



# RESULTS OF THE HONOURS PROGRAMME SURVEY

2025

## Students

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# 1 Methods

## 1.1 Survey instrument

## 1.2 About this report

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

Not every individual answered all questions fully. Due to omissions or the selection of the response option “no answer” (n/a), it may occur that the full sample size is not reached for every question. Therefore, the frequencies of the response alternatives do not always sum up to the total.

### 1.2.1 Tables with absolute (*N*) and percentage frequencies (%)

For some statements in the survey, individuals have several response options to choose from. These can be distinguished as single or multiple choice. In a *single choice* scenario, the respondent can select only one response option, whereas in *multiple choice*, several response options can be selected by an individual. This report highlights the option for multiple choice at the relevant sections.




The absolute frequency (*N*) results from the number of respondents who provided an answer to the respective item/aspect. To facilitate better comparability of frequencies between different groups, percentage frequencies (%) are also presented: For both single and multiple choice, the absolute frequency is relative to the number of individuals who responded to this statement. In single choice, the individual percentage frequencies sum up to 100%. In multiple choice, however, the total of the individual percentage values can exceed 100% since an individual may select multiple response options.

In the presentation of *open-ended questions*, only the responses from students in the main group(s) are displayed. For reasons of space, information from reference groups is excluded here. The answers to open-ended questions are shown in their original wording, with identical comments consolidated and reported with the absolute frequency of their occurrences. If the free-text responses allowed for identification of the respective graduate, the statements were anonymised (e.g., omission of place or personal names).

If a response option was chosen by no student ( $N=0$ ) or if no data are available (indicated in the tables by –), the corresponding values are presented in grey for improved readability.

### 1.2.2 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 response scale. For such response formats, the mean value across all responses from different people can be calculated. This makes it possible to derive a statement about the central tendency.

The *graphics* illustrate the mean for each item, the means of the reference groups, and the distribution of responses (in the main group). Each of the seven response options (unless otherwise specified) is represented as a percentage frequency (%-value) and by the width of the box. The percentage frequencies in the graphics refer to the data of the main group (MG) of the report. Each response option includes the percentage value (%) of response frequency. For readability, values below 5% are not shown. The mean of all response categories for each item is represented by the symbol **I**. The means of the reference groups are illustrated with the symbols , , and .

To highlight individual results, a *significance test* was conducted for each item. The result of such a test indicates whether a difference between groups is statistically significant. A result is significant if the difference between two means is not due to chance. First, each variable is tested for normal distribution using a Shapiro-Wilk test. If normal distribution is present, a *t-test* is performed. If the variable is not normally distributed, the non-parametric Wilcoxon rank-sum test assesses the mean differences for statistical significance. Significant differences are marked with <sup>2</sup> for reference group A, <sup>3</sup> for reference group B, and <sup>4</sup> for reference group C. The significance tests are two-tailed and conducted at an alpha level of  $\alpha = .05$ . In the case of a significant difference, the effect size using the *common language effect size* is also calculated. Only differences with a large or medium effect are marked.

| Example table                   | H   |                    | VA  | VB  | VC  | 1=I strongly disagree ... 4=partly ... 7=I strongly agree |   |   |   |   |   |   |
|---------------------------------|-----|--------------------|-----|-----|-----|---|---|---|---|---|---|---|
|                                 | N   | M                  | M   | M   | M   | 1   | 2 | 3 | 4 | 5 | 6 | 7 |
| I am satisfied with my studies. | 100 | 4.2 <sup>2,3</sup> | 2.5 | 5.5 | 4.5 |   |   |   |   |   |   |   |

H: | Hauptgruppe    VA: ▲ Vergleichsgruppe A    VB: ▲ Vergleichsgruppe B    VC: ▲ Vergleichsgruppe C

In the *example table* shown here,  $N=100$  students of the example study programme (MG main group) have answered the item "I am satisfied with my studies." The corresponding mean is  $M=4.2$ . The table also includes means of the reference groups: The mean in reference group A (VA) is  $M_1=2.5$ , and for reference group B (VB), the mean is  $M_2=5.5$ . The mean of the example study programme (MG main group) ( $M=4.2$ ) is marked with <sup>2</sup> and <sup>3</sup>, indicating that the mean significantly differs from the means of reference groups A and B. In the lower part of the graphic, the percentage frequencies for each of the seven response categories are displayed. For instance, 8% of the former students responded with 1="I strongly disagree" and 10% of students selected 4="partly".

The following values are given as statistical parameters, insofar as they relevant to the respective question:

#### Symbols in tables

- N**      number of students who gave an answer to the relevant question/statement; absolute response frequency
- M**      mean value on the 7-point response scale (i.e. average response)
- %**      percentage; relative response frequencies
- n/a**    number of students who marked "no response"
- cells in tables for which no or insufficient data is available
- <sup>2</sup>        A mean value labelled with 2 (*M*) is statistically significantly different from the mean value of the *second* group (reference group A).
- <sup>3</sup>        A mean value labelled with 3 (*M*) is statistically significantly different from the mean value of the *third* group (reference group B; if available).
- <sup>4</sup>        A mean value labelled with 4 (*M*) is statistically significantly different from the mean value of the *fourth* group (reference group C; if available).

