



RESULTS OF THE SURVEY ON THE HONOURS PROGRAMME

Students

**FRIEDRICH-SCHILLER-
UNIVERSITÄT
JENA**

Central Office for Teaching Evaluation

+49 3641 9 45237

ule@uni-jena.de

www.ule.uni-jena.de

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1 Methods

1.1 About this report

This report uses different ways of presenting results. In the following sections, both tables with absolute and percentage frequencies, and tables with mean values and graphs are explained in more detail.

Not every person has fully answered all the questions. Due to omissions or choosing the option 'no answer' (n.a.), the full sample size may not be reached for each question. Therefore, the frequencies of the answer alternatives do not add up to the total sample size in every case.

1.1.1 Tables with absolute (N) and percentage frequencies (%)

For some statements in the survey, people are given several alternative answers to choose from. These can be distinguished as single or multiple choice. For *single choice*, the respondent can only choose a single answer option, whereas for *multiple choice*, multiple answer options can be chosen by one person. The option of multiple choice is clearly labeled at the relevant points in this report.

The absolute frequency (N) results from the number of respondents who gave an answer to the corresponding item/aspect. In order to easily compare the frequencies between the individual groups, percentage frequencies (%) are also shown: For this purpose, the absolute frequency is set in relation to the number of people who responded to this statement. For single choice, the separate percentages add up to 100 %. In the case of multiple choices, on the other hand, the sum of the separate percentages may be higher than 100 % because a single person may have chosen more than one answer option.

When displaying results from *open-ended questions*, only the answers of the main group(s) are listed. Data from reference groups are excluded here for saving space. The answers to open-ended questions are reproduced in their original wording, whereby comments with the same wording are summarised and shown with their absolute frequency.

If an answer alternative was not chosen by any person ($N=0$) or if no data are available for it (marked by – in the tables), the corresponding values are displayed in grey for better readability.

1.1.2 Tables with mean values and graphs

The majority of this survey contains statements that are to be answered on a closed, mostly 7-point Likert scale. For such response formats, the *mean value* over all responses can be calculated. Thus, a statement about the central tendency can be drawn.

The *graphs* display the mean value for the respective item, the mean values of the reference groups and the distribution of the answers (in the main group). For each of the seven scale points (unless otherwise stated) a rectangle whose width indicates the percentage frequency (% value) is shown with a label showing the percentage. For reasons of readability, labels for values smaller than 5 % are omitted. The percentage frequencies in the graphs refer to the data of the main group (HG) of the report. The mean value of all responses of the main group for the respective item is shown with the symbol \bar{x} . The mean values of the reference groups are illustrated with the symbols \bar{x}_A , \bar{x}_B and \bar{x}_C .

For each item a *significance test* was calculated in order to see if there are statistically significant differences between the groups. A result is significant if the difference between two mean values did not occur by chance. First, each variable is tested for normal distribution with a Shapiro-Wilk test. If normal distribution is given, a t -test is calculated. If no normal distribution is given for the variable under consideration, the parameter-free Wilcoxon test checks the differences in mean values for statistical significance. Significant differences are marked with ² for reference group A, ³ for reference group B and ⁴ for reference group C. The significance tests are performed two-sided at a level of $\alpha = .05$.

Example table: Study satisfaction	HG	VA	VB	VC								
	<i>N</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	1	2	3	4	5	6	7
1 I am satisfied with my studies.	100	4.2 ^{2,3}	2.5	5.5	4.5							

Legend: HG: Main group; VA \triangle : Reference group A; VB \triangle : Reference group B; VC \triangle : Reference group C

In the *example table* shown here, $N=100$ students of the example group (HG main group) answered the item 'I am satisfied with my studies'. The corresponding mean value is $M=4.2$. Furthermore, the table contains mean values for the reference groups: The mean value for reference group A (VA) is $M_1=2.5$ and for reference group B (VB) the mean is $M_2=5.5$. The mean value of the example group (HG main group) ($M=4.2$) is marked with ² and ³, which indicates that the mean differs significantly from the means of the reference groups A and B. The lower part of the graph shows the percentage frequencies for each of the seven scale points. For example, 8 % of participants answered 1='I strongly disagree' and 10 % of students answered 4='partly'.

The following statistical parameters are given depending on the respective question:

Symbols in tables

- N** Number of participants who gave an assessment of the question/statement; absolute response frequency
- M** Mean value on the respective 7-point response scale
- %** Percentage; relative response frequency
- n.a.** Number of participants who marked 'no answer'.
- Cells in tables for which no or insufficient data are available
- ² A mean value (M) marked with 2 is statistically significantly different from the mean value of the *second* group (reference group A).
- ³ A mean value (M) marked with 3 is statistically significantly different from the mean value of the *third* group (reference group B).
- ⁴ A mean value (M) marked with 4 is statistically significantly different from the mean value of the *fourth* group (reference group C).

