

The Economic and Social Conditions of Students in Germany 2012

**20th Social Survey of the Deutsches Studentenwerk (DSW)
conducted by the
HIS-Institut für Hochschulforschung**

– Excerpt –

Summary, selected tables and illustrations



Bundesministerium
für Bildung
und Forschung



Deutsches Studentenwerk

HIS^{HF}
Institut
für Hochschulforschung

This excerpt has been taken from the following publication:

Elke Middendorff, Beate Apolinarski, Jonas Poskowsky, Maren Kandulla, Nicolai Netz (2013): Die wirtschaftliche und soziale Lage der Studierenden in Deutschland 2012. 20. Sozialerhebung des Deutschen Studentenwerks durchgeführt durch das HIS-Institut für Hochschulforschung. Bonn/Berlin: Federal Ministry of Education and Research.

The numbering of the illustrations and tables is based on the aforementioned publication. This excerpt does not include all of the illustrations and tables contained in that publication that are mentioned herein.

The complete study (in German) is available for download at:

www.bmbf.de

www.sozialerhebung.de

The present excerpt contains the results of the 20th Social Survey carried out by Deutsches Studentenwerk (DSW), which was conducted by the HIS Institute for Research on Higher Education during the 2012 summer semester. The findings are based on the information supplied by 15,128 respondents and are representative of students at institutions of higher education in Germany¹.

The Social Survey constitutes a questionnaire-based reporting system that has been created using scientific methods. It covers the social and economic situation of students and sheds light on selected aspects of student life and students' programs of study. The survey has been conducted for the most part at three-year intervals since 1951. Its thematic focus derives from the knowledge that the ability of students to start and successfully complete their studies depends on more than just the learning conditions at institutions of higher education. Just as vital for a successful university career are the social and economic conditions under which students pursue their studies, and thus also the social infrastructure that is offered by the state, higher education institutions, student affairs organizations, and other institutions (for example, student loans granted under Germany's Federal Education Assistance Act [BAföG], student restaurants and cafeterias, housing, advising services, etc.).

Both the current findings as well as the data gathered over the many decades of the survey's existence provide participants and policymakers at institutions of higher learning and the governmental institutions responsible for developing social policies related to higher education with input parameters in the form of information on the social backgrounds of students and the social and economic conditions and problems associated with attending college or university. Moreover, the findings reflect Germany's socio-historical trends, given that the changes in the social and economic aspects of college or university study must invariably reflect the development of society and family living conditions. This applies all the more the greater the percentage of young people of the same age cohort entering college or university is – a figure that reached a historical high of nearly 55 % in 2012, the year in which the 20th Social Survey was conducted.

With its focus on the social and economic dimension, the Social Survey is positioned at the interface between social and educational reporting. This connection is expressed, for example, in the way in which the successful pursuit of a course of studies is determined by student financing. The Social Survey supplements the official statistics on institutions of higher education by providing a large quantity of cross-sectional data, for instance on the percentage of all enrolled students that make up a particular group (such as students with parents who do not have an academic background, students with children, those with health issues affecting their studies, students with immigrant backgrounds, etc.). It supplies reliable data on aspects of student diversity – both those existing traditionally as well as any new aspects of diversity that may be observable as a result of wider access to higher education for groups that have thus far been underrepresented. The findings concurrently offer conclusions on the actual trend in equal opportunity with regard to access to higher learning.

The findings presented by the 20th Social Survey should be viewed as a snapshot of an ongoing process of change. During the period between the 19th and 20th Social Surveys (summer semester 2009 to summer semester 2012), a wide variety of changes occurred that could not fail to impact institutions of higher education as well as the students enrolled in them:

1. Improvements were made to the two-tiered degree system, in part in response to criticism from students regarding the practicability of the new degree programs.
2. General tuition fees were revoked in four of the six states that had introduced them in 2009.
3. The reduction in time required to complete the Abitur secondary school leaving certificate, which most states had decided in favor of (introduction of G8), continued to be implemented.
4. The German Bundestag eliminated compulsory military service, meaning that young men qualified to attend college or university were able to start their studies earlier than originally planned.

In the 2012/13 winter semester, approximately 2.5 million students were enrolled in German institutions of higher education. This was more than ever before and came about as a result of combined (double) graduating classes, a reduction in the number of years spent in secondary school, and an above-average number of first-year students. The increase in student numbers en-

¹ German and foreign students with a German education, not including students enrolled at a university of the German armed forces, a college of public administration, or a school for distance learning.

tails a variety of challenges at many levels, including ensuring sufficient personnel, space, and the ability to handle increased organizational requirements as well as creating an adequate infrastructure for students to complete their studies successfully. The latter requires comprehensive informational and advising facilities for students along with sufficient student cafeterias, housing, and child care options.

The DSW's Social Survey has traditionally focused on researching the social and economic situation of first-degree students. In the present Social Survey, the term "first degree program" does not refer exclusively to students who have not yet earned any degree at all, which differs from the way in which this term is used in the statistics on institutions of higher education compiled by the Federal Statistical Office and in everyday language. For the purposes of the Social Survey, the reference group referred to as "first-degree students" consists of those students who are working on completing their first cohesive, academic educational program, on which basis they are eligible for financial aid under the Federal Education Assistance Act (BAföG).

In line with the definition contained in the BAföG, students enrolled in a master's program that follows upon completion of a bachelor's degree are eligible for BAföG assistance. Therefore, ever since the amendments to the 19th version of BAföG in 1998, a master's degree program that builds upon a bachelor's degree program has not been considered an "additional" (second) course of study. Under civil law as well, students in a master's degree program are entitled to support from their parents since a master's program is considered to be a continuation of the students' initial course of studies, i.e., the previously completed bachelor's degree program. A similar tact has been taken for some time now with regard to the Abitur – apprenticeship – (subject area-related) college or university degree program.

In defining the relevant reference group, the Social Survey – the purpose of which is to analyze the social and economic situation of students – takes its cue from the reality of the government's financial assistance system for students (BAföG) and the laws governing financial support from parents. The 20th Social Survey thus defines a "first degree program" as follows:

"Students who have not yet completed a degree program are considered first-degree students. In addition, students whose first degree was a bachelor's degree and who are currently enrolled in a master's program are also regarded as first-degree students. The deciding factor is whether their degree program qualifies for assistance under the BAföG on the basis of continuation of the initial course of study at an institution of higher education (Section 7 [1a]) of the BAföG). Students with no academic degree who have been admitted to a master's program based on their professional qualifications are also considered to be first-degree students."

This classification method is elucidated in an illustration depicting the concept of "first degree program" in the Glossary of the main report. The expanded definition of "first degree program" should be taken into account when making comparisons between the findings presented here and data from official statistics or results of other social sciences surveys.

Beyond the question of classification as a first-degree student, the individual topics covered in the Social Survey are differentiated in the present report, as usual, in accordance with numerous other characteristics relating to students and their courses of study. These include, for instance, the degree pursued. A table showing the full results of the 20th Social Survey – differentiated by bachelor's and master's degree students – is included in the appendix to the full report.

