



RESULTS OF THE HONOURS PROGRAMME SURVEY

2025

Supervisors

**FRIEDRICH-SCHILLER-
UNIVERSITÄT
JENA**

Central Office for Teaching Evaluation (ULe)

+49 3641 9 45237
ule@uni-jena.de
www.ule.uni-jena.de
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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 ² for reference group A, ³ for reference group B, and ⁴ 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 ^{2,3}	2.5	5.5	4.5							

H: | Main group VA: Reference group A VB: Reference group B VC: Reference group 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 ² and ³, 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
- ² A mean value labelled with 2 (*M*) is statistically significantly different from the mean value of the *second* group (reference group A).
- ³ A mean value labelled with 3 (*M*) is statistically significantly different from the mean value of the *third* group (reference group B; if available).
- ⁴ 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)

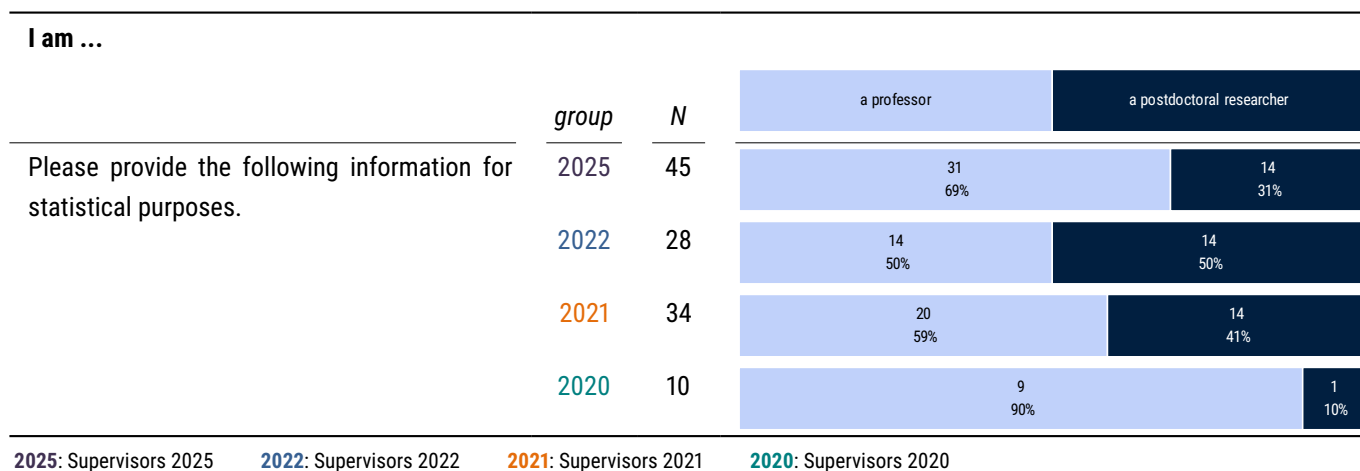
2 Results

This report contains the following groups:

- 2025** Supervisors 2025 *N* = 46 SuSe 2025
- 2022** Supervisors 2022 *N* = 28 SuSe 2022
- 2021** Supervisors 2021 *N* = 35 SuSe 2021
- 2020** Supervisors 2020 *N* = 10 WiSe 2020/2021

2.1 Information for statistical purposes

2.1.1 Current position



2.2 Assessments

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 students a deeper insight into research processes.	43	4.6	4.7	4.7	4.5			5%	30%	65%
2 The Honours Programme gives students the chance to get in touch with the scientific community in their field of research.	43	4.6	4.5	4.4	4.3			9%	23%	67%
3 The Honours Programme is a useful preparation for their planned career after graduation.	43	4.6	4.6	4.7	4.4			12%	19%	70%
4 Overall, I am satisfied with the Honours Programme.	43	4.8 ³	4.8	4.4	4.4				12%	86%

