

Fachhochschule Potsdam

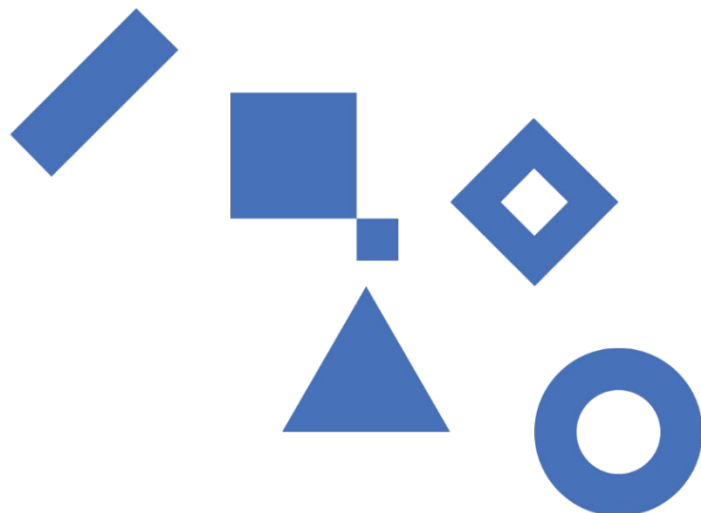
Results Report

2025 Study-Entrance Survey 2025

Questionnaire: "Study Entrance Survey 2025"

Survey period: 2025-10-14 - 2025-11-04

Created at: 13 November 2025



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Description of sample

Response

Response	Absolute	Percentage
Survey started	154	100 %
Survey canceled	44	29 %
Survey completed	110	71 %

Table 1 – Response

Response development

Response	Absolute	Percentage
Invited persons FHP	931	100 %
FB 1	287	31 %
FB 2	220	24 %
FB 3	127	14 %
FB 4	129	14 %
FB 5	168	18 %
Participants FHP	154	17 %
No participation	777	83 %
Participants by departments		
Invited persons FB 1	287	100 %
Participants FB 1	43	15 %
Invited persons FB 2	220	100 %
Participants FB 2	45	20 %
Invited persons FB 3	127	100 %
Participants FB 3	19	15 %
Invited persons FB 4	129	100 %
Participants FB 4	14	11 %
Invited persons FB 5	168	100 %
Participants FB 5	33	20 %

Table 2 – Response development

Note

Minimum number of participations to output values: 5

Satisfaction with your study programme

How satisfied are you with your studies at the FH Potsdam so far?

Answers

Mean: 2 (Rather satisfied)

Standard deviation: 1

	Absolute	Percentage
Very satisfied	47	33 %
Rather satisfied	77	54 %
Rather dissatisfied	7	5 %
Very dissatisfied	3	2 %
No answer	8	6 %
Total	142	100 %

Table 3 – Frequencies: How satisfied are you with your studies at the FH Potsdam so far?

How satisfied are you with your studies at the FH Potsdam so far?	Department				
	FB1	FB2	FB3	FB4	FB5
Very satisfied	31 %	32 %	32 %	69 %	23 %
Rather satisfied	50 %	61 %	63 %	15 %	63 %
Rather dissatisfied	7 %	3 %	5 %	0 %	7 %
Very dissatisfied	5 %	0 %	0 %	8 %	0 %
No answer	7 %	5 %	0 %	8 %	7 %

Table 4 – Cross-tab: How satisfied are you with your studies at the FH Potsdam so far? # Department

Would you recommend the FH Potsdam to others?

Answers	Absolute	Percentage
Yes, without restrictions	94	68 %
Yes, with restrictions	34	24 %
Nein	2	1 %
No answer	9	6 %
Total	139	100 %

Table 5 – Frequencies: Would you recommend the FH Potsdam to others?

Would you recommend the FH Potsdam to others?	Department				
	FB1	FB2	FB3	FB4	FB5
Yes, without restrictions	59 %	84 %	67 %	85 %	53 %
Yes, with restrictions	27 %	16 %	33 %	15 %	30 %
Nein	2 %	0 %	0 %	0 %	3 %
No answer	12 %	0 %	0 %	0 %	13 %

Table 6 – Cross-tab: Would you recommend the FH Potsdam to others? # Department

Search for university

How or through whom did you become aware of the FH Potsdam?

Question advice: Multiple answers are possible.

Answers	Absolute	Percentage of all response
Internet Website	59	44 %
Social media (e.g. Instagram, Facebook)	2	1 %
Internet search and information portals on the Internet (e.g. Hochschulkompass, studycheck)	57	43 %
Hochschulranking	2	1 %
(Print) Media Information materials/brochures/flyers	5	4 %
Press, radio, television	1	1 %
Advertisement in Fahrgast TV in tram/bus	1	1 %
Event/personal counselling Agentur für Arbeit	6	4 %
Information event at the school	6	4 %
Information days/activities at the FH Potsdam	22	16 %
Education fairs	7	5 %
Recommendation from third parties (e.g. friends, teachers)	51	38 %
Other Other	21	16 %
No answer	0	0 %

Table 7 – Frequencies: How or through whom did you become aware of the FH Potsdam?

How or through whom did you become aware of the FH Potsdam?	Department				
	FB1	FB2	FB3	FB4	FB5
Internet Website	23 %	24 %	18 %	27 %	31 %
Social media (e.g. Instagram, Facebook)	1 %	2 %	0 %	0 %	0 %
Internet search and information portals on the Internet (e.g. Hochschulkompass, studycheck)	25 %	29 %	18 %	18 %	22 %
Hochschulranking	1 %	0 %	0 %	5 %	0 %
(Print) Media Information materials/brochures/flyers	3 %	0 %	3 %	0 %	4 %
Press, radio, television	1 %	0 %	0 %	0 %	0 %
Advertisement in Fahrgast TV in tram/bus	1 %	0 %	0 %	0 %	0 %
Event/personal counselling Agentur für Arbeit	1 %	3 %	0 %	0 %	6 %
Information event at the school	1 %	2 %	3 %	5 %	4 %
Information days/activities at the FH Potsdam	9 %	5 %	15 %	14 %	8 %
Education fairs	1 %	3 %	6 %	5 %	2 %
Recommendation from third parties (e.g. friends, teachers)	21 %	25 %	24 %	18 %	16 %
Other Other	9 %	7 %	12 %	9 %	8 %
No answer	0 %	0 %	0 %	0 %	0 %

Table 8 – Cross-tab: How or through whom did you become aware of the FH Potsdam? # Department

What sources of information did you use to find out more about your degree programme at the FH Potsdam after your first contact?

Question advice: Multiple answers are possible.