1 Choice of Degree Program and Pursuit of Course of Studies

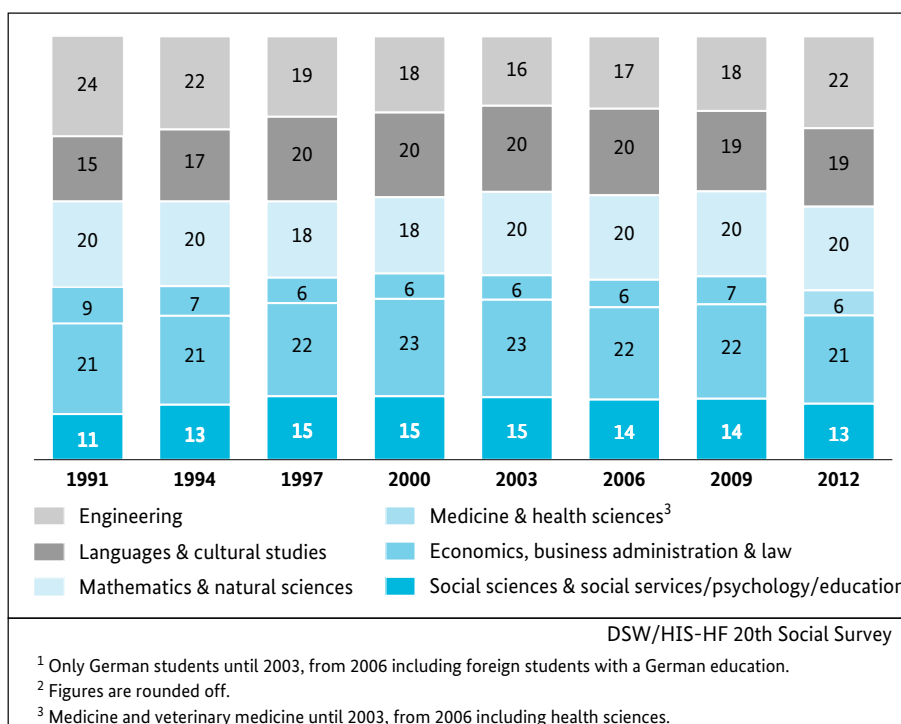
Demand for higher education and choice of subject area are affected by a wide variety of factors that lie beyond the sphere of influence of the higher education institution. These include (educational) policymaking decisions such as the discontinuation of compulsory military service and the transition to a reduced number of years required to obtain the Abitur. In addition, the decision to attend college or university is impacted by the process of social transformation, for example, the decline in the number of subsequent age cohorts due to demographic change, developments in other areas of education such as vocational career training opportunities as an alternative to higher education, and economic trends such as fluctuation on the employment market. All of these aspects play a role in the results of the Social Survey and can be observed, for example, in the paths taken to obtain admittance to institutions of higher education, the number of pri-

mary/secondary school years required for eligibility to attend college or university, and the selection of a course of study.

The following findings have emerged in this context:

- The proportion of first-degree students enrolled in an engineering program rose by four percentage points compared with 2009. Engineering has thus become the most popular subject area for the first time since 1997 with a share of 22 %. The increase was predominantly due to male students, one in three of whom (33 %) is enrolled in an engineering program. It remains to be seen whether the greater number of males interested in pursuing higher education is a temporary effect following the elimination of compulsory military service, or if it will be possible to maintain the number of engineering students at this level or even increase it further in the future (Figure 4.1, Figure 4.2).

Figure 4.1 Students by subject area – subject area structure¹
First-degree students, in %²



- The overriding majority (95 %) of first-degree students is enrolled in courses of study that are conceived as full-time programs. With a share totaling only 3 %, cooperative study programs are in the vast minority. However, this type of program has achieved considerable recognition at universities of applied sciences (Fachhochschulen), where one in ten students (10 %) is enrolled in a cooperative study program. Students in cooperative study programs are enrolled primarily in the subject areas of economics, business administration & law (40 %), engineering (33 %), and mathematics & natural sciences (18 %) (Figure 4.4).
- The introduction of a two-tiered degree system as part of the Bologna Process has made further progress since the 19th Social Survey was conducted. Now, nearly three-fourths of all first-degree students (74 %) are enrolled in a bachelor's or master's program. A mere 8 % is still enrolled in a traditional degree program leading to a German Diplom or Magister degree. Transition to the new degree programs is nearly complete at the universities of applied sciences, where 95 % of all students are enrolled under the two-tiered degree system (2009: 74 %). The transition can likewise be seen at the universities (Universitäten), where the percentage of students enrolled in a bachelor's or master's program rose from 35 % in the 2009 summer semester to 59 % in the 2012 summer semester (Figure 4.5).

Figure 4.5 Students by type of degree pursued
in %¹

Degree pursued	Total	Type of institution		Type of college or university study	
		Unive- rsity	University of applied sciences	First degree program	Post- graduate degree program
Bachelor's (no TC ²)	55	39	86	58	10
Bachelor's (TC ²)	4	6	<1	4	2
Master's (no TC ²)	11	12	9	11	11
Master's (TC ²)	1	2	<1	1	1
Diplom (university of applied sciences)	1	<1	3	1	<1
Diplom (university)	5	8	1	6	3
Magister	1	2	-	1	1
State examination (no TC ²)	9	13	<1	9	5
State examination (TC ²)	7	11	-	7	5
Church examination	<1	<1	-	<1	<1
Doctorate (PhD)	5	7	-	-	60
Other/no degree	<1	<1	<1	<1	2
Total	100	100	100	100	100

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¹ Figures are rounded off.
² TC = teaching certification.

Figure 4.6 Gender distribution by type of degree pursued
in %

	Men	Women
Teaching certification (all degrees)	36	64
State examination (no TC ¹)	38	62
Magister	42	58
Doctorate (PhD)	49	51
Master's (university, no TC)	53	47
Bachelor's (university, no TC)	54	46
Bachelor's (university of applied sciences, no TC)	59	41
Master's (university of applied sciences, no TC)	62	38
Diplom (university)	62	38
Diplom (university of applied sciences)	78	22

¹ TC = teaching certification. DSW/HIS-HF 20th Social Survey

- Since 2003, the percentage of students who change their degree program after beginning their studies has been decreasing. In the summer semester of 2012, one in six first-degree students (17 %) had changed their subject area and/or the type of degree they were pursuing at least once (2009: 19 %). Due to the standardization of types of degrees that went along with establishing bachelor's and master's degree programs, a change of degree program has been associated with a change in the type of degree pursued less and less frequently (Figure 4.7, Figure 4.8).
- The percentage of students taking a leave of absence from their courses of study is also declining steadily. This figure decreased from 15 % in 2003 to 9 % in the 2012 summer semester (Figure 4.14), possibly as a result of shorter standard durations for degree programs under the two-tiered system. For most students (70 %), the leave of absence does not exceed one year. Nearly one

in four students taking a leave of absence (24 %) indicates the reason as doubt about the usefulness of pursuing their course of study. Nearly as many (23 %) interrupt their studies due to acute health problems. One in five students indicates other reasons (22 %) or employment (21 %) as the reason for the leave of absence. A desire to pursue other types of experiences is indicated by 21 % of students interrupting their studies (Figure 4.17).

Figure 4.14 Students taking a leave of absence from their studies, total and by type of institution of higher education
First-degree students, in %

	2003	2006	2009	2012
Total	15	13	11	9
University	16	13	12	10
University of applied sciences	13	11	9	7

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- The percentage of students who have switched institutions of higher education at least once during their course of study is quite stable at 15 % (Figure 4.19). Program-related factors are the main reason for the change of institution, with 70 % of those switching having decided on a new institution of higher education because the programs of study offered at the new institution better met their expectations. For three out of five students (61 %), a change in major subject area played a (very) large part (Figure 4.21). Switching institutions of higher education for the program-related reasons mentioned is an indication that students refine their interests in their particular fields as they progress in their studies and acquire additional information regarding the institutions at which they will best be able to pursue those interests.