2025: | Supervisors 2025 2022: ▲ Supervisors 2022 2021: ▲ Supervisors 2021 2020: ▲ Supervisors 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	2025		2022	2021	2020	1=very bad ... 5=very good				
	N	M	M	M	M	1	2	3	4	5
1 Application process	42	4.4	4.6	4.7	4.4			7%	38%	52%
2 Communication with the coordination office (answering questions, explaining and assisting with administrative procedures such as applications and statements)	32	4.4	4.7	4.8	4.4		6%	6%	25%	62%
3 Comprehensibility and transparency of the programme's aims	43	4.4	4.3	4.6	4.1			12%	30%	56%
4 Structure of the programme and possibilities within the programme	40	4.4	4.4	4.2	4.1			10%	38%	52%
5 Possibility for the Honours students to actively refine the programme	28	4.4	4.4	4.1	4.0			11%	39%	50%

2025: | Supervisors 2025 2022: ▲ Supervisors 2022 2021: ▲ Supervisors 2021 2020: ▲ Supervisors 2020

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

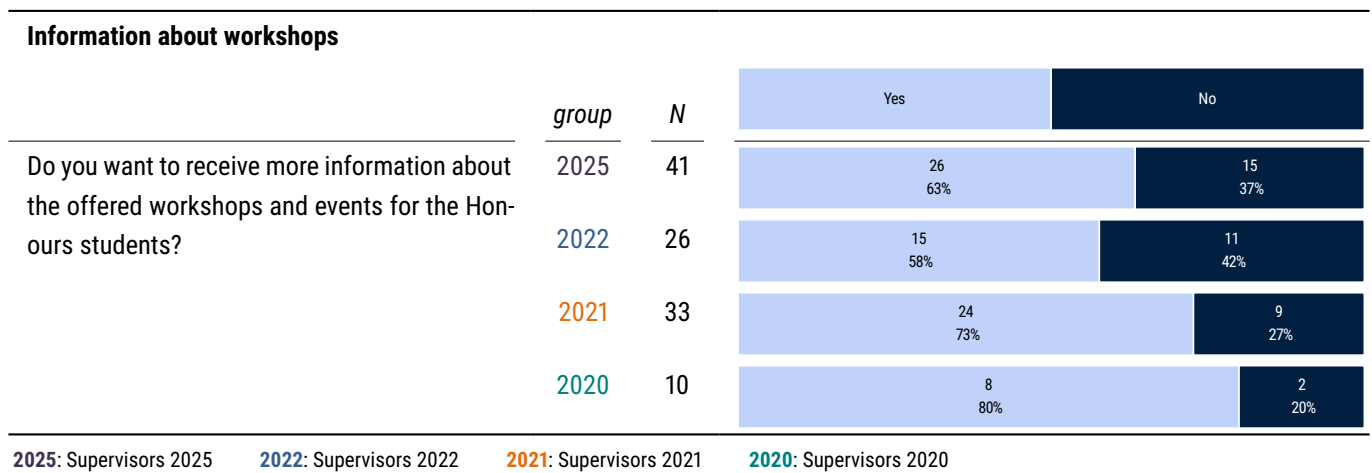
Comments on the organisation	2025
<i>[Free texts]</i>	N
Number of people who answered this question	8
<ul style="list-style-type: none"> ■ Criteria for the use of funds can be made clearer for the students 1 ■ Der Auswahlprozess ist intransparent. Rückmeldung zu den Proposals gibt es nur auf Anfrage und dann sind Kriterien genannt die nachvollziehbar sind, aber nicht im Ausschreibungstext stehen (z.B. welche Benefits man sich von dem Kursangebot erhofft). Prioritisierungen von Masteranden vor Bacheloranden ist anchvollziehbar, aber auch nciht klar formuliert. Die Berufung von Promovierenden ist mir unklar. Klare Zeitplane und Finazierungspläne wären gut für zusätzliche Planbarkeit und Transparenz bei der Auswahl wären gut. 1 ■ der Begutachtungsprozess (also die konkreten Begutachtungskriterien) sind mir nicht klar 1 ■ Die Nutzung des Zuschusses war z.T. etwas schwierig, da die Regeln nicht klar und einfach genug waren. 1 ■ Die Transparenz zur Auswahlentscheidung könnte noch erhöht werden... 1 ■ Es wäre gut, wenn Studierende für Reisen im Vorweg Gelder bekommen könnten. 1 ■ Insbesondere das Workshopprogramm rund um Soft Skills sehe ich als wertvoll an. 1 ■ Wichtig ist mir eine unkomplizierte Abrechnung von Forschungskosten 1 	