Symbols in graphs

- I** graphical representation of the mean value of the first group (main group)
- \triangle graphical representation of the mean value of the second group (reference group A)
- \triangle graphical representation of the mean value of the third group (reference group B; if present)
- \triangle graphical representation of the mean value of the fourth group (reference group C; if present)

2 Results

This report contains the following groups:

2021 Students 2021 $N = 38$

2020 Students 2020 $N = 12$

2.1 Information for statistical purposes

Please provide the following information for statistical purposes.

2.1.1 Degree course

Degree course	2021		2020	
	<i>N</i>	%	<i>N</i>	%
<i>Number of participants who answered this question</i>	38	100	12	100
Bachelor of Arts	1	3	1	8
Master of Arts	13	34	4	33
Bachelor of Science	2	5	1	8
Master of Science	19	50	4	33
Teacher Training	1	3	0	0
state examination	2	5	2	17
Other	0	0	0	0

Legend: **2021**: Students 2021; **2020**: Students 2020

2.1.2 International students

Do you belong to the group of international students?

International students	2021		2020	
	<i>N</i>	%	<i>N</i>	%
<i>Anzahl an Teilnehmern, die diese Frage beantwortet haben</i>	38	100	11	100
Yes	3	8	1	9
No	35	92	10	91

Legend: **2021**: Students 2021; **2020**: Students 2020

2.1.3 Doctorate

Do you plan on doing a PhD after finishing your studies?

Doctorate	2021		2020	
	N	%	N	%
<i>Number of participants who answered this question</i>	38	100	12	100
Yes	32	84	9	75
No	2	5	0	0
Undecided	4	11	3	25

Legend: **2021**: Students 2021; **2020**: Students 2020

2.2 Assessments

2.2.1 summarizing statements

Please start with an overall assessment.

summarizing statements	2021		2020					
	N	M	M	1	2	3	4	5
<i>1=I strongly disagree ... 3=partly ... 5=I strongly agree</i>								
1 The Honours Programme gives me a better understanding of how research works.	37	4.1	3.9		5%	14%	46%	35%
2 Thanks to the Honours Programme my interest in Research has increased.	36	4.3	4.3			14%	36%	47%
3 The Honours Programme has given me the chance to get in touch with the scientific community in my field of research.	36	3.2	3.0	17%	22%	11%	22%	28%
4 Thanks to the Honours Programme I have also gained insight into research cultures outside my own discipline.	37	4.2	4.8			27%	22%	49%
5 Thanks to the Honours Programme I have gained a social and professional network.	36	3.8	3.6		17%	14%	36%	31%
6 I would like to have more and closer interaction with the other Honours students.	37	4.1	3.5		5%	16%	43%	35%
7 The Honours Programme is a useful preparation for my planned career after graduation.	37	4.4	4.5			14%	24%	59%
8 Overall, I am satisfied with the Honours Programme.	36	4.6	4.5				31%	67%

Legend: 2021: Students 2021; 2020▲: Students 2020

2.2.2 Organisation

Please assess the organisation of the Honours Programme. If some aspects are not applicable for you or did not take place, please select „no answer" (n.a.).

Assessment of the organisation	2021		2020					
	N	M	M	1	2	3	4	5
<i>1=very bad ... 5=very good</i>								
1 Application process	36	4.7	4.5				22%	75%
2 Communication with the coordination office (answering questions, explaining and assisting with administrative procedures such as applications and statements)	36	4.9	5.0				11%	89%
3 Comprehensibility and transparency of the programme's aims	37	4.3	4.7		8%	5%	27%	57%
4 Structure of the programme and possibilities within the programme	37	4.4	4.8				38%	54%
5 Possibility for the Honours students to actively refine the programme	37	4.8	4.8				16%	84%

Legend: 2021: Students 2021; 2020▲: Students 2020

Here you can write down further comments on the organisation of the Honours Programme.