Answers	Absolute	Percentage of all response
Internet Website	125	95 %
Social media (e.g. Instagram, Facebook)	20	15 %
Internet search and information portals on the Internet (e.g. Hochschulkompass, studycheck)	31	23 %
University Ranking	4	3 %
Online Study Choice Assistant (OSA)	15	11 %
(Print) Media Information materials/brochures/flyers	1	1 %
Advertisement in Fahrgast TV in tram/bus	0	0 %
Event/personal counselling Agentur für Arbeit	3	2 %
Information days/activities at the FH Potsdam	5	4 %
Student counselling at the FH Potsdam	31	23 %
International Office	7	5 %
FAMteam	25	19 %
Other Other	1	1 %
No answer	1	1 %

Table 9 – Frequencies: What sources of information did you use to find out more about your degree programme at the FH Potsdam after your first contact?

What sources of information did you use to find out more about your degree programme at the FH Potsdam after your first contact?	Department				
	FB1	FB2	FB3	FB4	FB5
Internet Website	45 %	54 %	44 %	43 %	44 %
Social media (e.g. Instagram, Facebook)	11 %	8 %	3 %	7 %	5 %
Internet search and information portals on the Internet (e.g. Hochschulkompass, studycheck)	13 %	8 %	17 %	11 %	9 %
University Ranking	0 %	2 %	3 %	4 %	2 %
Online Study Choice Assistant (OSA)	6 %	2 %	6 %	4 %	9 %
(Print) Media Information materials/brochures/flyers	0 %	2 %	0 %	0 %	0 %
Advertisement in Fahrgast TV in tram/bus	0 %	0 %	0 %	0 %	0 %
Event/personal counselling Agentur für Arbeit	1 %	0 %	0 %	0 %	3 %
Information days/activities at the FH Potsdam	1 %	2 %	3 %	4 %	2 %
Student counselling at the FH Potsdam	9 %	10 %	11 %	14 %	16 %
International Office	1 %	3 %	8 %	0 %	2 %
FAMteam	12 %	8 %	6 %	14 %	6 %
Other Other	0 %	0 %	0 %	0 %	2 %
No answer	0 %	0 %	0 %	0 %	2 %

Table 10 – Cross-tab: What sources of information did you use to find out more about your degree programme at the FH Potsdam after your first contact? # Department

Did a ranking influence your choice of university?

Answers	Absolute	Percentage
No	2	100 %
Yes	0	0 %
No answer	0	0 %
Total	2	100 %

Table 11 – Frequencies: Did a ranking influence your choice of university?

Did a ranking influence your choice of university?	Department				
	FB1	FB2	FB3	FB4	FB5
Yes	0 %	0 %	0 %	0 %	0 %
No	100 %	0 %	0 %	100 %	0 %
No answer	0 %	0 %	0 %	0 %	0 %

Table 12 – Cross-tab: Did a ranking influence your choice of university? # Department

Have you also applied to other universities?

Answers		
Mode: No	Absolute	Percentage
Yes	49	37 %
No	82	63 %
No answer	0	0 %
Total	131	100 %

Table 13 – Frequencies: Have you also applied to other universities?

Have you also applied to other universities?	Department				
	FB1	FB2	FB3	FB4	FB5
Yes	36 %	53 %	38 %	42 %	20 %
No	64 %	47 %	62 %	58 %	80 %
No answer	0 %	0 %	0 %	0 %	0 %

Table 14 – Cross-tab: Have you also applied to other universities? # Department

At which university and in which study programme/subject did you apply?

University	Study Programme/Subject	Absolute
University of Potsdam	Cognitive Science (B.A.), Teaching Qualification in Music and Art (State Examination), Social Work Psychology (B.A.), Cultural Studies/Sociology (B.A.), Teaching Qualification, Languages and Cultures of Antiquity and the Middle Ages (B.A.), Politics, Administration and Organisation (B.A.)	8
ASH Berlin	Practical Research (M.A.), Social Work (BA)	6
Berlin University of Applied Sciences (BHT)	Architecture (B.A.), Screen-Based Media (B.A.), Civil Engineering (B.A.), Civil Engineering (M.A.)	4
HTW Berlin	Civil Engineering (M.A.), Communication Design (BA), International Media Design (BA), Business Communication (BA)	4
Bauhaus University Weimar	Architecture (B.A.), Architecture (M.A.), Product Design (BA)	3
University of Applied Sciences Potsdam	Early Childhood Education (BA), Civil Engineering (M.A.)	3
HTWK Leipzig	Architecture (B.A.), Social Work (BA)	3
Humboldt University of Berlin	Cultural Studies (B.A.), Cultural Studies and Gender Studies (B.A.), German Studies/Education (B.A.)	3
Protestant University of Applied Sciences Berlin	Social Work (BA)	2
Free University of Berlin	Psychology (B.A.), Educational Sciences (B.A.)	2
HfBK Dresden	Conservation and Restoration (BA)	2
Magdeburg-Stendal University of Applied Sciences	Journalism, Language and Communication (B.A.), Social Work (BA)	2
Technical University of Berlin	Civil Engineering (M.A.), Culture and Technology (B.A.)	2
UdK Berlin	Visual Communication (B.A.), Teaching Art/Music (State Examination)	2
University of Hildesheim	Cultural Studies with Artistic Practice (B.A.), Primary School Teaching (State Examination)	2
Academy of Fine Arts Vienna	Conservation and Restoration (BA)	1
Berlin	Social Work (BA)	1
BTU Cottbus	Social Work (BA)	1
Emden University of Applied Sciences	Social Work (BA)	1
Kiel University of Applied Sciences	Social Work (BA)	1
Münster University of Applied Sciences	Social Work (BA)	1
Hamburg	Social Work (BA)	1
Munich University of Applied Sciences	Management of Social Innovation (B.A.)	1
Trier University of Applied Sciences	Communication Management (B.A.)	1
HSD	Communication Design (BA)	1
Cologne	Restoration (B.A.)	1
Leuphana University Lüneburg	Cultural Studies (B.A.)	1
Martin Luther University Halle-Wittenberg	History (B.A.)	1
Dortmund Technical University	Architecture (B.A.)	1
TU Stuttgart	Architecture (B.A.)	1
University of Basel	History and Media Studies (B.A.)	1
University of Bremen	Material Culture: Textiles (B.A.)	1
University of Giessen	History (B.A.)	1
University of Hanover	Communication Design (BA)	1
University of Kassel	Primary School Teaching (State Examination)	1
University of Leipzig	Social Work (BA)	1
Weißensee Academy of Art Berlin	Communication Design (BA)	1

Motivation/start of studies

What factors were decisive for your decision to study at the FH Potsdam?

Question advice: Multiple answers are possible.

Answers	Absolute	Percentage of all response
Professional reasons (e.g. courses offered by the FHP)	107	83 %
Financial reasons (e.g. financing studies, housing situation)	21	16 %
Proximity to friends/family	44	34 %
Family-friendly university	5	4 %
Location of the FH Potsdam	50	39 %
Good reputation of the FH Potsdam	31	24 %
Admission letter from the FH Potsdam was available first	13	10 %
Recommendation from parents/relatives/friends	27	21 %
No answer	1	1 %

Table 15 – Frequencies: What factors were decisive for your decision to study at the FH Potsdam?

