve metadisciplinary competences
7. To establish contacts to potential employers
8. To improve chances for an employment later

Not helpful at all 0 1 2 3 4 5 6 Very helpful

44. Are you currently thinking seriously about

1. Changing your study programme?
2. Dropping out of university?

Very seriously 0 1 2 3 4 5 6 Not at all

Contacts and Communication

45. How often do you have contact with the following people?

1. Friends and acquaintances outside university
2. Parents and siblings
3. Fellow students following the same course of studies
4. Assistants/academic and teaching staff in your own department
5. Foreign students

I have contact with these persons Never Rarely Sometimes Often

46. How satisfied are you with the level of contact with...

1. Fellow students?
2. Teaching staff?
3. Professors?

Completely unsatisfied -3 -2 -1 0 +1 +2 +3 Completely satisfied

47. The academic situation is experienced differently by each student. How much does the following apply to your situation?

1. There are many persons at the university I can ask when I need to solve a problem
2. I often have the impression that the performance is all that counts my at university
3. If I would not be at the university for a whole week, nobody would notice

Doesn't apply at all 0 1 2 3 4 5 6 Applies totally

48. Overall, do you like being a student?

Not much 0 1 2 3 4 5 6 Very much

49. What kind of guidance and advice services are provided by the academic and teaching staff in your department? How often have you consulted advisory staff?

	Does exist in my subject		Previously used		
	Yes	No	Never	Once or twice	Frequently
1. Regular office hours	<input type="checkbox"/>				
2. Informal guidance and advice	<input type="checkbox"/>				
3. Specific events to introduce and organize your courses	<input type="checkbox"/>				
4. Presentations on how to prepare for final exams	<input type="checkbox"/>				
5. Instructor's guidance by e-mail/internet	<input type="checkbox"/>				

50. Have you consulted with any of the following services?

1. Central academic guidance service
2. Academic guidance provided by fellow students
3. Office for foreign students

I have consulted with this/these: Never Once or twice Frequently

51. What do you think about the usefulness of the following services?

1. Central academic guidance service
2. Academic guidance provided by fellow students
3. Office for foreign students

Useless -3 -2 -1 0 +1 +2 +3 Very useful

52. Which of the following do you consider most important for your future career?

1. Personal aptitude for the planned profession
2. Working conditions in the foreseen professional sector
3. Additional qualifications/competencies to enhance my chances in the labour market
4. Opportunities in the labour market outside my primary professional aim
5. Opportunities for working abroad
6. To know about jobs requiring a Bachelor's degree

Not important at all -3 -2 -1 0 +1 +2 +3 Very important

53. In your opinion, do you think that you need to improve your personal study situation? If so, how important is it?

1. Compression/concentration of course contents
2. Reduced examination demands
3. Increase of practical relevance in the course of study
4. Use of stricter academic guidelines
5. More courses with a small group of students
6. Fixed study groups for tutorials
7. Increase in student loan
8. Improved labour market opportunities for students of my subject
9. More opportunities to participate in research projects
10. Provision of childcare facilities

Not at all urgent 0 1 2 3 4 5 6 Extremely urgent

54. How interested are you in the following activities/structures at your university, and how regularly do you participate in them?

- | | a) | b) | c) | d) | e) | f) |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Student Councils (student committees at departmental level) | <input type="checkbox"/> |
| 2. Student self-government (AStA) (General Student Committee) | <input type="checkbox"/> |
| 3. Official self-government bodies (university representative committee) | <input type="checkbox"/> |
| 4. Political societies | <input type="checkbox"/> |
| 5. Informal activity groups | <input type="checkbox"/> |
| 6. Student associations (traditional student fraternities) | <input type="checkbox"/> |
| 7. Student communities/organisations (religious congregations) | <input type="checkbox"/> |
| 8. Sporting clubs | <input type="checkbox"/> |
| 9. Cultural activities (theatre, orchestra) | <input type="checkbox"/> |

- a) Not interested
- b) Interested, but do not participate
- c) Participate occasionally
- d) Participate regularly
- e) I am formally involved (e.g. office-holder, representative)
- f) Does not exist

55. What issues should student representatives address?

1. Academic advice and guidance
2. Course contents and the examination system
3. Political issues within the university
4. External political representation
5. Social issues (e.g. accommodation office)
6. Cultural events (theatre, concerts)
7. Study conditions at university
8. Discrimination against women
9. Quality of teaching
10. Support of foreign students

Not at all Weakly Strongly Very strongly

56. Which of the following types of criticism of the higher education system do you accept, and which do you oppose?

1. Discussion involving academic and teaching staff and students
2. Articles in student newspapers
3. Fliers and posters
4. Study boycotts
5. Occupation of departments
6. Demonstrations and resolutions

I generally accept Acceptance only in exceptional situations
 I generally oppose this type of criticism