2025: Supervisors 2025

2.3 Components of the Honours Programme

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

2.3.1 Honours Workshops



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

Comments on the Honours workshops	2025
<i>[Free texts]</i>	N
<i>Number of people who answered this question</i>	2
<ul style="list-style-type: none"> ■ Bei einer besseren Information könnte man die Studierenden besser auf interessante Angebote aufmerksam machen. ■ Studierende können Workshopvorschläge und Ausflüge nach eigenen Interessen einbringen. Das finde ich großartig! 	1
	1

2025: Supervisors 2025

2.3.2 Honours Mentoring

Supervision of a final thesis

	group	N	yes	no	still uncertain
Are you also the reviewer of the student's thesis?	2025	42	35 83%	1 2%	6 14%
	2022	26	19 73%	5 19%	2 8%
	2021	33	28 85%	4 12%	1 3%
	2020	10	9 90%	1 10%	0 0%

2025: Supervisors 2025 2022: Supervisors 2022 2021: Supervisors 2021 2020: Supervisors 2020

Time spent

	group	N	0-1 hour	1,5-2,5 hours	3-4 hours	more than 4 hours
How much time do you approximately spend on the Honours Mentoring (per student) per month?	2025	41	1 2%	14 34%	17 41%	9 22%
	2022	26	1 4%	7 27%	7 27%	11 42%
	2021	31	1 3%	14 45%	9 29%	7 23%
	2020	9	1 11%	3 33%	4 44%	1 11%

2025: Supervisors 2025 2022: Supervisors 2022 2021: Supervisors 2021 2020: Supervisors 2020

Request for support

	group	N	Yes	No
Do you wish to receive more support in the mentoring process by the Graduate Academy	2025	42	2 5%	40 95%
	2022	26	1 4%	25 96%
	2021	33	3 9%	30 91%
	2020	10	0 0%	10 100%

2025: Supervisors 2025 2022: Supervisors 2022 2021: Supervisors 2021 2020: Supervisors 2020

What kind of support:

Type of support	2025
[Free texts]	N

There are no responses for this block.

2025: Supervisors 2025

Introductory workshop	group	N	Yes		No	
			N	%	N	%
Do you think a half-day introductory workshop for supervisors in the Honours Programme would be useful to develop your skills as a mentor?	2025	42	15	36%	27	64%
	2022	24	17	71%	7	29%
	2021	30	18	60%	12	40%
	2020	10	7	70%	3	30%

2025: Supervisors 2025

2022: Supervisors 2022

2021: Supervisors 2021

2020: Supervisors 2020

Did you think, the student was able to acquire competencies and skills and make progress in the following areas thanks to the mentoring.

Progress	2025		2022		2021		2020	
[Multiple choices possible]	N	%	N	%	N	%	N	%
<i>Number of people who answered this question</i>	41	100	26	100	33	100	10	100
I do not see any progress	1	2	0	0	1	3	0	0
Professional knowledge in their discipline	33	80	24	92	25	76	4	40
Methodological knowledge in their discipline	31	76	23	88	24	73	5	50
Career orientation	17	41	12	46	12	36	3	30
Practical career planning	18	44	16	62	20	61	7	70
Self-assessment	33	80	19	73	24	73	8	80
Building a professional network	24	59	17	65	15	45	7	70
Other	0	0	1	4	0	0	0	0

2025: Supervisors 2025

2022: Supervisors 2022

2021: Supervisors 2021

2020: Supervisors 2020

Recommendation to colleagues

	group	N	Yes	No
Would you recommend colleagues to become involved in the Honours Programme as supervisors?	2025	42	42 100%	0 0%
	2022	26	26 100%	0 0%
	2021	33	32 97%	1 3%
	2020	10	10 100%	0 0%

2025: Supervisors 2025 2022: Supervisors 2022 2021: Supervisors 2021 2020: Supervisors 2020

Overall satisfaction with Honours Mentoring

	2025	2022	2021	2020	1=I strongly disagree ... 3=partly ... 5=I strongly agree				
	N	M	M	M	1	2	3	4	5
Overall, I am satisfied with the Honours Mentoring.	42	4.8	4.7	4.5			5%	14%	81%

2025: | Supervisors 2025 2022: ▲ Supervisors 2022 2021: ▲ Supervisors 2021 2020: ▲ Supervisors 2020