What factors were decisive for your decision to study at the FH Potsdam?	Department				
	FB1	FB2	FB3	FB4	FB5
Professional reasons (e.g. courses offered by the FHP)	27 %	50 %	26 %	28 %	49 %
Financial reasons (e.g. financing studies, housing situation)	10 %	2 %	9 %	5 %	7 %
Proximity to friends/family	16 %	11 %	19 %	18 %	11 %
Family-friendly university	2 %	2 %	2 %	0 %	2 %
Location of the FH Potsdam	21 %	10 %	19 %	15 %	16 %
Good reputation of the FH Potsdam	9 %	8 %	12 %	21 %	7 %
Admission letter from the FH Potsdam was available first	5 %	6 %	2 %	3 %	4 %
Recommendation from parents/relatives/friends	10 %	10 %	12 %	10 %	4 %
No answer	0 %	2 %	0 %	0 %	0 %

Table 16 – Cross-tab: What factors were decisive for your decision to study at the FH Potsdam? # Department

What factors were decisive in your decision to take up this course?

Question advice: Multiple answers are possible.

Answers	Absolute	Percentage of all response
Interest in the subject	111	87 %
Personal aptitude/inclination	61	48 %
Firm career aspirations	47	37 %
Promotion and earning opportunities	29	23 %
Possibilities for (later) self-employment	16	12 %
Possibility of a dual study programme	24	19 %
Possibility of part-time study	12	9 %
Compatibility of studies, career and/or family	22	17 %
Recommendation from study or career counselor	5	4 %
Recommendation from parents/relatives/friends	21	16 %
Online Study Choice Assistant (OSA)	5	4 %
Try it out	16	12 %
Completing the waiting period for another training programme	0	0 %
No answer	0	0 %

Table 17 – Frequencies: What factors were decisive in your decision to take up this course?

What factors were decisive in your decision to take up this course?	Department				
	FB1	FB2	FB3	FB4	FB5
Interest in the subject	31 %	36 %	24 %	26 %	29 %
Personal aptitude/inclination	18 %	20 %	10 %	28 %	11 %
Firm career aspirations	12 %	17 %	5 %	5 %	18 %
Promotion and earning opportunities	6 %	5 %	14 %	5 %	9 %
Possibilities for (later) self-employment	4 %	4 %	2 %	15 %	2 %
Possibility of a dual study programme	7 %	0 %	22 %	0 %	3 %
Possibility of part-time study	4 %	0 %	3 %	3 %	6 %
Compatibility of studies, career and/or family	11 %	3 %	5 %	3 %	4 %
Recommendation from study or career counselor	0 %	4 %	0 %	3 %	1 %
Recommendation from parents/relatives/friends	4 %	4 %	12 %	5 %	6 %
Online Study Choice Assistant (OSA)	0 %	0 %	0 %	0 %	6 %
Try it out	3 %	7 %	2 %	8 %	4 %
Completing the waiting period for another training programme	0 %	0 %	0 %	0 %	0 %
No answer	0 %	0 %	0 %	0 %	0 %

Table 18 – Cross-tab: What factors were decisive in your decision to take up this course? # Department

Please assess the application and enrollment procedure at the FH Potsdam.

	Very good	Rather good	Rather bad	Very bad	No answer	Amnt.	Avg.	s
Information on the website	37 %	55 %	8 %	—	—	125	1.7	0.6
Advice from the application service	16 %	18 %	4 %	1 %	62 %	125	1.7	0.7
Advice from the department/degree programme	27 %	29 %	5 %	—	39 %	125	1.6	0.6
Application procedure for degree programmes with restricted admission	20 %	34 %	5 %	—	41 %	125	1.7	0.6
Organisation of the aptitude test	23 %	18 %	2 %	—	57 %	125	1.5	0.6
Enrolment procedure	37 %	44 %	14 %	2 %	2 %	125	1.8	0.8
Processing time for applications	33 %	36 %	16 %	5 %	10 %	125	1.9	0.9
Recognition/recognition of prior learning achievements	8 %	9 %	6 %	1 %	77 %	125	2.0	0.9
Placement in higher semesters	2 %	—	1 %	—	97 %	125	- *	- *
Succession procedure/lottery procedure	3 %	6 %	1 %	—	90 %	125	1.8	0.6

* No value is displayed because of too few respondents.

Table 19 – Frequencies: Please assess the application and enrollment procedure at the FH Potsdam.

	FB1	FB2	FB3	FB4	FB5
Answers: 1=Very good; 2=Rather good; 3=Rather bad; 4=Very bad	Avg.	Avg.	Avg.	Avg.	Avg.
Information on the website	1.6	1.8	2.1	1.6	1.6
Advice from the application service	1.5	2.2	2.2	1.4	1.8
Advice from the department/degree programme	1.5	1.6	2.0	1.4	1.8
Application procedure for degree programmes with restricted admission	1.7	1.8	2.0	1.3	2.0
Organisation of the aptitude test	1.4	1.7	1.5	1.3	1.3
Enrolment procedure	1.7	1.9	2.1	1.7	1.8
Processing time for applications	2.1	1.8	2.2	1.8	1.7
Recognition/recognition of prior learning achievements	2.0	1.5	1.0	n/a	2.7
Placement in higher semesters	1.7	1.0	n/a	n/a	n/a
Succession procedure/lottery procedure	1.8	1.8	2.0	n/a	n/a

Table 20 – Means: Please assess the application and enrollment procedure at the FH Potsdam.

Study and Counselling

Please assess the following events, facilities and information during the first weeks of your studies.

	Very good	Rather good	Rather bad	Very bad	Not used	No answer	Amnt.	Avg.	s
Preparation courses	12 %	33 %	4 %	4 %	47 %	—	81	2.0	0.8
Introductory week	34 %	49 %	12 %	1 %	4 %	—	115	1.8	0.7
Welcome & Orientation Days for international students	12 %	7 %	2 %	—	79 %	—	58	1.5	0.6
Website	31 %	49 %	18 %	1 %	1 %	—	115	1.9	0.7
Information materials/brochures/flyers	20 %	43 %	10 %	—	27 %	—	90	1.9	0.6
Central Student Advisory Service (Zentrale Studienberatung/ZSB)	14 %	22 %	4 %	—	59 %	—	76	1.7	0.6
Study and examination service (Studien- und Prüfungsservice/SPS)	12 %	32 %	7 %	1 %	49 %	—	76	1.9	0.7
Academic advising by the department/degree programme	28 %	35 %	6 %	—	31 %	—	83	1.7	0.6
Advice from AStA/StuRa	31 %	21 %	4 %	—	44 %	—	75	1.5	0.6
Exchange with other students	54 %	37 %	4 %	—	5 %	—	111	1.5	0.6

Table 21 – Frequencies: Please assess the following events, facilities and information during the first weeks of your studies.