57. In your opinion, how can university structures be improved? How important are the following issues?

1. Elimination of restrictions on admission
2. Expansion of facilities/provision of additional study places
3. Reform of course contents
4. Improvement of teaching methods
5. Student participation in the definition of courses and curricula
6. Higher examination standards
7. Stricter admission criteria
8. Earlier academic evaluation of students (within the first year of study)
9. Provision of special courses of study for part-time students
10. Increasing academic staff at the university
11. Improvement of cooperation between universities and industry
12. More use of multimedia/internet in courses
13. An internship as a fixed part in each course of study
14. Support for gifted students
15. More competition among universities
16. Admission interviews or exams for students by universities
17. Use or introduction of tuition fees by universities

Not important 0 1 2 3 4 5 6 Very important

58. To what extent are the following goals reached concerning the creation of the European Higher Education Area (EHEA)?

1. Change to BA/MA degrees
2. Implementation of the credit point system (ECTS)
3. Organisation of the courses of study in modules
4. Facilities to study abroad as part of the study
5. Courses in English
6. International cooperation with foreign universities
7. General evaluation of courses of study and evaluation of teaching
8. Time abroad as an integral part of your study
9. Student's participation in applying the goals of the EHEA
10. Accreditation of your courses of study
11. Courses regarding further education and lifelong learning
12. Scholarships for studies abroad
13. Acceptance of credit points from foreign universities
14. Possibility to take a German and a foreign degree simultaneously

Were the goals reached? If yes, how was it reached?

Yes No Don't know Very poorly Very well

Students' experiences and problems

59. What experiences have you had during the course of your studies in relation to the following areas?

1. The course structure
2. The quality of the range of courses available
3. Lecture delivery
4. The advice and guidance provided by academic and teaching staff
5. The rooms and equipment available for use in your course
6. Usefulness of course induction events

Very weak -3 -2 -1 0 +1 +2 +3 Very strong

60. In what ways do you feel your studies have helped you in your personal development?

1. Knowledge of the subject matter
2. Practical skills, job-related knowledge
3. Linguistic and rhetoric abilities
4. Intellectual competence (logical, methodical thinking)
5. Ability to work as part of a team
6. Working techniques, ability to work systematically
7. General knowledge
8. Autonomy and independence
9. Ability to criticise, to think critically
10. Sense of responsibility
11. The ability to do research work independently

Have not helped at all 0 1 2 3 4 5 6 Have helped greatly

61. How often did you participate in the evaluation of courses?

Never Once/twice Three to five times Five to ten times More than ten times

62. Did these evaluation procedures result in better teaching?

Not at all Barely Somewhat A lot Don't know

Did you experience improvements especially with regard to...

Feedback on your learning progress?
Inclusion of students' suggestions?

Not at all A lot Don't know

63. If you were to start with your study all over again, what would you decide to do?

(Please select only one option)

- a) I would follow the same courses
- b) I would study a different subject (please enter code from list 1)
- c) I would complete an apprenticeship that does not require academic studies
- d) Other (please specify): _____

64. The academic situation is experienced differently by each student.

What issues caused the greatest difficulties for you?

1. The lack of study groups
2. Dealing with academic and teaching staff
3. Competition between students
4. The demands of your course
5. Preparing effectively for exams
6. Participating in discussions as part of your course
7. Gaining a good overview of my subjects
8. Planning my studies one or two years ahead
9. Courses in English (foreign language)

This causes me...

No difficulties Few difficulties Some difficulties Great difficulties

65. To what extent do the following issues cause stress for you?

1. The demands of my course of studies
2. Course choices and academic orientation
3. The anonymity of the university
4. Future exams
5. My current financial situation
6. My financial situation following graduation
7. Uncertain job prospects
8. The large number of students

Does not cause me any stress whatsoever 0 1 2 3 4 5 6 Causes me great stress

Development and Improvement of Higher Education

**66. In what areas should the universities be primarily further developed?
How important to you believe is ...?**

1. Elimination of restrictions on admission
2. Expansion of training capacity / more places
3. Substantive curriculum reform / clearing of studies
4. University teaching reform and innovation
5. Involvement of students in curriculum design
6. Higher examination standards
7. More stringent admission requirements
8. Earlier academic evaluation of students (within the first year of study)
9. Provision of special courses of study for part-time students
10. Recruitment of additional academic staff at the university
11. Increased cooperation between universities and industry
12. Internship / a practice phase as an integral part of every degree programme
13. Further promote particularly gifted students
14. Interviews / admission tests by the individual universities
15. Charging tuition fees / charges and/or their introduction

Not important 0 1 2 3 4 5 6 Very important

Career choice and employment priorities

67. Which of the following do you think is important for your job?

1. To work with people and not only with objects
2. Job security
3. The possibility of realising one's own ideas
4. A large salary
5. The opportunity of making decisions independently
6. To have plenty of leisure time
7. To work scientifically
8. To take on tasks demanding responsibility
9. To help other people
10. To have good career prospects
11. The opportunity to carry out research in new areas
12. To contribute to the public good
13. To ensure the compatibility of family and work