Comments on the organisation	2021	
	<i>N</i>	<i>%</i>
<i>[Free texts]</i>		
<i>Number of participants who answered this question</i>	7	100
- Die Kleinigkeiten, wie z.B. das Päckchen anstelle der Präsenzveranstaltung zum Beginn des Programms, waren toll!	1	14
- Die Organisation war sehr gut, transparent und partizipativ.	1	14
- Durch die Corona Pandemie kam Einiges durcheinander, wodurch z.B. Reisen nicht durchgeführt werden konnten. Bis vor einigen Tagen war mir nicht klar wie und bis wann ich Gelder aus dem Honours-Fond noch benutzen kann. Regelmäßigere Updates wären vorteilhaft gewesen.	1	14
- Es ist schön, zu sehen, dass Möglichkeiten zur Gestaltung durch Teilnehmer*innen in Theori vorhanden sind und auch immer wieder betont werden. Schade ist, dass die praktischen Möglichkeiten für Präsenzveranstaltungen in diesem Jahrgang praktisch nicht existent waren. Selbst wenn man grundsätzlich Interesse hatte, Veranstaltungen zu organisieren, wurde dieses Interesse (zumindest bei mir) stark gedämpft durch die Notwendigkeit, weitere digitale Formate umsetzen zu müssen, anstatt sich endlich wieder in Präsenz zu treffen.	1	14
- Ich war vor allem sehr zufrieden mit der stets schnellen und effizienten Kommunikation mit Annika Bartsch. Ich habe mich stets gut aufgehoben und betreut gefühlt, was absolut keine Selbstverständlichkeit ist.	1	14
- immer sehr freundliche und unterstützende Ansprechpartnerinnen, weiter so :)	1	14
- sehr kompetente und freundliche Ansprechpartnerin	1	14

Legend: 2021: Students 2021

2.3 Components of the Honours Programme.

Please assess the components of the Honours Programme in the following.

2.3.1 Honours Workshops

The number of events was ...	2021		2020	
	N	%	N	%
<i>Number of participants who answered this question</i>	35	100	11	100
too low	4	11	2	18
just right	30	86	9	82
too high	1	3	0	0

Legend: 2021: Students 2021; 2020: Students 2020

How many workshops of the programme did you participate in?

Participation in workshops	2021		2020	
	N	%	N	%
<i>Number of participants who answered this question</i>	36	100	11	100
0	0	0	0	0
1	3	8	1	9
2	7	19	2	18
3	7	19	2	18
4	11	31	4	36
more than 5	8	22	2	18

Legend: 2021: Students 2021; 2020: Students 2020

Assessment of the workshops	2021		2020					
	N	M	M	1	2	3	4	5
<i>1=I strongly disagree ... 3=partly ... 5=I strongly agree</i>								
1 I was very satisfied with the choice of topics for the workshops offered.	36	4.3	4.2			11%	44%	42%
2 The events and workshops I attended were interesting in terms of content.	36	4.4	4.3			8%	42%	50%
3 I was able to train research-related key qualifications that go beyond my professional studies.	35	4.5	4.5			11%	26%	63%
4 The working atmosphere was stimulating.	35	4.7	4.5				29%	69%
5 Working in the interdisciplinary group was productive.	33	4.4	4.5			12%	33%	55%
6 Overall, I am satisfied with the Honours workshops.	36	4.5	4.3			6%	39%	56%

Legend: 2021: Students 2021; 2020▲: Students 2020

Here you can write down comments, suggestions for improvement, ideas and wishes concerning the Honours Workshops:

Comments on the Honours workshops	2021	
	<i>N</i>	<i>%</i>
<i>[Free texts]</i>		
<i>Number of participants who answered this question</i>	5	100
- Bekannt Probleme mit dem Workshop Projektmanagement dieses Jahr.	1	20
- Ich finde es sehr gut, dass vor allem Themen gewählt wurden, die im Studium nicht vertreten sind, aber trotzdem dringend benötigt werden (Präsentieren, wiss. Schreiben, gute wiss. Praxis,...)	1	20
- Ich würde mich über noch mehr Workshops freuen, die sich kritisch mit dem wissenschaftlichen System und seinen Ansprüchen auseinandersetzen und nicht nur uns helfen uns da einzupassen. Ich fände außerdem Workshops wichtig, die Chancenungleichheit an der Hochschule kritisch thematisieren, vor allem Klassismus, Sexismus und Rassismus	1	20
- mir gefällt es sehr gut, dass die Vorschläge der Studierenden an die Kursangebot umgesetzt wurden.	1	20
- sehr breit gefächerte Auswahlmöglichkeit	1	20
- vor allem der informelle Kontakt zu anderen Honours Studierenden war sehr gewinnbringend	1	20

Legend: 2021: Students 2021

2.3.2 Honours Mentoring

Is your Honours Supervisor (presumably) also the reviewer of your thesis?