	FB1	FB2	FB3	FB4	FB5
Answers: 1=Very good; 2=Rather good; 3=Rather bad; 4=Very bad	Avg.	Avg.	Avg.	Avg.	Avg.
Preparation courses	1.9	1.8	2.3	1.3	2.0
Introductory week	1.9	1.6	1.9	1.8	1.9
Welcome & Orientation Days for international students	1.8	2.0	n/a	1.0	1.5
Website	1.9	1.9	2.1	1.6	1.9
Information materials/brochures/flyers	1.8	1.9	2.1	1.7	1.9
Central Student Advisory Service (Zentrale Studienberatung/ZSB)	1.4	2.3	2.0	1.3	2.2
Study and examination service (Studien- und Prüfungsservice/SPS)	1.8	2.1	2.0	1.3	2.4
Academic advising by the department/degree programme	1.6	1.9	2.0	1.2	1.5
Advice from AStA/StuRa	1.7	2.0	1.7	1.1	1.3
Exchange with other students	1.3	1.5	1.4	1.4	1.7

Table 22 – Means: Please assess the following events, facilities and information during the first weeks of your studies.

To what extent have you been confronted with the following challenges so far?

	To a very high extent	To a high extent	To a low extent	Not at all	No answer	Amnt.	Avg.	s
Orientation and organization problems	— 3 %	— 17 %	■ 54 %	— 24 %	— 3 %	119	3.0	0.7
Language problems	—	— 1 %	— 3 %	■ 92 %	— 4 %	119	3.9	0.3
Study programme does not meet expectations	—	— 4 %	— 17 %	■ 69 %	— 10 %	119	3.7	0.5
Financial problems (e.g. financing studies, housing situation)	— 4 %	— 14 %	— 23 %	■ 50 %	— 9 %	119	3.3	0.9
Childcare option	—	— 1 %	— 2 %	■ 45 %	■ 52 %	119	3.9	0.3
Search for contact persons	— 2 %	— 7 %	— 25 %	■ 53 %	— 13 %	119	3.5	0.7
Contact with teachers	— 1 %	— 8 %	— 22 %	■ 57 %	— 12 %	119	3.5	0.7
Contact with students	— 3 %	— 11 %	— 18 %	■ 60 %	— 8 %	119	3.5	0.8
Compatibility of studies and career	— 4 %	— 11 %	— 21 %	■ 36 %	— 28 %	119	3.2	0.9

Table 23 – Frequencies: To what extent have you been confronted with the following challenges so far?

	FB1	FB2	FB3	FB4	FB5
Answers: 1=To a very high extent; 2=To a high extent; 3=To a low extent; 4=Not at all	Avg.	Avg.	Avg.	Avg.	Avg.
Orientation and organization problems	2.7	3.1	3.0	3.5	3.0
Language problems	4.0	3.9	4.0	4.0	4.0
Study programme does not meet expectations	3.8	3.7	3.7	3.9	3.6
Financial problems (e.g. financing studies, housing situation)	3.5	2.8	3.4	3.4	3.5
Childcare option	4.0	4.0	4.0	4.0	3.8
Search for contact persons	3.7	3.5	3.5	3.4	3.3
Contact with teachers	3.5	3.7	3.7	3.7	3.2
Contact with students	3.8	3.5	3.4	3.6	3.0
Compatibility of studies and career	3.3	2.8	3.2	3.7	3.5

Table 24 – Means: To what extent have you been confronted with the following challenges so far?

To what extent do the following statements apply to your previous experiences during your studies?

	To a very high extent	To a high extent	To a low extent	Not at all	No answer	Amnt.	Avg.	s
The registration for courses worked.	40 %	40 %	4 %	2 %	15 %	116	1.6	0.7
The amount of work/workload in my degree programme is feasible.	69 %	21 %	5 %	1 %	4 %	116	1.4	0.6
I am up to the demands of my studies.	22 %	59 %	6 %	—	13 %	116	1.8	0.5
The amount of work/workload in my degree programme is feasible.	22 %	59 %	6 %	—	14 %	116	1.8	0.5
Digital courses are offered.	23 %	31 %	23 %	4 %	18 %	116	2.1	0.9
Teaching is practice- and application-oriented.	33 %	48 %	5 %	1 %	13 %	116	1.7	0.6
The atmosphere in my degree programme is pleasant.	53 %	41 %	2 %	—	5 %	116	1.5	0.5
I feel welcome at the FHP.	59 %	31 %	3 %	—	6 %	116	1.4	0.6
I feel safe on campus.	78 %	18 %	—	—	4 %	116	1.2	0.4

Table 25 – Frequencies: To what extent do the following statements apply to your previous experiences during your studies?

	FB1	FB2	FB3	FB4	FB5
Answers: 1=To a very high extent; 2=To a high extent; 3=To a low extent; 4=Not at all	Avg.	Avg.	Avg.	Avg.	Avg.
The registration for courses worked.	1.8	1.6	1.6	1.4	1.5
The amount of work/workload in my degree programme is feasible.	1.4	1.3	1.4	1.5	1.1
I am up to the demands of my studies.	1.7	2.0	1.8	1.9	1.6
The amount of work/workload in my degree programme is feasible.	1.7	2.0	1.9	1.5	1.8
Digital courses are offered.	1.8	2.4	1.9	2.5	2.3
Teaching is practice- and application-oriented.	1.7	1.7	2.0	1.1	1.8
The atmosphere in my degree programme is pleasant.	1.5	1.4	1.5	1.3	1.6
I feel welcome at the FHP.	1.5	1.3	1.4	1.2	1.5
I feel safe on campus.	1.3	1.1	1.1	1.0	1.1

Table 26 – Means: To what extent do the following statements apply to your previous experiences during your studies?

Individual study requirements

Where did you obtain your university entrance qualification?

Answers		
Mode: Brandenburg	Absolute	Percentage
Baden-Württemberg	3	3 %
Bavaria	5	4 %
Berlin	18	16 %
Brandenburg	43	37 %
Bremen	0	0 %
Hamburg	1	1 %
Hesse	1	1 %
Mecklenburg-Western Pomerania	6	5 %
Lower Saxony	5	4 %
North Rhine-Westphalia	5	4 %
Rhineland-Palatinate	1	1 %
Saarland	0	0 %
Saxony	11	10 %
Saxony-Anhalt	5	4 %
Schleswig-Holstein	0	0 %
Thuringia	5	4 %
Outside of Germany	5	4 %
No answer	1	1 %
Total	115	100 %

Table 27 – Frequencies: Where did you obtain your university entrance qualification?