#### Symbols in graphics

- |        graphical representation of the mean value of the first group (main group)
- ▲       graphical representation of the mean value of the second group (reference group A)
- ▲       graphical representation of the mean value of the third group (reference group B; if available)
- ▲       graphical representation of the mean value of the fourth group (reference group C; if available)

## 2 Results

This report contains the following groups:

- 2025** Students 2025 N = 33 SuSe 2025
- 2022** Students 2022 N = 45 SuSe 2022
- 2021** Students 2021 N = 38 SuSe 2021
- 2020** Students 2020 N = 12 WiSe 2020/2021

### 2.1 Information for statistical purposes

Please provide the following information for statistical purposes.

#### 2.1.1 Degree course

| Degree course  | 2025 |     | 2022 |     | 2021 |     | 2020 |     |
|--|------|-----|------|-----|------|-----|------|-----|
|  | N    | %   | N    | %   | N    | %   | N    | %   |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>                               | 33   | 100 | 45   | 100 | 38   | 100 | 12   | 100 |
| Bachelor of Arts   | 0    | 0   | 1    | 2   | 1    | 3   | 1    | 8   |
| Master of Arts   | 10   | 30  | 8    | 18  | 13   | 34  | 4    | 33  |
| Bachelor of Science  | 3    | 9   | 2    | 4   | 2    | 5   | 1    | 8   |
| Master of Science  | 14   | 42  | 28   | 62  | 19   | 50  | 4    | 33  |
| Teacher Training   | 2    | 6   | 1    | 2   | 1    | 3   | 0    | 0   |
| state examination  | 1    | 3   | 5    | 11  | 2    | 5   | 2    | 17  |
| Other  | 3    | 9   | 0    | 0   | 0    | 0   | 0    | 0   |
| ■ PhD  | 1    | 3   |      |     |      |     |      |     |
| ■ Promotion  | 1    | 3   |      |     |      |     |      |     |
| ■ promoviere aktuell, habe am Honours-Programm während meinem B.Sc. und M.Sc. teilgenommen | 1    | 3   |      |     |      |     |      |     |

2025: Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

### 2.1.2 International students

| International students                                |        |    | Yes      | No        |
|---|--------|----|----------|-----------|
|   | Gruppe | N  |          |           |
| Do you belong to the group of international students? | 2025   | 33 | 4<br>12% | 29<br>88% |
|   | 2022   | 45 | 3<br>7%  | 42<br>93% |
|   | 2021   | 38 | 3<br>8%  | 35<br>92% |
|   | 2020   | 11 | 1<br>9%  | 10<br>91% |

2025: Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

### 2.1.3 Doctorate

| Doctorate  |        |    | Yes       | No       | Undecided |
|--|--------|----|-----------|----------|-----------|
|  | Gruppe | N  |           |          |           |
| Do you plan on doing a PhD after finishing your studies? | 2025   | 33 | 25<br>76% | 4<br>12% | 4<br>12%  |
|  | 2022   | 45 | 33<br>73% | 4<br>9%  | 8<br>18%  |
|  | 2021   | 38 | 32<br>84% | 2<br>5%  | 4<br>11%  |
|  | 2020   | 12 | 9<br>75%  | 0<br>0%  | 3<br>25%  |

2025: Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

## 2.2 Summarizing statements

### 2.2.1 Summarizing statements

Please start with an overall assessment.

| Summarizing statements   | 2025 |                  | 2022 | 2021 | 2020 | 1=I strongly disagree ... 3=partly ... 5=I strongly agree |     |     |     |     |
|--|------|------------------|------|------|------|---|-----|-----|-----|-----|
|  | N    | M                | M    | M    | M    | 1   | 2   | 3   | 4   | 5   |
| 1 The Honours Programme gives me a better understanding of how research works.   | 33   | 4.1              | 4.2  | 4.1  | 3.9  |   | 12% | 6%  | 39% | 42% |
| 2 Thanks to the Honours Programme my interest in Research has increased.   | 33   | 4.2              | 4.2  | 4.2  | 4.3  |   | 6%  | 9%  | 30% | 52% |
| 3 The Honours Programme has given me the chance to get in touch with the scientific community in my field of research. | 33   | 3.5              | 3.7  | 3.2  | 3.0  | 12%   | 15% | 21% | 22% | 36% |
| 4 Thanks to the Honours Programme I have also gained insight into research cultures outside my own discipline.         | 33   | 3.9              | 4.4  | 4.2  | 4.8  |   | 6%  | 30% | 27% | 36% |
| 5 Thanks to the Honours Programme I have gained a social and professional network.                                     | 32   | 3.0 <sup>3</sup> | 3.6  | 3.8  | 3.6  | 9%  | 25% | 25% | 34% | 6%  |
| 6 I would like to have more and closer interaction with the other Honours students.                                    | 30   | 3.7              | 3.8  | 4.1  | 3.5  |   | 7%  | 37% | 37% | 20% |
| 7 The Honours Programme is a useful preparation for my planned career after graduation.                                | 33   | 4.4              | 4.3  | 4.4  | 4.5  |   | 12% | 33% | 33% | 55% |
| 8 <b>Overall, I am satisfied with the Honours Programme.</b>   | 33   | 4.5              | 4.6  | 4.6  | 4.5  |   | 9%  | 36% | 36% | 55% |