Supervisor of the final thesis	2021		2020	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Number of participants who answered this question</i>	36	100	11	100
yes	24	67	8	73
no	7	19	2	18
still uncertain	5	14	1	9

Legend: 2021: Students 2021; 2020: Students 2020

The number of meetings with my supervisor was...	2021		2020	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Number of participants who answered this question</i>	36	100	11	100
too low	6	17	1	9
just right	30	83	10	91
too high	0	0	0	0

Legend: 2021: Students 2021; 2020: Students 2020

My supervisor advises and supports me in ... [Multiple answers are possible]

Support by my supervisor	2021		2020	
<i>[Multiple choices possible]</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Number of participants who answered this question</i>	35	100	11	100
professional matters	33	94	10	91
regarding my career planning	29	83	10	91
regarding my personal development	17	49	6	55

Legend: 2021: Students 2021; 2020: Students 2020

Assessment of the supervisor	2021		2020					
<i>1=I strongly disagree ... 3=partly ... 5=I strongly agree</i>	<i>N</i>	<i>M</i>	<i>M</i>	1	2	3	4	5
1 I have the impression that my supervisor is interested in my project and my development as a researcher.	35	4.5	4.6					
2 I have discussed with my supervisor at the beginning how we want to organise the mentoring process.	36	3.9	3.8					
3 I can contact my supervisor with questions and concerns.	36	4.6	4.6					
4 The meetings with my supervisor are well structured and expedient.	35	4.3	4.1					
5 My supervisor helps me to be engaged in research activities.	36	4.6	4.5					
6 I would like to receive more support in the mentoring process by the Graduate Academy.	36	3.1	2.8					
7 Overall, I am satisfied with the Honours Mentoring.	36	4.5	4.3					

Legend: 2021: Students 2021; 2020: Students 2020

My supervisor helps me to be engaged in research activities through the following measures [Multiple answers are possible]:

Scientific exchange	2021		2020	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>[Multiple choices possible]</i>				
<i>Number of participants who answered this question</i>	35	100	11	100
My supervisor gives me the opportunity to participate in working groups, colloquia or similar	32	91	8	73
My supervisor arranges contact to other researchers	26	74	9	82
I join my supervisor to conferences or similar	13	37	6	55
Other	5	14	3	27
- Empfehlungen von Veranstaltungen	1	3		
- Unterstützung Publikation	1	3		
- Weiterleitung von Call for Papers	1	3		
- Übermittlung von Forschungsliteratur, Empfehlungen	1	3		

Legend: 2021: Students 2021; 2020: Students 2020

Thanks to the mentoring I was able to acquire competencies and skills and make progress in the following areas: [Multiple answers are possible]

Progress through mentoring	2021		2020	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>[Multiple choices possible]</i>				
<i>Number of participants who answered this question</i>	36	100	11	100
I do not see any progress	0	0	0	0
professional knowledge in my discipline	29	81	8	73
methodological knowledge in my discipline	24	67	5	45
career orientation	27	75	6	55
practical career planning	26	72	7	64
self-assessment	21	58	8	73
Building a professional network	17	47	6	55
other	0	0	0	0

Legend: 2021: Students 2021; 2020: Students 2020

Here you can write down comments, suggestions for improvement, ideas and wishes concerning the Honours Mentoring:

Comments on Honours Mentoring	2021	
	<i>N</i>	<i>%</i>
<i>[Free texts]</i>		
<i>Number of participants who answered this question</i>	3	100
- Wenn Präsenzveranstaltungen weiterhin nur eingeschränkt möglich sind, sollten Mentor*innen ihren Fokus speziell darauf legen, Teilnehmer*innen auch ohne Präsenzteilnahmemöglichkeiten an Konferenzen, Kolloquien etc. in die wissenschaftliche Gemeinschaft zu integrieren. Das kam bei meinem Honours-Mentoring leider mit der Begründung "Corona" viel zu kurz.	1	33
- bitte so frei in der Gestaltung lassen wie bisher, ein Leitfaden zu Beginn ist völlig ausreichend	1	33
- für mich war die Notwendigkeit, eine Mentorin anzufordern, eine große Hürde bei der Teilnahme am Honoursprogramm. Hätte ich nicht als Hilfskraft bei meiner Mentorin gearbeitet, und sie dadurch kennengelernt, hätte ich mich niemals getraut, sie anzusprechen. Ich denke, dass sich Studierende selbst eine Mentorin für die Bewerbung suchen müssen oder angesprochen werden müssen, ist eine riesige Hürde, die vor allem Menschen, die aufgrund ihres Bildungshintergrundes sich an der Uni fremd fühlen, von dem Programm ausschließt. Ich plädiere dafür eine Bewerbungsmöglichkeit ohne Mentoring einzuräumen und gegebenenfalls MentorInnen zu vermitteln.	1	33

Legend: 2021: Students 2021

2.3.3 Honours Funds

Thanks to the Honours Funds I was able to attend conferences or make purchases that otherwise I would not have attended or made.