Where did you obtain your university entrance qualification?	Department				
	FB1	FB2	FB3	FB4	FB5
Baden-Württemberg	0 %	7 %	0 %	0 %	4 %
Bavaria	3 %	11 %	0 %	0 %	4 %
Berlin	19 %	14 %	13 %	18 %	12 %
Brandenburg	43 %	21 %	67 %	45 %	25 %
Bremen	0 %	0 %	0 %	0 %	0 %
Hamburg	0 %	0 %	0 %	9 %	0 %
Hesse	0 %	4 %	0 %	0 %	0 %
Mecklenburg-Western Pomerania	14 %	4 %	0 %	0 %	0 %
Lower Saxony	0 %	4 %	7 %	0 %	12 %
North Rhine-Westphalia	3 %	0 %	0 %	18 %	8 %
Rhineland-Palatinate	0 %	4 %	0 %	0 %	0 %
Saarland	0 %	0 %	0 %	0 %	0 %
Saxony	11 %	11 %	7 %	0 %	12 %
Saxony-Anhalt	0 %	14 %	0 %	0 %	4 %
Schleswig-Holstein	0 %	0 %	0 %	0 %	0 %
Thuringia	0 %	7 %	0 %	0 %	12 %
Outside of Germany	5 %	0 %	7 %	9 %	4 %
No answer	3 %	0 %	0 %	0 %	0 %

Table 28 – Cross-tab: Where did you obtain your university entrance qualification? # Department

Did you previously study at another university?

Answers		
Mode: No		
	Absolute	Percentage
Yes	34	30 %
No	80	70 %
No answer	1	1 %
Total	115	100 %

Table 29 – Frequencies: Did you previously study at another university?

Did you previously study at another university?	Department				
	FB1	FB2	FB3	FB4	FB5
Yes	41 %	25 %	7 %	36 %	29 %
No	57 %	75 %	93 %	64 %	71 %
No answer	3 %	0 %	0 %	0 %	0 %

Table 30 – Cross-tab: Did you previously study at another university? # Department

At which university and in which degree programme/subject did you previously study?

University	degree programme	Absolute
HU Berlin	Social Sciences (B.A.), Special Education with a focus on Sign Language Education/Hearing & Communication + German (B.A.), Teaching (State Examination), German (B.A.), Teaching History, English (State Examination)	5
University of Potsdam	Patholinguistics (B.A.), Computer Science (B.A.), IT Systems Engineering (B.A.)	3
Dresden University of Technology	Medicine (state examination), History (B.A.), History (M.A.)	3
FU Berlin	Linguistics (M.A.), Film Studies (M.A.), General and Comparative Literature and Art History (B.A.)	3
University of Siegen	Teaching (state examination), Literature, Culture, Media (B.A.)	2
University of Greifswald	Geology (B.A.), Law (state examination)	2
HWR Berlin	Business Administration (B.A.), Civil Engineering (BEng)	2
University College London	Education Studies (B.A.)	1
University of Regensburg	GS Teaching (State Examination)	1
University of Potsdam	IT Systems Engineering (B.A.)	1
University of Passau	Historical Sciences (B.A.)	1
University of Jena	Nutritional Sciences (B.A.)	1
Berlin University of the Arts	Theatre Education (State Examination)	1
Technical University of Braunschweig	Architecture (B.A.)	1
Brandenburg University of Technology	Computer Science (B.A.)	1
PH Heidelberg	Teaching degree for special schools (state examination)	1
Catholic University of Applied Sciences Berlin	Social Work (BA)	1
Karlsruhe Institute of Technology (KIT)	History of Technology (PhD)	1
Kapodistrias University of Athens	German Studies (B.A.)	1
Julius Maximilian University of Würzburg	European Ethnology, History (Master's), Art History, History, German Studies (Master's)	1
IU International University	Health Management (B.A.)	1
Zittau/Görlitz University of Applied Sciences	Childhood Education (BA)	1
Neubrandenburg University of Applied Sciences	Social Work (BA)	1
Georg August University of Göttingen	World Literature (B.A.)	1
Hagen Distance Learning University	First State Examination in Law (Staatsexamen)	1
Protestant University of Applied Sciences Berlin (EHB)	Childhood Education (BA)	1
Breitenbrunn University of Cooperative Education	Social Work (BA)	1
Berlin University of Applied Sciences (BHT)	Architecture (B.A.)	1

Have you previously completed vocational training?

Answers		
Mode: No		
	Absolute	Percentage
Yes, I have completed vocational training	32	28 %
Yes, I have started vocational training	1	1 %
No	80	70 %
No answer	2	2 %
Total	115	100 %

Table 31 – Frequencies: Have you previously completed vocational training?

Have you previously completed vocational training?	Department				
	FB1	FB2	FB3	FB4	FB5
Yes, I have completed vocational training	35 %	25 %	27 %	27 %	21 %
Yes, I have started vocational training	0 %	0 %	0 %	9 %	0 %
No	62 %	71 %	73 %	64 %	79 %
No answer	3 %	4 %	0 %	0 %	0 %

Table 32 – Cross-tab: Have you previously completed vocational training? # Department

What vocational training did you complete and where?

Vocational training	Federal state	Absolute
Educator	Berlin, Brandenburg	5
Medical assistant	Bavaria	1
Early Childhood Education (BA)	Brandenburg	1
Healthcare and Nursing Assistant	Berlin	1
Speech therapist	Berlin	1
Management/Economics	N/A	1
Social worker	Saxony	1
Specialist for media and information services, specialising in libraries	Brandenburg	1
Specialist in media and information services, specialising in Archival Studies	North Rhine-Westphalia	1
Physiotherapist	Saxony	1
Stonemason	Saxony-Anhalt	1
Technical product designer	Brandenburg/Berlin	1
Carpenter	Lower Saxony	1
Event manager	Brandenburg/Berlin	1
Wastewater technology specialist	Saxony	1
Motor vehicle mechatronics technician	Brandenburg	1
Carpenter	Brandenburg	1
Visual marketing designer	Berlin	1
Tailor	Hesse	1
Tailor	Hamburg	1
Media designer	Berlin	1
Media designer	North Rhine-Westphalia	1
Digital and print media designer, specialising in design and visualisation	Berlin	1
Hotel manager	Brandenburg	1
Social care assistant	Saxony-Anhalt	1
State-certified sports assistant	Brandenburg	1

Have you gained any professional experience relevant to your studies prior to your first enrollment, apart from vocational training?

Answers		
Mode: Yes		
	Absolute	Percentage
Yes	68	60 %
No	42	37 %
No answer	4	4 %
Total	114	100 %

Table 33 – Frequencies: Have you gained any professional experience relevant to your studies prior to your first enrollment, apart from vocational training?

Have you gained any professional experience relevant to your studies prior to your first enrollment, apart from vocational training?	Department				
	FB1	FB2	FB3	FB4	FB5
Yes	65 %	75 %	53 %	20 %	54 %
No	30 %	21 %	47 %	80 %	42 %
No answer	5 %	4 %	0 %	0 %	4 %

Table 34 – Cross-tab: Have you gained any professional experience relevant to your studies prior to your first enrollment, apart from vocational training? # Department

What was the scope of these professional experiences?

Answers		
Median: 1-3 years		
	Absolute	Percentage
Less than 1 month	2	3 %
1-3 months	9	13 %
3-6 months	3	4 %
6-9 months	6	9 %
9-12 months	12	18 %
1-3 years	14	21 %
3-6 years	10	15 %
More than 6 years	12	18 %
No answer	0	0 %
Total	68	100 %

Table 35 – Frequencies: What was the scope of these professional experiences?