2025: | Students 2025    2022: ▲ Students 2022    2021: ▲ Students 2021    2020: ▲ Students 2020

## 2.3 Assessments

### 2.3.1 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  | 2025 |     | 2022 | 2021 | 2020 | 1=very bad ... 5=very good |   |     |     |     |
|---|------|-----|------|------|------|----------------------------|---|-----|-----|-----|
|   | N    | M   | M    | M    | M    | 1                          | 2 | 3   | 4   | 5   |
| 1 Application process   | 33   | 4.6 | 4.7  | 4.7  | 4.5  |                            |   |     | 30% | 67% |
| 2 Communication with the coordination office (answering questions, explaining and assisting with administrative procedures such as applications and statements) | 32   | 4.7 | 4.9  | 4.9  | 5.0  |                            |   |     | 22% | 75% |
| 3 Comprehensibility and transparency of the programme's aims  | 33   | 4.5 | 4.5  | 4.3  | 4.7  |                            |   | 15% | 24% | 61% |
| 4 Structure of the programme and possibilities within the programme   | 31   | 4.5 | 4.3  | 4.4  | 4.8  |                            |   | 13% | 29% | 58% |
| 5 Possibility for the Honours students to actively refine the programme   | 32   | 4.6 | 4.7  | 4.8  | 4.8  |                            |   | 9%  | 22% | 69% |

2025: | Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

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

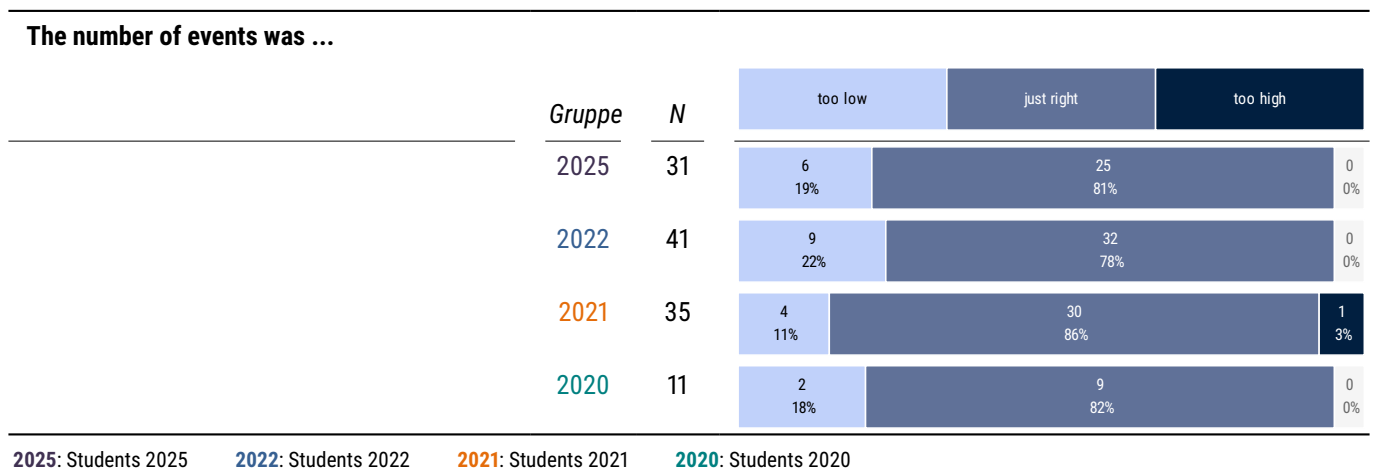
| Comments on the organisation   | 2025 |
|--|------|
| [Free texts]   | N    |
| Anzahl an Personen, die diese Frage beantwortet haben  | 6    |
| <ul style="list-style-type: none"> <li>■ Herr Schwessinger war sehr engagiert, ich hoffe ein paar seiner Ideen haben das Programm nachhaltig geprägt.</li> <li>■ I think it would be nice to have a sort of newsletter to inform students of events, fairs, conferences to which they could participate</li> <li>■ Organisation war wirklich super und die Koordinator/innen alle super nett und hilfreich. Mam hat sich sehr willkommen gefühlt</li> <li>■ Stelle des/ der Koordinator:in teilweise für Monate unbesetzt, dadurch Unsicherheit bei Planungen (vielleicht unvermeidbar)</li> <li>■ The program proved to be highly beneficial and significantly advanced my career development.</li> <li>■ Tolle Arbeit der Honours-Koordinatoren Dr. Tobias Schwessinger und Dr. Dörte Goldenstein</li> </ul> | 1    |

2025: Students 2025

## 2.4 Components of the Honours Programme

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

### 2.4.1 Honours Workshops



How many workshops of the programme did you participate in?

| Participation in workshops                                   | 2025 |     | 2022 |     | 2021 |     | 2020 |     |
|--|------|-----|------|-----|------|-----|------|-----|
|  | N    | %   | N    | %   | N    | %   | N    | %   |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i> | 32   | 100 | 41   | 100 | 36   | 100 | 11   | 100 |
| 0  | 1    | 3   | 0    | 0   | 0    | 0   | 0    | 0   |
| 1  | 4    | 12  | 0    | 0   | 3    | 8   | 1    | 9   |
| 2  | 5    | 16  | 7    | 17  | 7    | 19  | 2    | 18  |
| 3  | 4    | 12  | 6    | 15  | 7    | 19  | 2    | 18  |
| 4  | 7    | 22  | 7    | 17  | 11   | 31  | 4    | 36  |
| ≥ 5  | 11   | 34  | 21   | 51  | 8    | 22  | 2    | 18  |