Not important 0 1 2 3 4 5 6 Very important

68. Do you already know what job you would like to work in?

No Yes, with some certainty Yes, with great certainty

69. In which of the following contexts would you like to work on a permanent basis?

1. In the school system
2. In the higher education system
3. In the public or civil service
4. In non-profit organisations
5. in the private industry
6. As a freelancer (private practice, solicitor's/notary's office, and the like)
7. For my own business (own company, trade, service)
8. In alternative work projects

a) Definitely b) Possibly c) I would prefer not to d) Definitely not e) Don't know

70. Would you like to work in the following regions abroad?

	Permanently					Transitory				
	a)	b)	c)	d)	e)	a)	b)	c)	d)	e)
1. In your home country	<input type="checkbox"/>									
2. In Europe	<input type="checkbox"/>									
3. Outside Europe	<input type="checkbox"/>									

a) Definitely b) Possibly c) I would prefer not to d) Definitely not e) Don't know

71. What do you think the labour market will be like for graduates in your field over the next 5 years ...

1. In your home country (name.....)?
2. In Europe
3. Outside Europe?

Very poor 0 1 2 3 4 5 6 Very strong Cannot judge

72. Which of the following do you think best describes your job prospects?

(Please tick one item only)

1. I will have little difficulty finding a job
2. I will have difficulty finding a job that really suits me
3. I will have difficulty finding a job that matches my education
4. I will have great difficulty finding a job
5. Don't know

73. If, after passing your finals, you have difficulties to find a job in areas you want to work in you have been aiming for, what course of action will you take?

1. I will remain at University/College and use the waiting period sensibly
2. I will keep studying, but for a second degree or an additional research qualification to improve my labour market chances
3. I will accept a job in another location (i.e. by moving house or accepting a larger commuting distance)
4. If I can manage to work in this field, I will accept a financial loss
5. I will take a short-term job that does not correspond to my desired field
6. I will take a long-term job that does not correspond to my desired field

Impossible Unlikely Possible (Very) probable

74. Do you think the chances for women in relation to chances for men - in the employment area you yourself want to work in - are better, equal or worse in relation to

1. Chances of finding a job
2. Income levels
3. Support for further training and learning
4. Career mobility
5. The possibility of freelance work

Much worse Worse The same Better Much better

75. To what extent do you agree or disagree with the following statements?

1. Women should get organised in university and actively defend their interests
2. For as long as women are in a minority position, women who are equally qualified should be given preferential treatment over men in the allocation of posts for professors
3. There should be special PhD grants for women (without age limits for those who deferred university entry to look after children)

Disagree completely -3 -2 -1 0 +1 +2 +3 Agree completely

76. Please state how important the following spheres of life are to you:

1. Politics and public life
2. Art and culture
3. Leisure and hobbies
4. University and studies
5. Science and research
6. Work and career
7. Parents and siblings
8. Partner/own family
9. Circle of friends and social life
10. Religion and beliefs
11. Nature and the environment
12. Technology

Not important 0 1 2 3 4 5 6 Very important

Demographics	
77. Please state your Age.	
..... years	
78. Gender	
Male <input type="checkbox"/>	Female <input type="checkbox"/>
79. Marital status?	
a) Married	<input type="checkbox"/>
b) Single with steady partner	<input type="checkbox"/>
c) Single without steady partner	<input type="checkbox"/>
d) Widowed or divorced	<input type="checkbox"/>
80. Do you have any children?	
No <input type="checkbox"/>	Yes <input type="checkbox"/> If yes, how many?
81. Where do you study? (Please state the name of the university including the city:	
82. What level of educational qualifications do your parents have? (Please state highest qualification only)	
a) apprenticeship	Mother:
b) master college (craftsmen)	a b c d e
c) technical college / commercial college	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d) university of applied sciences	
e) University	Father:
f) no vocational qualification	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
g) other, don't know	
83. In which area would you classify the professional education/exam of your parents? (If they have various qualifications, please indicate the area of the highest level.) (Please refer to the numbers provided in List 2)	
84. What is the occupational status of your parents? (Please refer to the numbers of List 3)	
Father: <input type="checkbox"/> <input type="checkbox"/>	Mother: <input type="checkbox"/> <input type="checkbox"/>

Participation in this survey is anonymous and voluntary.

The questionnaire should be completed by yourself and be as completely as possible.

Please complete and return the questionnaire as soon as possible with the enclosed return envelope to the following address:

AG Hochschulforschung

University of Konstanz

D-78457 Konstanz

tel.: 07531/88-2896, Doris Lang (Secretariat)

ag-hochschulforschung@uni-konstanz.de

Thank you for your cooperation.

Publications

- Schmidt, M./ T. Bargel: Expansion of Higher Education. New students, more problems? VII. International Workshop March 2014 (Hefte zur Bildungs- und Hochschulforschung 73), Juni 2014.
- Schmidt, M./ T. Bargel: Beyond Employability: Citizenship and Responsibility in Higher Education. VI. International Workshop November 2012 (Hefte zur Bildungs- und Hochschulforschung 66), Januar 2013.
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- Bargel, T. (Ed.): Student Experiences and Evaluation of Bologna-Process and Bachelor - Empirical Results of the German Student Survey (Hefte zur Bildungs- und Hochschulforschung 61), Februar 2011.
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