What was the scope of these professional experiences?	Department				
	FB1	FB2	FB3	FB4	FB5
Less than 1 month	0 %	0 %	12 %	0 %	8 %
1-3 months	0 %	19 %	25 %	0 %	23 %
3-6 months	4 %	5 %	12 %	0 %	0 %
6-9 months	12 %	5 %	0 %	50 %	8 %
9-12 months	12 %	33 %	0 %	0 %	15 %
1-3 years	25 %	29 %	12 %	0 %	8 %
3-6 years	25 %	10 %	0 %	50 %	8 %
More than 6 years	21 %	0 %	38 %	0 %	31 %
No answer	0 %	0 %	0 %	0 %	0 %

Table 36 – Cross-tab: What was the scope of these professional experiences? # Department

What is your parents' highest professional qualification?

Answers		
Mode: Vocational/school education	Absolute	Percentage
Vocational/school education	42	37 %
University of Applied Sciences	19	17 %
Art or music college	1	1 %
University	31	27 %
Master craftsman examination (Meisterprüfung)	6	5 %
PhD Degree	10	9 %
Professorial chair	1	1 %
No professional qualification	0	0 %
No answer	4	4 %
Total	114	100 %

Table 37 – Frequencies: What is your parents' highest professional qualification?

What is your parents' highest professional qualification?	Department				
	FB1	FB2	FB3	FB4	FB5
Vocational/school education	46 %	29 %	53 %	10 %	33 %
University of Applied Sciences	16 %	11 %	20 %	20 %	21 %
Art or music college	0 %	0 %	0 %	0 %	4 %
University	22 %	39 %	13 %	40 %	25 %
Master craftsman examination (Meisterprüfung)	5 %	4 %	7 %	10 %	4 %
PhD Degree	8 %	11 %	0 %	10 %	12 %
Professorial chair	0 %	0 %	7 %	0 %	0 %
No professional qualification	0 %	0 %	0 %	0 %	0 %
No answer	3 %	7 %	0 %	10 %	0 %

Table 38 – Cross-tab: What is your parents' highest professional qualification? # Department

Do you look after children?

Answers		
Mode: No	Absolute	Percentage
Yes	11	10 %
No	96	84 %
No answer	7	6 %
Total	114	100 %

Table 39 – Frequencies: Do you look after children?

Do you look after children?	Department				
	FB1	FB2	FB3	FB4	FB5
Yes	19 %	0 %	13 %	0 %	8 %
No	78 %	86 %	87 %	100 %	83 %
No answer	3 %	14 %	0 %	0 %	8 %

Table 40 – Cross-tab: Do you look after children? # Department

Do you take on other care and nursing tasks?

Answers		
Mode: No	Absolute	Percentage
Yes	10	9 %
No	97	85 %
No answer	7	6 %
Total	114	100 %

Table 41 – Frequencies: Do you take on other care and nursing tasks?

Do you take on other care and nursing tasks?	Department				
	FB1	FB2	FB3	FB4	FB5
Yes	11 %	7 %	13 %	10 %	4 %
No	89 %	79 %	87 %	90 %	83 %
No answer	0 %	14 %	0 %	0 %	12 %

Table 42 – Cross-tab: Do you take on other care and nursing tasks? # Department

Individual study conditions

Do you have any physical and/or psychological impairments, which put you at a disadvantage in your studies ?

Question advice: Multiple answers are possible.

Answers	Absolute	Percentage of all response
Mobility and movement impairment	2	2 %
Visual impairment/blindness	3	3 %
Hearing impairment/deafness	3	3 %
Speech or language impairment	1	1 %
Mental impairment/illness (e.g. psychosis, depression, eating disorder, addiction)	27	24 %
Chronic somatic illness (e.g. asthma, gastrointestinal disease, diabetes, rheumatism, MS)	7	6 %
Partial performance disorder (e.g. dyslexia, dyscalculia)	3	3 %
Other impairment/disease	5	4 %
I have no physical and/or mental impairment.	55	48 %
No answer	18	19 %

Table 43 – Frequencies: Do you have any physical and/or psychological impairments, which put you at a disadvantage in your studies ?

Do you have any physical and/or psychological impairments, which put you at a disadvantage in your studies ?	Department				
	FB1	FB2	FB3	FB4	FB5
Mobility and movement impairment	2 %	0 %	0 %	8 %	0 %
Visual impairment/blindness	2 %	4 %	0 %	8 %	0 %
Hearing impairment/deafness	2 %	0 %	7 %	0 %	4 %
Speech or language impairment	2 %	0 %	0 %	0 %	0 %
Mental impairment/illness (e.g. psychosis, depression, eating disorder, addiction)	27 %	21 %	7 %	23 %	22 %
Chronic somatic illness (e.g. asthma, gastrointestinal disease, diabetes, rheumatism, MS)	5 %	0 %	0 %	15 %	11 %
Partial performance disorder (e.g. dyslexia, dyscalculia)	5 %	0 %	0 %	0 %	4 %
Other impairment/disease	10 %	4 %	0 %	0 %	0 %
I have no physical and/or mental impairment.	34 %	54 %	73 %	31 %	41 %
No answer	10 %	18 %	13 %	15 %	19 %

Table 44 – Cross-tab: Do you have any physical and/or psychological impairments, which put you at a disadvantage in your studies ? # Department

How will the FH Potsdam reach you in the future?

Question advice: Multiple answers are possible.

Answers	Absolute	Percentage of all response
FHP-E-Mail	108	95 %
News section of the website	16	14 %
Social media (e.g. Instagram, Facebook, Twitter, LinkedIn)	40	35 %
Media wall/info displays	11	10 %
Flyers/Posters	18	16 %
I do not wish to receive any information.	4	4 %
No answer	4	4 %

Table 45 – Frequencies: How will the FH Potsdam reach you in the future?

How will the FH Potsdam reach you in the future?	Department				
	FB1	FB2	FB3	FB4	FB5
FHP-E-Mail	58 %	48 %	58 %	40 %	62 %
News section of the website	3 %	6 %	8 %	16 %	14 %
Social media (e.g. Instagram, Facebook, Twitter, LinkedIn)	24 %	19 %	15 %	28 %	14 %
Media wall/info displays	3 %	6 %	8 %	8 %	5 %
Flyers/Posters	5 %	17 %	12 %	8 %	3 %
I do not wish to receive any information.	5 %	2 %	0 %	0 %	0 %
No answer	2 %	4 %	0 %	0 %	3 %

Table 46 – Cross-tab: How will the FH Potsdam reach you in the future? # Department

Any comments

Would you like to tell us anything else (e.g. strengths/weaknesses of your studies, need for change, suggestions for the questionnaire, etc.)?