2025: Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

Please indicate how strongly you agree with the following aspects.

| Assessment of the workshops   | 2025 |     | 2022 | 2021 | 2020 | 1=I strongly disagree ... 3=partly ... 5=I strongly agree |   |   |   |   |
|---|------|-----|------|------|------|---|---|---|---|---|
|   | N    | M   | M    | M    | M    | 1   | 2 | 3 | 4 | 5 |
| 1 I was very satisfied with the choice of topics for the workshops offered.                       | 32   | 4.2 | 4.3  | 4.2  | 4.2  |   |   |   |   |   |
| 2 The events and workshops I attended were interesting in terms of content.                       | 32   | 4.4 | 4.4  | 4.4  | 4.3  |   |   |   |   |   |
| 3 I was able to train research-related key qualifications that go beyond my professional studies. | 31   | 4.4 | 4.4  | 4.5  | 4.5  |   |   |   |   |   |
| 4 The working atmosphere was stimulating.   | 32   | 4.7 | 4.7  | 4.7  | 4.5  |   |   |   |   |   |
| 5 Working in the interdisciplinary group was productive.  | 31   | 4.6 | 4.4  | 4.4  | 4.5  |   |   |   |   |   |
| 6 Overall, I am satisfied with the Honours workshops.   | 31   | 4.5 | 4.6  | 4.5  | 4.3  |   |   |   |   |   |

2025: | Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

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

| <b>Comments on the Honours workshops</b>  | <b>2025</b>  |
|---|--|
| <i>[Free texts]</i>   | <i>N</i>   |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>  | <i>8</i>   |
| <ul style="list-style-type: none"> <li>■ Angebote waren sehr für Einsteiger (bspw. Latex, etc.)</li> <li>■ Crashkurs Statistik für die Naturwissenschaften wäre super</li> <li>■ Gerne mehr kürzere Workshops</li> <li>■ Gerne mehr Online/Hybrid-Angebote. Denn oft musste ich an den Tagen im Labor sein - wenn es auch gestreamt worden wäre, hätte ich vom Labor aus zuschauen können. Es ging vielen ähnlich, dass es schwierig war einen ganzen Tag in der Woche Zeit zu haben bzw. physisch anwesend zu sein</li> <li>■ Haben meine Überwartugen immer wieder übertroffen. Jedes mal geht man mit sooo viel Motivation und Struktur wieder raus! Richtig toll :)</li> <li>■ Hilfreichster Baustein des Honours-Programms!</li> <li>■ Mehr Workshops zu Hardskills (BWL, Drittmittel, Software etc.)</li> <li>■ Mehr Workshops zu wissenschaftlichen Schreiben, bzw. alternative Veranstaltungen, wenn die geplanten ausfallen mussten</li> <li>■ Poster-Design und Design von wissenschaftlichen Grafiken wäre als Thema interessant</li> <li>■ Publikationen und Geistiges Eigentum: Wem gehören die Ergebnisse und Veröffentlichungen</li> <li>■ Themenwunsch: Patentideen erkennen und Patente anmelden</li> <li>■ Well exceuted</li> <li>■ Zeitpunkte waren ungünstig wegen Prüfungen</li> </ul> | <ul style="list-style-type: none"> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> </ul> |

2025: Students 2025

### 2.4.2 Honours Mentoring

#### Supervisor of the final thesis

|   | Gruppe | N  | yes       | no       | still uncertain |
|---|--------|----|-----------|----------|-----------------|
| Is your Honours Supervisor (presumably) also the reviewer of your thesis? | 2025   | 32 | 25<br>78% | 6<br>19% | 1<br>3%         |
|   | 2022   | 41 | 31<br>76% | 7<br>17% | 3<br>7%         |
|   | 2021   | 36 | 24<br>67% | 7<br>19% | 5<br>14%        |
|   | 2020   | 11 | 8<br>73%  | 2<br>18% | 1<br>9%         |

2025: Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

#### The number of meetings with my supervisor was...

|  | Gruppe | N  | too low   | just right | too high |
|--|--------|----|-----------|------------|----------|
|  | 2025   | 32 | 10<br>31% | 22<br>69%  | 0<br>0%  |
|  | 2022   | 41 | 11<br>27% | 30<br>73%  | 0<br>0%  |
|  | 2021   | 36 | 6<br>17%  | 30<br>83%  | 0<br>0%  |
|  | 2020   | 11 | 1<br>9%   | 10<br>91%  | 0<br>0%  |

2025: Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

#### My supervisor advises and supports me in ...

| [Multiple choices possible]                           | 2025 |     | 2022 |     | 2021 |     | 2020 |     |
|---|------|-----|------|-----|------|-----|------|-----|
|   | N    | %   | N    | %   | N    | %   | N    | %   |
| Anzahl an Personen, die diese Frage beantwortet haben | 31   | 100 | 39   | 100 | 35   | 100 | 11   | 100 |
| professional matters                                  | 31   | 100 | 39   | 100 | 33   | 94  | 10   | 91  |
| regarding my career planning                          | 24   | 77  | 27   | 69  | 29   | 83  | 10   | 91  |
| regarding my personal development                     | 18   | 58  | 20   | 51  | 17   | 49  | 6    | 55  |