Figure 4.19 Transfer students by subject area
First-degree students, in %

Subject area	Proportion of transfer students		
	Total	University	University of applied sciences
Total	15	15	15
Engineering	12	9	15
Languages & cultural studies	18	18	15
Mathematics & natural sciences	14	13	16
Medicine & health sciences	13	14	11
Economics, business administration & law	15	15	15
Social sciences & social services/psychology/education	18	20	15

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- One in eight students (13 %) who is enrolled in a first degree program according to the definition used for the purposes of the Social Survey (see above or the Glossary of the main report) is pursuing a master’s degree, with the proportion higher at universities than at universities of applied sciences (15 % vs. 9 %). This is because of the differences in the scope of the master’s programs offered at the two types of higher learning institutions as well as the needs and expectations of the students attending them (Figure 4.23).

Some master’s students take advantage of the two-tiered degree structure to enter the workforce for a time after completing their bachelor’s degree. Others do not decide to continue their studies by pursuing a master’s degree until after they have begun working. In the summer semester of 2012, 15 % of all master’s students in a first degree program indicated that they had been employed between completing their initial degree program and embarking on their current program (Figure 4.24). Since in most cases, the initial higher education degree is not obtained concurrently with the end of a semester, the period of employment between completing a bachelor’s degree and starting a master’s program may only be intended to bridge the gap until the

Figure 4.23 Master's students by subject area for each type of institution
First-degree students, in %

Characteristics	Total	University	University of applied sciences
Total	13	15	9
Subject area			
Engineering	13	17	10
Languages & cultural studies	13	13	6
Mathematics & natural sciences	17	19	11
Medicine & health sciences	4	3	7
Economics, business administration & law	11	13	8
Social sciences & social services/psychology/education	14	18	7
DSW/HIS-HF 20th Social Survey			

next possible date to begin the second phase of studies. Another indication of this is the fact that more than half of the students who were employed between their bachelor's and master's programs (56 %) held a position for which no college or university degree was required.

This is especially true of those employed for short periods of time only. However, nearly half of those taking up employment for a time (48 %) held their position for more than six months. One-quarter of the master's students concerned (26 %) had a phase of employment lasting more than one year.

- The percentage of internationally mobile students, i.e. those in advanced semesters studying abroad, remained at approximately the same level as in 2009 (30 %). The trend towards a higher percentage of students deciding in favor of a course of study abroad while fewer opt for an internship abroad continued in 2012 (Figure 5.1).

Figure 5.1 Students with study-related experience abroad by type of stay abroad¹
First-degree students in higher² semesters, in % (multiple responses possible)

Type of stay abroad	1991	1994	1997	2000	2003	2006	2009	2012
College or university study	7	9	12	15	16	16	17	18
Internship	9	10	13	17	17	16	15	13
Language course	4	6	6	6	9	7	5	3
Other	4	6	5	5	5	4	4	4
Total³	20	23	29	32	32	32	30	30
DSW/HIS-HF 20th Social Survey								
¹ From 2006 including foreign students with a German education.								
² From 1991 to 1994: universities and similar institutions starting in the 8th semester, universities of applied sciences starting in the 6th semester; from 1997 to 2012: universities and similar institutions from the 9th to the 14th semesters, universities of applied sciences from the 7th to the 11th semesters.								
³ Since multiple answers were possible, the total is lower than the sum of all types of stays abroad.								

- At the start of a program of study (first and second semesters), the willingness of students to spend study-related time abroad is quite high. A total of 46 % of bachelor's students in their first two semesters (excluding those pursuing teaching certification) intend to spend time abroad related to their studies. Twenty-four percent indicate that they do not plan a stay abroad. The proportion of those not planning a stay abroad is significantly lower (19 %) for first-year students

who are pursuing a state examination (excluding teaching certification). However, nearly one-third of students in their first two semesters who are pursuing teaching certification (32 %) stated that they had no plans for a stay abroad (Figure 5.4). To such extent, the political objective of achieving a rate of 50 % of graduates with experience abroad has not yet been reached.

Figure 5.6 Top destination countries of students who have been on study-related stays abroad
Students with experience abroad in the destination country by type of stay, in % (multiple responses possible)

	Total ¹		College or university study		Internship	
	2009	2012	2009	2012	2009	2012
United Kingdom	12	14	9	12	10	11
USA	10	11	6	8	11	10
Spain	12	10	15	14	7	5
France	11	10	14	10	8	8
Switzerland	5	5	3	3	6	7
Italy	5	4	5	4	2	2
Sweden	4	4	6	6	1	2
Australia	5	4	4	4	6	7
China	4	4	3	2	4	4
Ireland	3	3	2	3	3	2

DSW/HIS-HF 20th Social Survey

¹ Including language courses and other types of stays abroad.

- The proportion of students with an “upper” family educational background (see Glossary of the main report) who have studied abroad is more than double that of students with a “low” family educational background (21 % vs. 9 %; Figure 5.10). Thus the convergence of mobility rates observed for these two groups between 2006 and 2009 has not continued. In fact, differences in family background were somewhat greater in 2012. This is primarily attributable to a reduction by half of the proportion of students with a family educational background of “low” that has completed an internship abroad (2009: 6 %; 2012: 3 %).
- As in previous years, the expected additional financial burden associated with studying abroad represents the greatest obstacle from the perspective of students without any previous study abroad experience, with two-thirds of them viewing this as barrier (Figure 5.13). Additionally characteristic of Germany is the comparatively high proportion of students with no study abroad experience who regard the increase in the time needed to complete their studies associated with studying abroad as a (very) great obstacle (55 %).
- In Germany, obligatory stays abroad are not generally integrated into the curriculum at present. One-quarter of the stays abroad by university students and a good third of those by students at universities of applied sciences were obligatory components of their curricula (Figure 5.17). In line with the implementation of the Bologna reforms, ECTS (European Credit Transfer System) points are frequently credited for programs abroad. ECTS points were earned for 73 % of all study-related stays abroad participated in by university students and for 90 % of those participated in by students at universities of applied sciences (Figure 5.18).

Figure 5.17 Obligatory stays abroad
 Stays abroad by first-degree students that were an obligatory component of their course of study, by type of institution and type of stay abroad, in %

Type of stay abroad	Type of institution	
	University	University of applied sciences
College or university study	17	29
Internship	37	54
Language course	8	12
Other	27	12
Total	25	35

DSW/HIS-HF 20th Social Survey

2 Socio-Demographic Profile and Access to Higher Education

As a component of educational reporting in Germany, the Social Survey is an instrument used to stay abreast of changes in the demographic and social characteristics of students. The changes in students' demographic and social profiles over time are indications of opening and closing processes with regard to access to higher education and of the retention achieved by institutions of higher education across the various degree levels (e.g., bachelor's – master's – doctorate). One indication of the level of equal access currently attained with respect to admission to higher education is the education participation rates for specific social groups, which the HIS Institute for Research on Higher Education has been calculating for several years using a complex estimation procedure. The education participation rates enable a direct comparison between children from academic households and their age cohorts whose parents did not attend college or university with regard to opportunities to participate in higher education.