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

Comments on Honours Mentoring

	2025
[Free texts]	N
Number of people who answered this question	3
■ Bis auf den Auswahlprozess.....super Sache- auch für die nicht nur 1,0 Studierenden - es erhält die Vielfalt im Leben!	1
■ Ich hatte großes Pech mit meiner Studierenden, das Programm ist aber super!	1
■ Sollte es Angebote geben zur Berufsfeldorientierung wäre das sicher sinnvoll, die Honors Studierenden darüber zu informieren.	1
■ Werden die erfolgreichen Studierenden gefragt, was sie gerne lernen wollen? Man könnte dann maßgeschneiderte Angebote machen	1

2025: Supervisors 2025

2.3.3 Honours Funds

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

Comments on the Honours Funds	2025
<i>[Free texts]</i>	<i>N</i>
<i>Number of people who answered this question</i>	<i>8</i>
■ Bitte mehr Klarheit und unbürokratischeres Abrechnen der Ausgaben.	1
■ Ein tolles Programm!!	1
■ Ein Vorschuss für Reise sollte möglich sein.	1
■ Einführungsworkshop evtl nicht halbtägig, sondern kürzer. Definitiv online, nicht in Präsenz	1
■ Ich finde es super, dass die Studierenden mit einem eigenen Budget kommen, das Ermöglicht eininge Freiheiten zur Ausgestaltung des jeweiligen Projekts	1
■ Mehr Fortbildungen auch für Mentoren	1
■ Möglichkeiten zur Aufstockung, z.B. für Besuch von Fachkonferenzen im Ausland (meist teurer als 1000 Euro)	1
■ Vielleicht Förderung in der Orientierungsphase nach der Promotion, oder Teilzeitstipendium, zb für Psychologen, die parallel eine Ausbildung machen	1

2025: Supervisors 2025

2.4 Suggestions for improvement

2.4.1 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>Number of people who answered this question</i>	3
<ul style="list-style-type: none"> ■ A subject-wise symposium for Honours' students to present their work as international conferences are very expensive and cannot be easily covered within the 1000 Euros funded by the program. This way they get to present their research to their peers within the subject field (eg. biology etc). ■ Das Programm sollte noch etwas bekannter gemacht werden ■ transparenter Auswahlprozeß, Kriterien, Finanzpläne und workpackages 	1 1 1

2025: Supervisors 2025

2.4.2 Long-term suggestions for improvement

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

Long-term suggestions for improvement	2025
<i>[Free texts]</i>	<i>N</i>
<i>Number of people who answered this question</i>	7
<ul style="list-style-type: none"> ■ Anschließende Anschubfinanzierung von Promotionen für ausgewählte Honors-Studierende, z.B. Ein-Jahres-Stipendien zur Vorbereitung eines Exposés für Stipendienförderung ■ Das Programm ist in seinem Zuschnitt sehr stark naturwissenschaftlich geprägt. Es bedarf einer größeren Offenheit und Flexibilität. ■ Ich finde es gut, dass das Programm nicht auf die besten eines Jahrgangs beschränkt ist, sondern diejenigen, die hohes Forschungsinteresse haben UND ausgezeichnete Leistungen erbringen. Ich empfinde die Motivation in der Forschung Erfahrungen sammeln zu wollen mit entsprechendem Engagement, wichtiger als aufgrund der Noten zu den TOP 5 zu gehören. Vielleicht wollen die ja alle gar nicht forschen, sondern haben andere Schwerpunkte ■ Ich würde den Besuch von mindestens drei Kursen/Veranstaltungen zur Verbesserung der Selbstfähigkeit (Selbstmanagement, wissenschaftlich Schreiben, Time management, Englisch, wissenschaftliches Präsentieren, ...) zur Pflicht machen ■ It would be great to have more funding to promote participation in external workshops such as bioinformatic analysis for biology students. Alternatively, to have more such workshops within the Honours' program itself. ■ Mehr Angebot für die Mentees und Mentoren zusammen ■ vielleicht kann man gezielt Teilnehmer aus verschiedenen (oder ähnlichen) Fachgebieten als Forschungstandems zusammenbringen 	1 1 1 1 1 1 1

2025: Supervisors 2025