2025: Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

Please indicate how strongly you agree with the following aspects.

| Assessment of the supervisor   | 2025 |     | 2022 | 2021 | 2020 | 1=I strongly disagree ... 3=partly ... 5=I strongly agree |   |   |   |   |
|--|------|-----|------|------|------|---|---|---|---|---|
|  | N    | M   | M    | M    | M    | 1   | 2 | 3 | 4 | 5 |
| 1 I have the impression that my supervisor is interested in my project and my development as a researcher. | 30   | 4.3 | 4.4  | 4.5  | 4.6  |   |   |   |   |   |
| 2 I have discussed with my supervisor at the beginning how we want to organise the mentoring process.      | 31   | 3.5 | 3.8  | 3.9  | 3.8  |   |   |   |   |   |
| 3 I can contact my supervisor with questions and concerns.   | 32   | 4.3 | 4.6  | 4.6  | 4.6  |   |   |   |   |   |
| 4 The meetings with my supervisor are well structured and expedient.                                       | 28   | 4.0 | 4.1  | 4.3  | 4.1  |   |   |   |   |   |
| 5 My supervisor helps me to be engaged in research activities.   | 32   | 4.1 | 4.4  | 4.6  | 4.5  |   |   |   |   |   |
| 6 I would like to receive more support in the mentoring process by the Graduate Academy.                   | 25   | 3.1 | 3.0  | 3.1  | 2.8  |   |   |   |   |   |
| 7 Overall, I am satisfied with the Honours Mentoring.  | 32   | 4.1 | 4.4  | 4.5  | 4.3  |   |   |   |   |   |

2025: | Students 2025    2022: ▲ Students 2022    2021: ▲ Students 2021    2020: ▲ Students 2020

My supervisor helps me to be engaged in research activities through the following measures:

| <b>Scientific exchange</b>  | <b>2025</b> |          | <b>2022</b> |          | <b>2021</b> |          | <b>2020</b> |          |
|---|-------------|----------|-------------|----------|-------------|----------|-------------|----------|
| <i>[Multiple choices possible]</i>  | <i>N</i>    | <i>%</i> | <i>N</i>    | <i>%</i> | <i>N</i>    | <i>%</i> | <i>N</i>    | <i>%</i> |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>  | 29          | 100      | 38          | 100      | 35          | 100      | 11          | 100      |
| My supervisor gives me the opportunity to participate in working groups, colloquia or similar   | 23          | 79       | 33          | 87       | 32          | 91       | 8           | 73       |
| My supervisor arranges contact to other researchers   | 15          | 52       | 29          | 76       | 26          | 74       | 9           | 82       |
| I join my supervisor to conferences or similar  | 17          | 59       | 20          | 53       | 13          | 37       | 6           | 55       |
| Other   | 6           | 21       | 7           | 18       | 5           | 14       | 3           | 27       |
| ■ Aufnahme in weitere Projektanträge mit Kooperationspartner-Städten  | 1           | 3        |             |          |             |          |             |          |
| ■ Die Veröffentlichung ist ja auch eine Form von wissenschaftlichem Austausch. Sonst aber nicht wirklich. Aber ich hätte es wohl einfordern können, wenn ich es gewollt hätte. Hab ich mich dann aber (fachlich) nicht getraut. | 1           | 3        |             |          |             |          |             |          |
| ■ Gemeinsame Publikation  | 1           | 3        |             |          |             |          |             |          |
| ■ Teilnahme an Netzwerk Treffen mit anderen Forschungsgruppen   | 1           | 3        |             |          |             |          |             |          |
| ■ Teilnahme an Summer Schools   | 1           | 3        |             |          |             |          |             |          |
| ■ Unterstützung beim Antrag möglicher PhD Gelder  | 1           | 3        |             |          |             |          |             |          |

2025: Students 2025

2022: Students 2022

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:

| <b>Progress through mentoring</b>  | <b>2025</b> |          | <b>2022</b> |          | <b>2021</b> |          | <b>2020</b> |          |
|--|-------------|----------|-------------|----------|-------------|----------|-------------|----------|
| <i>[Multiple choices possible]</i>   | <i>N</i>    | <i>%</i> | <i>N</i>    | <i>%</i> | <i>N</i>    | <i>%</i> | <i>N</i>    | <i>%</i> |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>                                   | 31          | 100      | 41          | 100      | 36          | 100      | 11          | 100      |
| I do not see any progress  | 1           | 3        | 3           | 7        | 0           | 0        | 0           | 0        |
| professional knowledge in my discipline  | 22          | 71       | 31          | 76       | 29          | 81       | 8           | 73       |
| methodological knowledge in my discipline  | 18          | 58       | 26          | 63       | 24          | 67       | 5           | 45       |
| career orientation   | 21          | 68       | 19          | 46       | 27          | 75       | 6           | 55       |
| practical career planning  | 18          | 58       | 22          | 54       | 26          | 72       | 7           | 64       |
| self-assessment  | 21          | 68       | 25          | 61       | 21          | 58       | 8           | 73       |
| Building a professional network  | 14          | 45       | 19          | 46       | 17          | 47       | 6           | 55       |
| other  | 2           | 6        | 2           | 5        | 0           | 0        | 0           | 0        |
| ■ I better learnt how to communicate my needs, to be more proactive, independent and assertive | 1           | 3        |             |          |             |          |             |          |
| ■ Kommunikationsstrategien innerhalb des Forschungsumfelds (Wie bekomme ich was ich will)      | 1           | 3        |             |          |             |          |             |          |