2.1 Demographic Characteristics of Students

- In the 2012 summer semester, the average age of German students and foreign students with a German education was 24.4 years (Figure 3.1). This represents a slight decrease in comparison with the previous Social Survey (2009: Ø 24.5 years of age). The minimal decrease in average age is solely attributable to the lower age of male students, who were able to begin their studies earlier than in the past due to the discontinuation of compulsory military service in 2011. Male students averaged 24.6 years of age in the 2012 summer semester, making them 0.3 years younger than male students three years earlier. By contrast, the age of female students did not change, remaining at an average of 24.2 years despite the reduction in the number of secondary school years required to attend university.

The average age of first-degree students has been directly impacted by the lower average age of the student population as a whole resulting from the decrease in time spent in secondary school. First-degree students had an average age of 23.9 in the 2012 summer semester, which made them 0.2 years younger than in 2009 (Ø 24.1 years of age). The group of underage students at institutions of higher education has thus far been statistically insignificant at 0.2 % of all students.

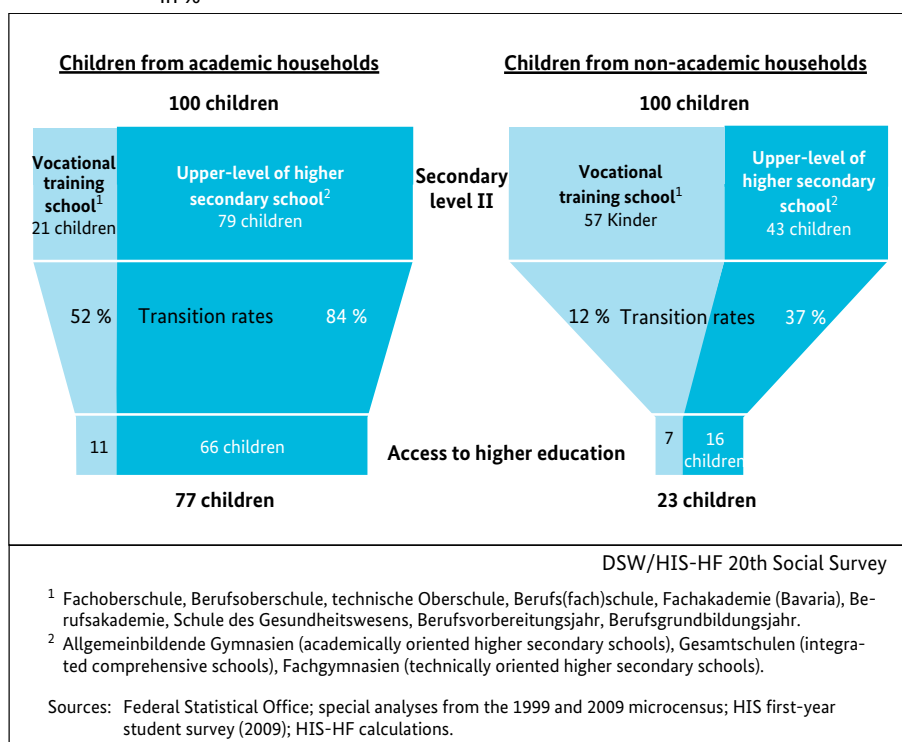
- The percentage breakdown of students by partnership status has been stable for years. More than one in two students (51 %) is unmarried but in a committed relationship (Figure 3.3).
- The proportion of students with children has also seen little change compared with previous years. In the summer semester of 2012, 5 % of all students had at least one child, with the proportion of female students (6 %) somewhat higher than that of male students (4 %; Figure 14.1). Shifts can be observed, however, when differentiating between first-degree students and post-graduate students. The percentage of first-degree students with children declined by one percentage point to just 4 %, whereas for post-graduate students, this figure increased by four percentage points (2012: 17 % vs. 2009: 13 %). This shift indicates that the decline in the proportion of first-degree students with children does not lead to the conclusion that structural reform of degree programs has resulted in a general deterioration in conditions for students with children. Indeed, it is more

likely that the shorter time required to complete a degree has simply lessened the amount of time available to start a family during the first degree program. Additional findings on students with children are discussed below (Section 2.4 – Additional Aspects of Diversity).

2.2 Family Educational Background of Students

- The course is set for attending college or university prior to starting secondary school, i.e. far in advance of beginning a course of study. In 2009, the likelihood of attending the upper-level of a higher secondary school (gymnasiale Oberstufe, qualifying for university admittance) was 1.8 times higher for children whose parents had attended college or university than for children from non-academic households (79 % vs. 43 %). In fact, the probability that the latter group would switch to a vocational training school was 2.7 times higher than that for children with an academic family background (57 % vs. 21 %). When considering both paths available for obtaining admittance to institutions of higher education (vocational training schools and the upper-level of higher secondary school), 23 % of all children from a non-academic family background attend college or university. This figure is 3.3 times higher (77 %) for children from academic families (Figure 3.27).

Figure 3.27 Educational filter in 2009: Schematic representation of the social selection process/education participation of children by educational status of parents
in %



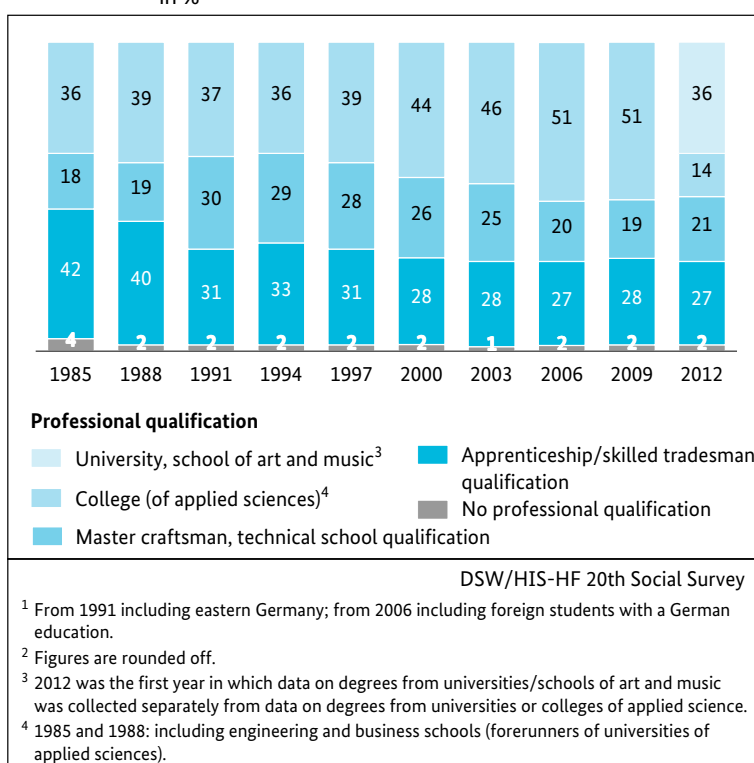
- Measured in terms of the highest level of general education received by either the father or the mother, nearly six in ten students (60 %; Figure 3.7) come from a background in which the Abitur is the highest secondary school leaving certificate obtained. More than three in ten students (30 %) have parents who achieved an intermediary secondary school leaving certificate. Less than one in ten (9 %) comes from a family in which the highest level of education obtained by the parents was a lower secondary school leaving certificate or similar.