Responses grouped by responses to the question: Department

Responses: FB1

- -
- No
- no
- .
- /
- :)
- Apart from a bit of chaos when choosing courses, where students were able to help more than the lecturers, it was an easy and successful start to my studies!
- The introduction to creating a course plan during the first week was very confusing
- The choice of the Basa Dual digital course was chaotic at the beginning. That made me very uncertain
- The grading system often seems incomprehensible and is not always based on the criteria communicated in advance. In addition, communication with adult participants often lacks respectful exchange on an equal footing.
- The entire university, and especially the teaching staff, are very approachable, helpful and friendly. My experience of university life has been very different, and I have never felt so comfortable so quickly. Another decisive factor in my decision to choose FHP was that I had the impression (and still do) that it is one of the few universities where anti-Semitism has no place. The widespread anti-Semitism at German universities made me doubt whether I could or wanted to decide to study again, and I am very happy to have found a safe and non-anti-Semitic place at FHP. Thank you for that.
- It is difficult to understand why the sociology course was scheduled for Wednesday, of all days, which is the practical training day for dual students. This effectively prevents them from participating at all. Even more annoying: There are no current materials or recordings available;
- instead, we are expected to make do with an old recording from the coronavirus pandemic. It seems as though dual students have simply been forgotten in the planning process. Anyone who seriously expects theory and practice to be combined should also ensure that participation in the theory is possible in the first place.
- For people who find it difficult to open up and develop due to past negative experiences, possibly spanning many years, it is difficult at the beginning of their studies... However, I don't have any solutions either...
- I welcome further questions regarding my personal life or previous career.
- I recently transferred to this university as part of my degree programme and was placed in a higher semester. When I transferred, I would have liked more support and information from the FHP. A notice stated that, in order to have the recognition of my previous achievements, I should visit the Study and Examination Service on my first day of study to obtain advice on course registration. I then contacted the relevant person a few days in advance and learned that I could have submitted the application long ago and that the course selection for my assigned semester had already ended. It would be nice to receive information immediately after enrolment about when and to whom I should specifically contact.
- I am surprised by the lack of professionalism at FHP. Lecturers randomly demand exam results without providing any information about the requirements or referring to the module handbook, let alone the examination regulations. Programme Directors, who also teach, do not provide grades or specific information about how a grade is calculated. The recognition of prior learning achievements is heavily advertised on the website, but in reality it is completely arbitrary and tedious. For example, a fellow student has completed exactly the same training and further education as me, for the most part even at the same institution in the same federal state, and she is credited with modules while I am not. There does not seem to be a fixed procedure, and decisions appear to be made arbitrarily, without any professional basis. In my opinion, this is not in line with university standards.
- I would like to request a change to the sociology lecture in the BASA B^2 course from Wednesday (the day when everyone is working and it is simply not possible to attend the lecture) to another day, such as Friday.
- I would like to have fewer face-to-face classes during my studies – ideally only online.
- Overall, the first week was a very pleasant experience. However, the technical introductions to MyCampus and Moodle were often very confusing. The dance list was also poorly coordinated, leaving some people more confused than informed. Furthermore, as a first-year student, it was difficult for me to understand that the elective modules were not intended for us. But what I would like to emphasise is the wonderful work of our fellow students in the third semester, who did an excellent job of introducing us to student life!
- No details
- After applying to FHP, I somehow lacked information about what would happen next. I was unsure whether everything had really worked out. I waited for the confirmation of enrolment, but was constantly unsure whether it would arrive at all or in what form. After applying, it might be helpful to receive an email with the next steps. For example, that the application is now complete, that there is nothing else to do but wait, and that a response from the university will arrive in a certain number of weeks via a certain channel. That would have made me feel more secure. I found one part of the questionnaire

unclear: the question about challenges, specifically in relation to contact with teachers and students. I didn't understand how the scale was to be interpreted: would 'Not at all' mean that I had no challenges in relation to contact with lecturers or that I had no contact at all? This could possibly be formulated more clearly.

- Please make the first page of the BASA module handbook legible and add course numbers. Many found it difficult to understand from the outset which courses we need by when and which course numbers correspond to which courses (e.g. 14 becomes 33 in the third semester)
- I would appreciate it if the teachers would update all documents to the

latest version before uploading them to Olat, rather than including data from previous courses.

- No further comments
- No
- Poor Wi-Fi in the busy lecture theatre

Responses: FB2

- .
- /
- No
- -
- ..
- There are too many different communication channels, too many different interfaces. Course registrations, course communication, etc. should all be handled via a single platform. The various communication channels are not explained clearly, which makes it difficult to get started and complicates the work.
- There should be clearer communication when lectures are cancelled. On Monday at 10 a.m., 50 architecture students (1st semester) sat in the lecture hall and waited without knowing what was happening. It is not clear to first-year students where to turn when lectures are cancelled. The student services department referred us to the dean's office, which was unavailable.

This needs to be better organised and communicated so that students are not left waiting unnecessarily when the professor (as in this case) is not at the university at all on Mondays (according to the administrative office), even though the lecture is on Mondays. This is very confusing and unclear, especially for first-year students. There needs to be a centralised place where you can find out about cancellations (e.g. FHP app).

- It was a bit harsh that a professor assigned us a five-page paper in the third week of the semester, even before we had attended his first lecture.
- I have already completed my bachelor's degree at the University of Applied Sciences and am now starting a master's degree here. This option cannot be selected in the questionnaire.
- I am very satisfied with the start of my first degree so far and feel completely at home at the FHP!
- I thought it was a bit cheeky how long you had to wait for your enrolment certificate. This meant that the chances

of getting a place in a hall of residence were zero, and since you also had to present this certificate at flat share castings, you didn't stand a chance there either. Receiving the notification three weeks before the start of the semester is very late and also disrespectful to students who do not come from Potsdam or the surrounding area and are dependent on a place in a hall of residence or a flat share.

- No information
- Nice questionnaire
- Great questionnaire
- Everything is wonderful so far!
- Good campus facilities: canteen food, casino
- No
- Nope
- x

Responses: FB3

- .
- No
- Questionnaire a bit too long
- The integration of the software with the digital content could be simpler...

- It would be great to have explanations as to why certain points were rated very positively or negatively.
- Please fill in this field.
- More opportunities to get to know each other during the FB3 freshers' week.

- No.
- pleasant workload, friendly lecturers
- no

Responses: FB4

- -
- - better information for first-year students about enrolment in project weeks - fair, uniform allocation system for project week places - longer onboarding in the degree programme
- /
- :)

- As a chronically ill person, I mostly felt left out (organisation of orientation days and project week, as well as information on part-time study). However, I felt very well advised and taken care of during the counselling session for students with disabilities.
- I don't want to share anything

- We had difficulty getting into the project weeks because it was only discussed so late. Fortunately, many people dropped out the evening before, but until then it was very uncertain whether we would get the credits at all, as there really were no more places available in the project week.