2025: Students 2025

2022: Students 2022

2021: Students 2021

2020: Students 2020

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

| <b>Comments on Honours Mentoring</b>  | <b>2025</b>  |
|---|--|
| <i>[Free texts]</i>   | <i>N</i>   |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>  | <i>6</i>   |
| <ul style="list-style-type: none"> <li>■ Es gab ein Zerwürfnis mit meinem Betreuer, weshalb er auch nicht der Betreuer meiner Abschlussarbeit ist und darunter hat das Honours-Mentoring sicher gelitten. Prinzipiell finde ich die Idee des Honours-Mentorings aber fortführens wert und sinnvoll.</li> <li>■ Für mich ist es etwas schwer, genau zu beschreiben, was mein:e Mentor:in mir im Rahmen des Honours-Programms ermöglicht hat, weil er:sie das auch in der Rolle als mein:e Chef:in und Dozent:in tut</li> <li>■ I would like to see a safe network for students who have problems with their supervisors, viable options on what to do without being overly penalized or, if it already exists, I would like to see this network be more visible. Maybe with an email every now and then to let students know that this network exists and that they can count on it.</li> <li>■ Mein eigentlicher Betreuer ist eine Hierarchieebene unter dem formalen Betreuer laut Programmanmeldung. Mit dem Betreuer laut Programmanmeldung habe ich kaum Kontakt.</li> <li>■ Please note that the above mentioned evaluation about the mentoring is with reference to the supervisor at the University of Jena, who agreed on to apply to the programme with me in the name of the actual, external supervisor. Unfortunately, he and me are too different and have very different perspectives. I talked with others of the research group about that and also with my "supervisor" for the honours programme. They all agreed to my perspective and also admitted that my actual supervisor is kind of a "special" character.</li> <li>■ Studierende brauchen eine Beratung dazu, wie sie es schaffen, sich von einer Betreuungsperson zu lösen, die ihnen nicht gut tut</li> </ul> | <ul style="list-style-type: none"> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> </ul> |

2025: Students 2025

### 2.4.3 Honours Funds

| Use of Honours Fund   |        |    |  | yes       | no       | did not use |
|---|--------|----|--|-----------|----------|-------------|
|   | Gruppe | N  |  |           |          |             |
| Thanks to the Honours Funds I was able to to attend conferences or make purchases that otherwise I would not have attended or made. | 2025   | 30 |  | 26<br>87% | 3<br>10% | 1<br>3%     |
|   | 2022   | 41 |  | 36<br>88% | 1<br>2%  | 4<br>10%    |
|   | 2021   | 36 |  | 26<br>72% | 2<br>6%  | 8<br>22%    |
|   | 2020   | 11 |  | 8<br>73%  | 0<br>0%  | 3<br>27%    |

2025: Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

For what purposes have you used the Honours funds?

| Expenses financed by the Honours Fund                                    | 2025 |     | 2022 |     | 2021 |     | 2020 |     |
|--|------|-----|------|-----|------|-----|------|-----|
| <i>[Multiple choices possible]</i>                                       | N    | %   | N    | %   | N    | %   | N    | %   |
| Anzahl an Personen, die diese Frage beantwortet haben                    | 30   | 100 | 0    | 100 | 0    | 100 | 0    | 100 |
| book purchases   | 14   | 47  | 0    | -   | 0    | -   | 0    | -   |
| travel (travel and accommodation costs, daily allowance)                 | 20   | 67  | 0    | -   | 0    | -   | 0    | -   |
| conference participation (fees)  | 20   | 67  | 0    | -   | 0    | -   | 0    | -   |
| participant compensation   | 2    | 7   | 0    | -   | 0    | -   | 0    | -   |
| purchase of study participants (via platforms such as Clickworker, etc.) | 0    | 0   | 0    | -   | 0    | -   | 0    | -   |
| laboratory materials   | 3    | 10  | 0    | -   | 0    | -   | 0    | -   |
| archive, copying, printing or scanning costs                             | 1    | 3   | 0    | -   | 0    | -   | 0    | -   |
| purchase of technical aids   | 4    | 13  | 0    | -   | 0    | -   | 0    | -   |
| further training   | 1    | 3   | 0    | -   | 0    | -   | 0    | -   |
| digital aids (licences for software, applications, etc.)                 | 4    | 13  | 0    | -   | 0    | -   | 0    | -   |
| other costs  | 3    | 10  | 0    | -   | 0    | -   | 0    | -   |
| ■ Publikationskosten   | 1    | 3   |      |     |      |     |      |     |
| ■ Selbstorganisation Workshop  | 1    | 3   |      |     |      |     |      |     |