Compared with 2009, the percentage of students whose backgrounds include at least one parent with a (general) higher education entrance qualification or whose parents have intermediary secondary school leaving certificates increased by one percentage point in each case. Accordingly, and in continuation of a sustained trend, the percentage of students whose parents completed lower secondary school declined once again, this time by two percentage points. Overall soci-

al processes are undoubtedly a factor in these developments. Among the general population, the percentage of those having lower secondary school as their highest level of education has been decreasing significantly for more than four decades.²

- In the summer semester of 2012, half of all students (50 %) had parents holding a higher education degree, with more than one-third (36 %) coming from families in which the highest degree is a university degree, and nearly one-sixth (14 %) from families in which the highest professional qualification is a degree from a university of applied sciences (Figure 3.10). The 19th Social Survey (2009) ascertained for the first time that the percentage of students from academic families had not increased in comparison with previous years. The current figures confirm this finding. In more than one-fourth (27 %) of families, the parents have completed an apprenticeship or a skilled tradesman vocational program. One in five students has parents whose highest level of education is a master craftsman’s certificate or similar qualification from a technical school.

Figure 3.10 Highest professional qualification obtained by students' parents 1985 - 2012¹
in %²



- As part of the 20th Social Survey, a new statistical concept was defined for describing students’ backgrounds. Due to considerations relating to content and methodology, the categorization into “social groups of origin” is no longer made. This category has been replaced by “family educational background” as a differentiating factor (see Section 3.2.4 and the Glossary of the main report), which classifies students by their parents’ educational backgrounds only.

This classification compiles the highest professional qualifications of fathers and mothers into four categories:

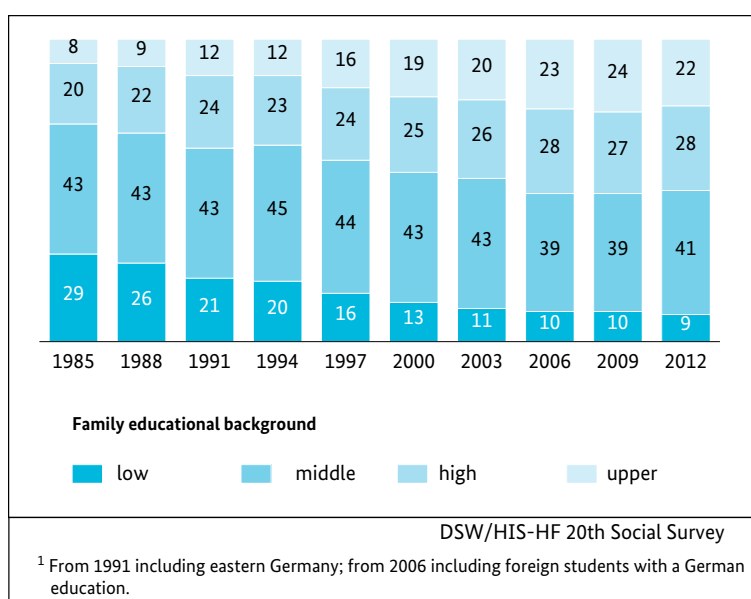
- A) Students with a “low” family educational background come from a family in which either neither of the parents has obtained any type of professional qualification or only one parent has completed non-academic vocational career training at maximum.
- B) A “medium” family educational background is one in which both of the student’s parents have completed non-academic vocational training.

² See Federal Statistical Office (2012). Bildungsstand der Bevölkerung 2012. Wiesbaden: Federal Statistical Office, p. 11.

- C) The family educational background is classified as “high” if either the father or the mother holds an academic degree.
- D) If both parents hold an academic degree, the student’s family educational background is designated as “upper.”

The categorization into family educational backgrounds of “low,” “medium,” “high,” or “upper” should in no case be confused with the similarly named categories describing social origins as used in the reports up to and including the 19th Social Survey. The category of “family educational background” has been replicated for the past Social Surveys to enable observation of the changes over time.

Figure 3.14 Change in the social makeup of the student population by family educational background 1985 - 2012¹
in %



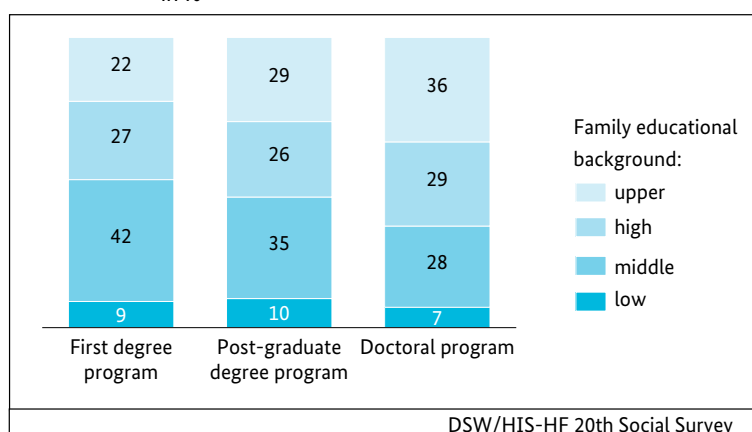
- One in two students in the 2012 summer semester came from a non-academic household, most of them belonging to the family educational background group of “medium” (41 %; Figure 3.14) and nearly one in ten (9 %) to the “low” group. Of those students coming from academically educated families, more of them (28 %) have a family educational background of “high,” i.e. either the father or the mother received a degree from an institution of higher education, than come from a family in which both parents received academic degrees (22 %).

The breakdown between these four groups in terms of family educational background has only undergone a minor shift since the 2009 summer semester. Based on the type of family educational background, it is again demonstrated that the previous sustained trend of a growing number of students from academic families has stagnated at a high level. By contrast, it can still be observed that the proportion of students coming from “low” family educational backgrounds continues to decrease at institutions of higher education. Viewed over a span of more than 20 years (1991 – 2012), it is evident that students are coming from academic family backgrounds to an ever-increasing extent. In 2012, there were not only more students from academic backgrounds percentage-wise (and in absolute figures given the increase in the number of students), meaning that they had family educational backgrounds of “high” or “upper” (combined) of 36 % in 1991 and 50 % in 2012; in addition, a significantly higher portion of them came from families in which both parents had earned a higher education degree (family educational background of “upper”: 12 % in 1991 and 22 % in 2012). This increase in family academic background and the opposing trend of a significantly lower percentage of students having a “low” family educational background (21 % in 1991 and 9 % in 2012) is the result of two developments. Firstly, the process of selection by social characteristics continues to occur over the course of students’ educational careers, and thus ultimately with respect to admission to institutions of higher education. Secondly,

the level of education among the general population is on the rise, meaning that not only is the percentage of the population having lower educational qualifications becoming smaller (with a correspondingly smaller “recruitment potential”)³, but an accumulation of educational qualifications in families is also occurring. The latter is not without impact on the (higher) aspirations of parents regarding the educational paths of their children.

- The selection of courses available at universities of applied sciences continues to be especially attractive for prospective students from non-academic backgrounds. More than six in ten students attending universities of applied sciences come from a non-academic household (62 %, of which 50 % have a “medium” and 12 % a “low” family educational background; Figure 3.19). The proportion of students from families in which both parents have graduated from an institution of higher education is only half as large at universities of applied sciences as at universities (family educational background of “upper”: 13 % vs. 27 %). When taken together with those students having only one parent who attended an institution of higher education, then more than one in two students (56 %) attending college or university comes from an academic background.
- The transition to post-graduate (doctoral) studies represents an additional educational threshold exhibiting a socially selective effect. A significantly higher percentage of post-graduate students has a family educational background of “upper” than do first-degree students (29 % vs. 22 %; Figure 3.17). Acceptance to a doctoral program is clearly highly selective: Nearly two-thirds of doctoral students come from academic families (65 %), and more than half of those from families in which both parents hold academic degrees (36 %).