Use of Honours Fund	2021		2020	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Number of participants who answered this question</i>	36	100	11	100
yes	26	72	8	73
no	2	6	0	0
did not use	8	22	3	27

Legend: 2021: Students 2021; 2020: Students 2020

Thanks to the Honours Funds I was able to to attend conferences or make purchases that otherwise I would not have attended or made.

Reasons for not using the Honours Fund	2021		2020	
	N	%	N	%
<i>Number of participants who answered this question</i>	8	100	3	100
There was no need/ I had no research costs	4	50	1	33
The application was too complicated	0	0	0	0
My research costs were financed differently (scholarship, chair funds, etc.).	1	12	0	0
It could not be financed due to the usage guidelines.	0	0	0	0
Other	3	38	2	67
- Geplante Veranstaltungen sind ausgefallen	1	12		
- I wanted to attend conferences to expand my contacts with researchers in the same area as me but corona situation made it not possible	1	12		
- wegen Corona ist geplante Konferenz ausgefallen	1	12		

Legend: 2021: Students 2021; 2020: Students 2020

Overall satisfaction Honours Funds	2021		2020					
	N	M	M	1	2	3	4	5
<i>1=I strongly disagree ... 3=partly ... 5=I strongly agree</i>								
1 Overall, I am satisfied with the Honours Funds.	31	4.4	4.6			16%	13%	68%

Legend: 2021: Students 2021; 2020▲: Students 2020

Here you can write down comments, suggestions for improvement, ideas and wishes concerning the Honours Funds:

Comments on the Honours Fund	2021	
	<i>N</i>	<i>%</i>
<i>[Free texts]</i>		
<i>Number of participants who answered this question</i>	<i>8</i>	<i>100</i>
- Bei gleichzeitigem Bezug des Deutschland Stipendiums ist eine Verwendung des Honours-Fonds leider stark eingeschränkt. Die resultierenden 30€ sind kaum ein Tropfen auf den heißen Stein für jede Art der Finanzierung.	1	12
- Eine Verlängerung der Verwendbarkeit der Honours-Fonds, auch über das Ende der Teilnahme am Programm hinaus, wäre aufgrund der Corona Pandemie sinnvoll.	1	12
- Eine detailliertere Erklärung bezüglich der Verwendung der Gelder wäre sinnvoll.	1	12
- Ich finde die Abrechnung sehr kompliziert und bürokratisch und würde es mir wünschen, dass dies einfacher möglich ist.	1	12
- Kombination mit Deutschlandstipendium	1	12
- Komplette freie Verfügung zur persönlichen Entwicklung z.B. Abonnement von Journalen Literatur.	1	12
- Mehr Forschungsgeld :D	1	12
- Vielleicht könnte man das Antrags- und Abrechnungssystem noch vereinfachen - weniger bürokratisch gestalten, auch um Arbeitszeit zu sparen.	1	12
- es funktioniert auch größere Anschaffungen direkt über das Honours Programm und das Finanzdezernat abzurechnen, danke :)	1	12
- immer kompetente Unterstützung zu den vielen nötigen Formularen, die es für die Abrechnung braucht	1	12

Legend: 2021: Students 2021

2.4 Feedback

2.4.1 Suggestions and Improvements

Finally, please give us feedback if you have any comments or suggestions for the improvement of this questionnaire.

Suggestions and Improvements	2021	
	<i>N</i>	<i>%</i>
<i>[Free texts]</i>		
<i>Number of participants who answered this question</i>	5	100
- Frau Bartsch hat uns immer super gut betreut, war jederzeit ansprechbar und unglaublich unterstützend und motivierend. Vielen Dank!	1	20
- I strongly believe the Honourous Programme has motivated me to continue in the research and has given me the opportunity to expand my opinion about what research is.	1	20
- Interessant wäre eine ähnliche Befragung der Mentorinnen und Mentoren und ein Vergleich der Einschätzungen.	1	20
- Leider wegen Corona natürlich schwierig gewesen	1	20
- bin sehr froh, an diesem Programm teilzunehmen und würde es jederzeit weiterempfehlen; tolle Betreuung durch Frau Dr. Bartsch	1	20

Legend: 2021: Students 2021