2025: Students 2025    2022: Students 2022    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  | 2025 |     | 2022 |     | 2021 |     | 2020 |     |
|---|------|-----|------|-----|------|-----|------|-----|
|   | N    | %   | N    | %   | N    | %   | N    | %   |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>                  | 1    | 100 | 4    | 100 | 8    | 100 | 3    | 100 |
| There was no need/ I had no research costs                                    | 1    | 100 | 3    | 75  | 4    | 50  | 1    | 33  |
| The application was too complicated   | 0    | 0   | 0    | 0   | 0    | 0   | 0    | 0   |
| My research costs were financed differently (scholarship, chair funds, etc.). | 0    | 0   | 0    | 0   | 1    | 12  | 0    | 0   |
| It could not be financed due to the usage guidelines.                         | 0    | 0   | 0    | 0   | 0    | 0   | 0    | 0   |
| Other   | 0    | 0   | 1    | 25  | 3    | 38  | 2    | 67  |

2025: Students 2025    2022: Students 2022    2021: Students 2021    2020: Students 2020

| Overall satisfaction Honours Funds                     | 2025 |     | 2022 | 2021 | 2020 | 1=I strongly disagree ... 3=partly ... 5=I strongly agree |   |    |     |     |
|--|------|-----|------|------|------|---|---|----|-----|-----|
|  | N    | M   | M    | M    | M    | 1   | 2 | 3  | 4   | 5   |
| <b>Overall, I am satisfied with the Honours Funds.</b> | 31   | 4.7 | 4.7  | 4.4  | 4.6  |   |   | 6% | 13% | 81% |

2025: Students 2025    2022: Students 2022    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   | 2025 |
|--|------|
| <i>[Free texts]</i>  | N    |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>   | 5    |
| <ul style="list-style-type: none"> <li>Die Konferenzen, die ich besuchen wollte, lagen nicht genau im Zeitraum des Honours-Programms...</li> <li>Habe den Honours-Fonds für Konferenzteilnahmen genutzt - gäbe es ihn nicht, hätte ich die Teilnahme aber auch über unser Institutsbudget finanzieren können</li> <li>Ich fände es sehr hilfreich, wenn eine Liste erstellt und kontinuierlich fortgeführt würde, was über den Fonds (nicht) finanziert werden kann - so braucht man nicht alles erst anfragen, sondern hat vorab zumindest eine grobe Orientierung.</li> <li>Ich finde es schade, dass die Gelder vorhanden sind und zur Verfügung stehen, man als Student mit wenig/gar keinen Rücklagen bei allen Ausgaben immer 100% in Vorkasse gehen muss - so werden vielmals die Gelder gar nicht abgerufen, da es nicht immer allen möglichen ist, gerade auch größere Summen vorauszulegen. Damit ist für manche Teilnehmende der Fonds nutzlos.</li> <li>Ich hätte die Fonds sinnvoll aufbrauchen können, wenn ich sie entschlossener genutzt hätte.</li> <li>One suggestion I would like to give here, is to be able to transfer the funding between students. If I one doesn't have many reasons to use them, they could perhaps transfer them to a HP colleague that has higher need (e.g. research project abroad)</li> </ul> | 1    |

2025: Students 2025

## 2.5 Suggestions for improvement

### 2.5.1 Short-term suggestions for improvement

What short-term improvements or innovations would you suggest for the Honours Programme?

| Short-term suggestions for improvement  | 2025   |
|---|--|
| <i>[Free texts]</i>   | <i>N</i>   |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>  | <i>11</i>  |
| <ul style="list-style-type: none"> <li>■ Beratung bei Mentoring-Problemen, die offen und transparent kommuniziert und angeboten wird</li> <li>■ Bitte unbedingt den Honours-Kongress für studentische Forschung verstetigen!!! Das ist eine super Möglichkeit, niedrigschwellig erste Kongress- und Vortragserfahrung zu sammeln.</li> <li>■ I believe the Honours Programme is already very strong, but introducing more hands-on workshops and networking opportunities in the short term could further enrich the experience and better prepare students for their future careers.</li> <li>■ Ich fand es schade, dass die Kurse teilweise nur wenige Plätze hatten und ich deswegen kaum Kurse in der ersten Hälfte besuchen konnte. Die Idee Gebühren zu erheben, wenn man trotz Zusage nicht teilnimmt fand ich gut. Was ich auch schade fand war, dass einige Veranstaltungen bereits vor offiziellen Semesterbeginn stattfanden oder auch in der Prüfungsphase. Durch Urlaub und Stress sind solche Termine schwierig wahrzunehmen</li> <li>■ Ich hätte mir gewünscht, dass die Übergangsförderung hin zu einer Promotion noch weiter gefördert wird. Die 500€ hätten mich dabei gut unterstützt.</li> <li>■ Keine</li> <li>■ Lockerung der Vertragsbedingungen für mentorInnen. Fast niemand hat einen unbefristeten Vertrag</li> <li>■ Mehr Anregungen für Vernetzung unter den Studierenden</li> <li>■ Mehr auf Motivation, statt auf Noten etc. bei der Auswahl schauen (Honours-Programm als bloße Aufwertung des CV nicht Sinn des Programms)</li> <li>■ Mehr Online/Hybrid-Angebote würden es vereinfachen, die Workshops in den Alltag zu integrieren</li> <li>■ Mentorenpool auch außerhalb der eigenen Arbeitsgruppe (z.B. Alumni, Industriepartner etc.)</li> <li>■ More Bioinformatics courses (R, Python) would be beneficial as it becoming a very important field in science. Maybe some outdoor activities for better socializing of participants. More supervision in some parts, e.g. Peer Mentoring. Our group was supposed to meet weekly but due to lack of interest this ended after two meetings.</li> <li>■ verpflichtende Vernetzungstreffen</li> <li>■ Zielführende Workshops, die nicht nur Softskills trainieren</li> </ul> | <ul style="list-style-type: none"> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> </ul> |