Figure 3.17 Family educational background of students by type of program
in %

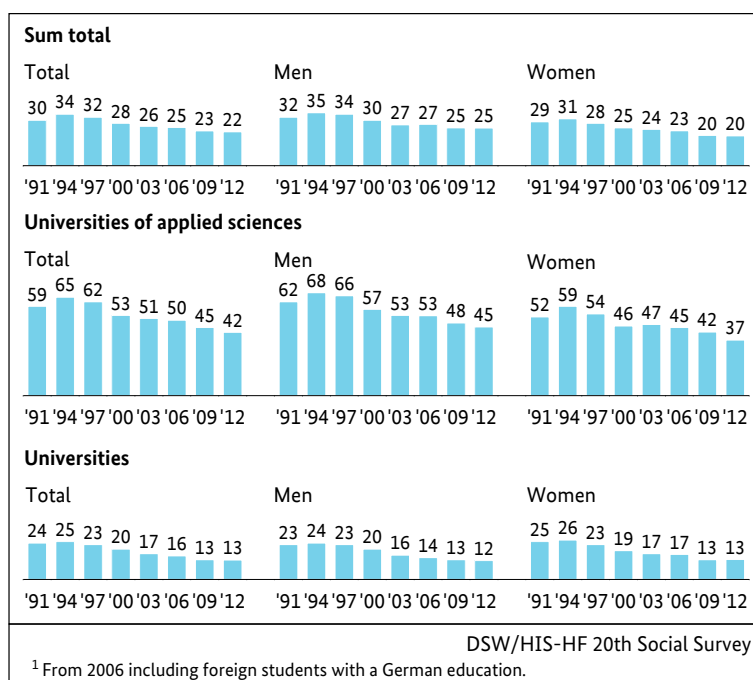


2.3 Characteristics of Access to Higher Education and of College or University Study

- The majority of students continue to enter college or university with general higher education entrance qualifications or specific qualifications enabling them to attend a university of applied sciences (95 %; Figure 2.1). The proportion of students attending a university of applied sciences who possess general higher education entrance qualifications has (again) risen significantly (2009: 53 %; 2012: 57 %), while the proportion of students whose qualifications only permit attendance at a university of applied sciences has dropped (2009: 38 %; 2012: 32 %). Students with “other” higher education entrance qualifications continue to account for a very low share (1 %).
- The trend that has been ongoing since 1994 of a decline in students completing a vocational training program prior to entering university continued in 2012 as well. For the first time, however, this trend was limited to universities of applied sciences, where there has traditionally been a higher proportion of students who have completed vocational career training than at universities (42 % vs. 13 %; Figure 2.2).

³ See Geissler, Rainer (2002). Die Sozialstruktur Deutschlands. Bonn: Federal Agency for Civic Education. p. 339 ff.; Federal Statistical Office (2012). Bildungsstand der Bevölkerung 2012. Wiesbaden: Federal Statistical Office, p. 13.

Figure 2.2 Students who have completed a vocational career training program¹
in %



- A higher proportion of students entering college or university in the 2012 summer semester began their studies directly (i.e. within three months) after having acquired their higher education entrance qualification compared with students in previous years (31 % in 2009 vs. 35 % in 2012; Figure 2.4). This immediate transition to college or university study is a clear example of how developments outside of the educational system have a direct impact on institutions of higher education. Due to the elimination of compulsory military service and the alternative civil service requirement, which was enacted at short notice, an above-average number of males began their studies immediately. Compared with 2009, the percentage of males beginning a course of study directly rose by six percentage points, while that of females only increased by two percentage points.
- The data presented in the 20th Social Survey for the first time enables a differentiation between full-time, part-time, part-time for persons working full-time, and cooperative study programs. The students enrolled in these four types of programs fall into four different social background categories. The vast majority of first-degree students attend school full time (95 %; see Section 4.1.3), meaning that the family educational background of full-time students differs little from that of first-degree students. In cooperative education programs (3 % of all first-degree students), the percentage of students having a “middle” family educational background is much greater than that of full-time students (52 % vs. 41 %; Figure 3.18), whereas the percentage of students having two parents holding academic degrees is notably less (family educational background of “upper”: 12 % vs. 22 %). Of those students enrolled in part-time programs (1 % of first-degree students), a comparatively large number are from non-academic backgrounds and relatively few have a family educational background of “upper” (9 %). The social backgrounds of students enrolled part-time alongside full-time employment deviates from the average to an even greater extent (likewise 1 % of first-degree students). Three-fourths of them are “first-generation students” with respect to the level of education of their parents (56 % with a family educational background of “middle” and 20 % “low”), and a background in which both parents hold academic degrees is comparatively seldom (8 % with a family educational background of “upper”).
- The social backgrounds of first-degree students attending a university vary quite widely depending on the degree pursued. Traditionally, an above-average percentage of students from academic backgrounds enroll in degree programs culminating in a state examination (excluding teaching certification). More than one-third of them has two parents who graduated from college

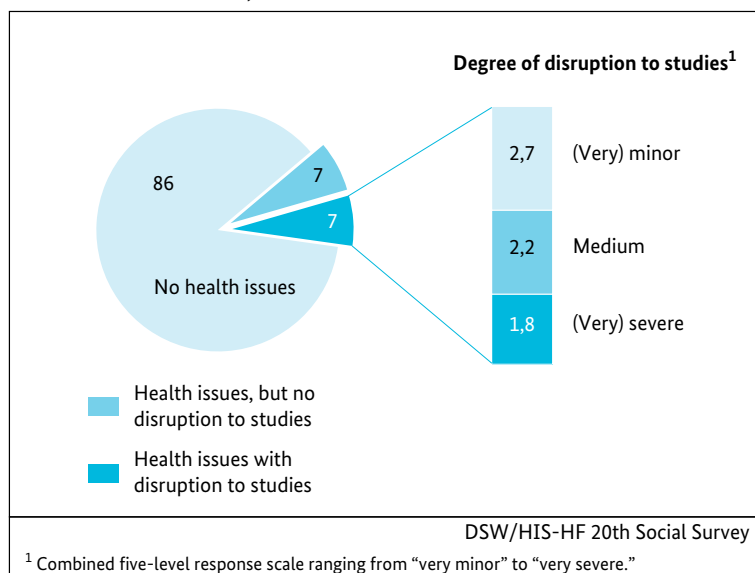
or university (35 % with a family educational background of “upper”; Figure 3.20). Another more than one-third (36 %) of students in these degree programs has a non-academic background. The social backgrounds of students pursuing teaching certification via the state examination are quite different. More than one in two of them (52 %) comes from a non-academic educational background.