Responses: FB5

- -
- No
- Everything has been very clear so far, the organisation is very good, no complaints
- So far, I feel very comfortable at FHP
- So far, I like everything very much, especially the friendly atmosphere. The teachers are friendly and competent. I am very happy with my fellow students :)
- The introductory week in the Information Sciences department did not focus much on getting to know other students (e.g. introductory rounds, pub crawl, barbecue, etc.)
- The deadlines at the beginning of the programme (enrolment, re-registration for invoicing, etc.) are very short.
- I would like to see first-year students in FB5 not having a politically-oriented workshop during the block week.
- I would like to see first-year students in FB5 not having to attend politically oriented workshops during the block week. It would be better to attend a course that is relevant to their studies (perhaps even a more practical one). I would also like to see the option of attending courses and events for higher semesters (simply out of interest).
- No information provided
- N
- No.
- T
- Some of the information on the website is out of date; no clear answers to queries
- nope
- no

Socio-demographic Info

Department of Degree Programme

Answers		
Mode: CITY BUILDING CULTURE Department		
	Absolute	Percentage
Social and Educational Sciences Department	43	28 %
CITY BUILDING CULTURE Department	45	29 %
Civil Engineering Department	19	12 %
Design Department	14	9 %
Information Sciences Department	33	21 %
Total	154	100 %

Table 47 – Frequencies: Department of Degree Programme

Degree Programme

Answers

Mode: Archival Studies (BA)

	Absolute	Percentage
Architecture and Urban Design (BA)	9	6 %
Archival Studies (BA)	21	14 %
Civil Engineering (BEng)	3	2 %
Civil Engineering dual (BEng)	4	3 %
Library Science (BA)	4	3 %
Early Childhood Education (BA)	6	4 %
Information Studies (BA)	3	2 %
Civil Engineering - Infrastructure Systems (BEng)	1	1 %
Civil Engineering - Infrastructure Systems dual (BEng)	1	1 %
Interface Design (BA)	3	2 %
Communication Design (BA)	6	4 %
Conservation and Restoration (BA)	10	6 %
Arts Management and Cultural Work (BA)	20	13 %
Product Design (BA)	2	1 %
Civil Engineering - Urban Water Management dual (BEng)	7	5 %
Social Work (BA)	14	9 %
Social Work (part-time for professionals) (BA)	5	3 %
Social Work Dual-Digital (BA)	5	3 %
Architecture and Urban Design (MA)	1	1 %
Archival Sciences (MA)	5	3 %
Building Conservation and Construction Work on Existing Buildings (MEng)	1	1 %
Design (MA)	3	2 %
Digital Data Management (MA)	0	0 %
Early Childhood Studies (MA)	10	6 %
Informationswissenschaften	0	0 %
Ing•Bau: Preservation and Construction Work in Structural Engineering	2	1 %
(MSc) Conservation and Restoration (MA)	0	0 %
MA Social Work with a Focus on the Family	3	2 %
Urban Futures (MA)	5	3 %
Total	154	100 %

Table 48 – Frequencies: Degree Programme

Specialisation

Answers		
Mode: Wood		
	Absolute	Percentage
Wood	5	50 %
Stone	2	20 %
Mural Painting	3	30 %
Total	10	100 %

Table 49 – Frequencies: Specialisation

Aimed Degree

Answers		
Mode: Bachelor's degree		
	Absolute	Percentage
Bachelor's degree	124	81 %
Master's degree	30	19 %
Total	154	100 %

Table 50 – Frequencies: Aimed Degree

Profile of Degree Programme

Answers		
Mode: Consecutive		
	Absolute	Percentage
Consecutive	25	16 %
Further and Continuing Education	5	3 %
Dual	17	11 %
No answer	107	69 %
Total	154	100 %

Table 51 – Frequencies: Profile of Degree Programme

Type of Degree Programme

Answers		
Mode: Full-time		
	Absolute	Percentage
Full-time	139	90 %
Part-time	15	10 %
Total	154	100 %

Table 52 – Frequencies: Type of Degree Programme

Standard Period of Study

Answers		
Mean: 7		
	Absolute	Percentage
2	3	2 %
3	2	1 %
4	17	11 %
6	33	21 %
7	47	31 %
8	51	33 %
16	1	1 %
Total	154	100 %

Table 53 – Frequencies: Standard Period of Study

Individual Standard Period of Study

Answers		
Mean: 7		
	Absolute	Percentage
2	3	2 %
3	2	1 %
4	17	11 %
6	33	21 %
7	47	31 %
8	51	33 %
16	1	1 %
Total	154	100 %

Table 54 – Frequencies: Individual Standard Period of Study

Current semester

Answers		
Mean: 1		
	Absolute	Percentage
1	151	98 %
3	1	1 %
7	2	1 %
Total	154	100 %

Table 55 – Frequencies: Current semester

Enrolment semester

Answers		
Median: 20252		
	Absolute	Percentage
20192	1	1 %
20202	1	1 %
20212	1	1 %
20222	2	1 %
20242	2	1 %
20251	7	5 %
20252	140	91 %
Total	154	100 %

Table 56 – Frequencies: Enrolment semester

University Entrance Qualification

Answers		
Mode: General higher education entrance qualification (Allgemeine Hochschulreife)		
	Absolute	Percentage
General higher education entrance qualification (Allgemeine Hochschulreife)	130	84 %
Entrance qualification for a university of applied sciences (Fachhochschulreife)	18	12 %
Vocational university degree (Berufsqualifizierender Hochschulabschluss)	6	4 %
Total	154	100 %

Table 57 – Frequencies: University Entrance Qualification

Gender

Answers		
Mode: Female		
	Absolute	Percentage
Female	118	77 %
Male	34	22 %
Diverse	2	1 %
Total	154	100 %

Table 58 – Frequencies: Gender

Year of birth

Answers		
Mean: 2001		
	Absolute	Percentage
1973	1	1 %
1977	1	1 %
1981	1	1 %
1982	1	1 %
1984	1	1 %
1985	2	1 %
1986	2	1 %
1987	3	2 %
1988	4	3 %
1990	2	1 %
1991	2	1 %
1992	2	1 %
1994	2	1 %
1995	3	2 %
1996	3	2 %
1997	5	3 %
1998	5	3 %
1999	4	3 %
2000	5	3 %
2001	7	5 %
2002	12	8 %
2003	7	5 %
2004	15	10 %
2005	30	19 %
2006	20	13 %
2007	13	8 %
2008	1	1 %
Total	154	100 %

Table 59 – Frequencies: Year of birth

Nationality

Answers		
Mode: Germany		
	Absolute	Percentage
Afghanistan	1	1 %
Germany	149	97 %
Austria	1	1 %
Russia	1	1 %
Ukraine	2	1 %
Total	154	100 %

Table 60 – Frequencies: Nationality

Another nationality

Answers		
Mode: Greece, Poland, Switzerland, Ukraine		
	Absolute	Percentage
Greece	1	25 %
Poland	1	25 %
Switzerland	1	25 %
Ukraine	1	25 %
Total	4	100 %

Table 70 – Frequencies: Another nationality

FH;P