2025: Students 2025

## 2.5.2 Long-term suggestions for improvement

What fundamental structural or long-term changes would you suggest for the future development of the Honours programme?

| <b>Long-term suggestions for improvement</b>   | <b>2025</b>   |
|--|---|
| <i>[Free texts]</i>  | <i>N</i>  |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>   | <i>8</i>  |
| <ul style="list-style-type: none"> <li>■ Anonymität stärker entgegenwirken</li> <li>■ Etwas vage gehalten: Einen stärkeren Fokus auf das Projekt, mit dem ich mich beworben habe, der hat sich irgendwann etwas verlaufen; das Peer-Mentoring ging in die Richtung, hat aber leider nicht lange gehalten – so etwas in der Richtung, nur in organisierterer Form, fände ich gut</li> <li>■ ggf. ein studentisches Journal oder Buchreihe für Publikationsmöglichkeiten. Oder Gelder, um eigene Tagungen zu veranstalten.</li> <li>■ Mentorenpool auch außerhalb der eigenen Arbeitsgruppe (z.B. Alumni, Industriepartner etc.)</li> <li>■ More supervision and accountability of participants when they are unable to join an event/workshop/meeting. Having early funds for your career is great but there should also be more accountability towards the program as a whole rather than just using the Honours funding.</li> <li>■ Neue Regelungen zum Abruf des Fonds, ohne 100% in Vorkasse gehen zu müssen.</li> <li>■ One-on-one career consultations focused on how to strategically plan studies and choose workshops. The goal: help students make the most of what the university and the Honors Program offer—so they're better positioned for the job market.</li> <li>■ To support the future growth of the Honours programme, I would recommend a few long-term and structural enhancements. First, introducing more interdisciplinary project opportunities—especially those tied to real-world challenges would give students broader, more applied perspectives. Second, expanding the mentorship model to include both academic and industry professionals could better prepare students for diverse career paths. Finally, embedding transferable skills training in areas like science communication, data literacy, and ethical AI would help ensure graduates are equipped for the evolving demands of research and the workplace. These changes would strengthen the programme's relevance, impact, and adaptability in a rapidly changing academic landscape.</li> <li>■ Viele Veranstaltungen finden abends und in Präsenz statt - nicht alle wohnen in Jena vor Ort, sodass viele zusätzliche Angebote (z.B. Abendgespräche, Honours-Tag) trotz Interesse nicht wahrgenommen werden können.</li> </ul> | <ul style="list-style-type: none"> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> </ul> |

2025: Students 2025

## 2.6 Feedback on the questionnaire

### 2.6.1 Suggestions and Improvements

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

| <b>Suggestions and Improvements</b>  | <b>2025</b> |
|--|-------------|
| <i>[Free texts]</i>  | <i>N</i>    |
| <i>Anzahl an Personen, die diese Frage beantwortet haben</i>   | <i>7</i>    |
| <ul style="list-style-type: none"> <li>■ All this is not meant as an excuse, I just wanted to provide some context for my situation. 1</li> <li>■ Das Honours Programm ist wirklich toll und eine große Motivtaion für eine weitere wissenschaftliche Karriere. Vielen Dank für die Möglichkeit! 1</li> <li>■ finde ihn nicht zu lang, aber hätte die ungefähre Länge trotzdem gern wo stehen gehabt 1</li> <li>■ First of all I want to say that I am still convinced that the honours programme is an amazing idea and chance. In addition, it is great that you, the coordinaters, are so engaged and motivated! For my part I have to admit that I couldn't participate and contribute to the extent I wished to. Mainly that was related that the group I decided to join for my master project, which is too ambitious for the amount of available people and their qualification. This in consequence led to the fact that I was assigned so many tasks that even free time became rare to me. Unfortunately, resulting in no time for other things as the honours programme, for instance. Therefore, I also decided to continue my way elsewhere and left Jena a few months ago. Since then I am waiting for feedback to my thesis. My departure is also the reason why I haven't participated in any honours activity recently or registered for the abendgespräch. 1</li> <li>■ Hat mir bei meiner persönlichen Entwicklung sehr weitergeholfen - vielen Dank! 1</li> <li>■ Ich war den Großteil des Förderjahres im Ausland und konnte deswegen nicht an Workshops teilnehmen. Vielleicht wäre es für eine korrektere Statistik sinnvoll, diese Information irgendwo abzufragen. 1</li> <li>■ In my experience the HP was great, but my vision and professional growth were more influenced by the experience with my supervisor. For some questions it was hard to answert honestly while disentangling between the two 1</li> <li>■ Overall, the questionnaire is well-structured and covers key areas effectively. 1</li> </ul> |             |

2025: Students 2025