2.4 Additional Aspects of Diversity

Health issues

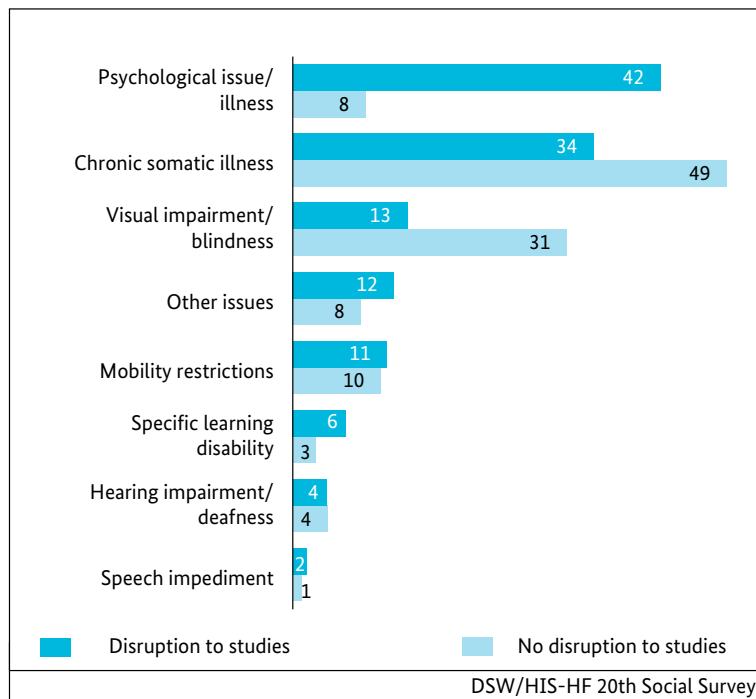
The topic of students’ health was again examined in the 20th Social Survey. In the 2012 summer semester, 7 % of students experienced health problems that affected their studies (Figure 13.1). A total of 1.8 % of all students experienced (very) severe disruptions to their studies. Extrapolating this figure to the 2.04 million students targeted by the 20th Social Survey results in approximately 137,000 students who had health problems affecting their studies in the 2012 summer semester. For around 37,000 of these students, the health problems had a (very) severe impact on their studies. This is roughly 10,000 more than the last time these figures were collected in connection with the 2006 Social Survey (approximately 27,000 students).

Figure 13.1 Students with health issues and degree of disruption to their studies
Students, in %



- Four out of five students (80 %) with health issues affecting their studies indicated that they had one single ailment. Most of the remainder (17 %) was affected by two ailments, while only a few students (3 %) with health issues impacting their studies reported having three to a maximum of five different ailments.
- More than two out of five (42 %) of the health issues reported involved psychological illnesses. One in three students (34 %) had a chronic somatic illness. Every eighth student (13 %) reporting a health issue impacting their studies suffered from a visual impairment/blindness. A similar percentage reported other issues (12 %) as well as mobility and movement restrictions (11 %). A comparatively small number of students with health issues impacting their studies reported a specific learning disability (6 %), hearing impairment/deafness (4 %), or a speech impediment (2 %).

Figure 13.2 Type of health issue
Students with health issues, in %, multiple responses possible



- Students with health issues relevant to their studies took longer to complete their degree programs than other students. Nearly one in seven of them (14 %) has been enrolled at a German institution of higher education for a total of 15 or more semesters. Of those students with no health impairment, the proportion taking a similarly long time to complete their studies was only half as great (7 %). Taking into account the duration of leaves of absence, students affected by health issues that impacted their studies spent an average of one semester longer enrolled in college or university than the comparison group (Ø number of semesters: 7.9 vs. 6.8).

The longer amount of time required to complete their degree programs is primarily attributable to leaves of absence. Students experiencing health issues that affected their studies interrupted their courses of study more than three times as often as students without health issues affecting their studies (27 % vs. 8 %). However, the above-average amount of time required for those affected by health problems to complete their degrees did not show a high correlation with the time spent on their studies. Those of them formally enrolled a full-time program had the same total time commitment as full-time students who did not have health issues (affecting their studies), whereby the distribution of their time was somewhat different: Students with health issues invested one hour more each week in independent study than the comparison group (18 vs. 17 hours per week), and spent one hour less attending lectures (17 vs. 18 hours per week; Figure 13.11).

Students with children

Extrapolated to all students (both German students and foreign students with a German education), approximately 101,000 students with children were enrolled in the 2012 summer semester – 56,000 women and 45,000 men. The number of students with children thus rose by approximately 6,500 from 2009. One reason for the increase is the higher overall number of students. The number of women with children increased somewhat more than the number of men (3,500 vs. 3,000).

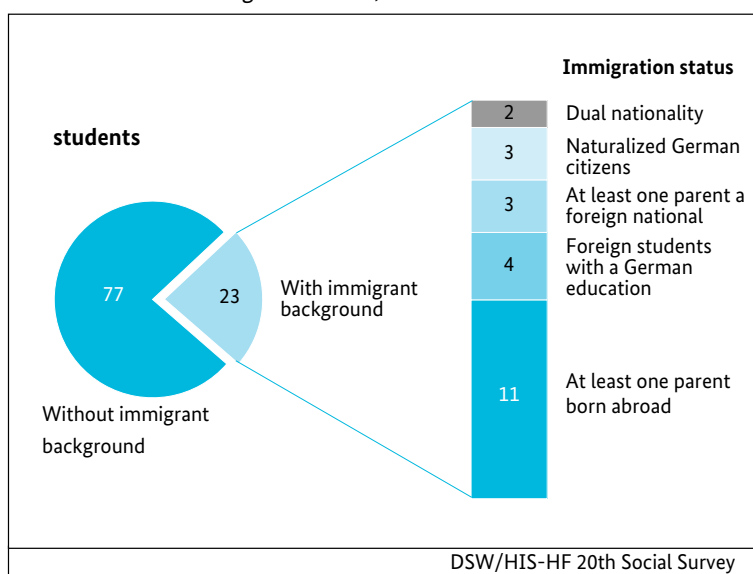
- Alternative forms of study such as part-time programs or programs designed for part-time enrollment alongside full-time employment clearly meet the needs of students with children. While only 4 % of students enrolled full-time in a first degree program had a child, 20 % – or five times as many – of those enrolled part-time in a first degree program had a child (Figure 14.2).

- Students with children who are enrolled in a first degree program average 31 years of age, or 7.6 years older than their fellow students without children. This age difference widened by approximately six months compared with 2009, mainly due to the higher average age of students with children. Students with and without children belong in principle to different age cohorts. Whereas more than three-fourths of first-degree students without children are 25 years of age or less, only one-fifth of students with children are in this age category (Figure 14.4). More than half (52 %) are 30 years of age or older, as opposed to only 5 % of students without children. The differences in age are primarily attributable to the fact that students with children are already older than their fellow students without children when they begin a program of study, and that they require more time to complete their studies due to longer leaves of absence relating either directly (pregnancy, parenting) or indirectly (necessity of working, change in location for family reasons) with having children.
- One in two students with children is either married or in a registered partnership; this figure is the same for both women and men (Figure 14.6). More than one-third (36 %) is in a long-term relationship – men more frequently than women. Fourteen percent of students with children do not have a long-term partner. Compared with male students, female students with children are much more frequently without a long-term partner (10 % vs. 18 %). Eleven percent of students with children are single parents – women more than four times as frequently as men (17 % vs. 4 %).

Immigrant background

- In the 2012 summer semester, nearly one in four students (23 %) had an immigrant background. The list of immigrant characteristics was expanded from that used for the 19th Social Survey. Now, in addition to foreign students with a German education, students with dual citizenship, naturalized students, and students having at least one parent with dual citizenship, students can be classified as having immigrant backgrounds if either they themselves or their parents came to Germany as ethnic German immigrants or if their parents were born in other countries and later became German citizens. This expanded list of characteristics is the primary reason that the proportion of students with immigrant backgrounds was 12 percentage points higher than 2009 (11 %). The increase would only have amounted to one percentage point if the list of characteristics had been limited to those included in the 2009 Social Survey.
- The largest group of students with immigrant backgrounds includes those students having at least one parent who was born in another country but has German citizenship (11 %; Figure 15.1).

Figure 15.1 Students by immigration status
First-degree students, in %



- Allochtoon students, as students with an immigrant background can also be referred to, are more than four times as likely as their fellow students without immigrant backgrounds to have a family educational background of “low” (21 % vs. 5 %). The proportion of these students having at least one parent who graduated from college or university (family educational background of “high” or “upper”) is seven percentage points less than for students without an immigrant background (44 % vs. 51 %). The proportion of foreign students with a German education and naturalized students who have a family educational background of “low” is particularly high. One in two foreign students with a German education (49 %) and one in three naturalized students (36 %) have a maximum of one parent whose has completed non-academic vocational training (Figure 15.5).

3. Financing Higher Education and the Economic Situation of Students

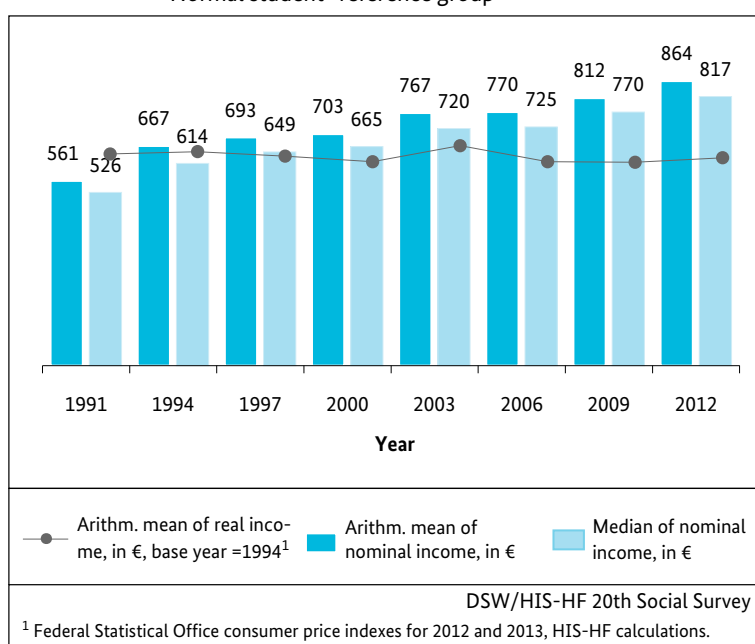
The economic situation of students is one of the key focal points of the Social Survey. The importance of regular monitoring is shown by the speed at which the (financial) conditions underlying a program of study can change. The introduction of general tuition fees are an example of this. The impact of tuition fees on the economic situation of students was examined for the first and thus far only time within the framework of the 19th Social Survey.

3.1 Student Income

The Social Survey collects data on the level of income available to students to cover their living expenses. For categorizing the income data collected, data can be compared according to case-law. German law currently specifies the amount of support required for a child at college or university who no longer lives at home as €670 per month, plus health insurance, long-term care insurance, and tuition fees (2011 Düsseldorf Table). The maximum BAföG amount for students not living at home is also €670. Although this includes allowances for health and long-term care insurance, any additional child benefits that may be passed on by parents to their children at college or university are not included when calculating the BAföG amount.

The Social Survey only examines the income of so-called “normal students.” These are students who are formally enrolled full-time in a first degree program, do not live with their parents, and are unmarried (62 % of all students).

Figure 6.1 Amount of monthly income – nominal and real
“Normal student” reference group



The following findings are of particular interest:

- Students included in the “normal student” reference group had an average of €864 per month at their disposal in the 2012 summer semester (Figure 6.1). In absolute terms, student income increased by €52 compared with the results from three years ago. This equals growth of approximately 1 % in real income (approx. 6 % in nominal income).
- As in 2009, the largest proportion by far (87 %) of students in the “normal student” reference group receives support from parents, with their parents providing an average of €476 per month (Figure 6.3). The second-most important source of income is the students’ own earnings. Around 63 % stated that they met their living expenses by working in addition to attending college or university. An average of €323 in income from paid work was used to cover living expenses. A total of 32 % of the “normal students” indicated BAföG as a source of income, with an average amount of €443 received.
- Six percent of all students receive funding from loans. Student loans from the KfW Group provided the greatest amount of funding to borrowers at an average of €451. Four percent of all students take advantage of this option (2009: 3 %; Figure 6.3). Of the 4 % of students who received aid from a regular scholarship program, just under half indicated that their payments came from foundations for gifted students. Approximately 22 % of all students received funding from the “Germany scholarship” national scholarship program. This corresponds to around 1 % of all “normal students.”
- With increasing age, students have a higher amount of income at their disposal each month (Figure 6.10). The breakdown of income also differs considerably depending on age (Figure 6.11), with the youngest students receiving 61 % of their income from their parents (2009: 58 %). As they become older, this percentage decreases steadily to just 20 % for the oldest group. To compensate for this, however, the significance of income from their own earnings and from other sources increases as the students’ age increases. Starting from the age of 28, students’ own earnings replace support from their parents as the largest source of income.

Figure 6.3 Sources of financing – utilization of available sources and amounts received
“Normal student” reference group

Sources of financing	2009			2012		
	Stud.	Amounts in €		Stud.	Amounts in €	
	%	arithm. Mean	Median	%	arithm. Mean	Median
Payments from parents	87	445	440	87	476	480
- in cash	79	338	300	79	358	300
- as non-cash consideration	52	228	200	53	250	230
Own earnings from work during course of study	65	323	265	63	323	300
BAföG assistance	29	430	472	32	443	490
Funds acquired/saved before commencing studies	20	122	80	20	129	100
Relatives, acquaintances	21	82	50	23	83	50
Orphan benefits	4	223	180	3	217	180
Spouse/partner	2	155	100	3	157	100
Scholarship/grant	3	305	200	4	336	300
KfW Bildungskredit ¹	1	257	300	1	276	300
KfW Studienkredit ²	3	411	450	4	451	500
Student loans from another bank or Sparkasse (savings bank)	1	407	400	1	398	400
Other	3	442	250	4	340	150

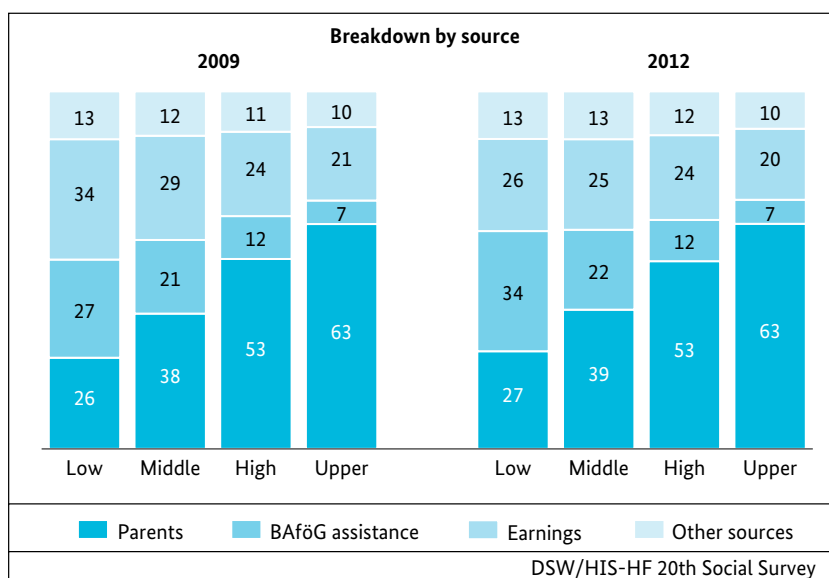
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¹ Very low-interest loans for specific educational purposes.
² Low-interest, general purpose student loans.

As students' age increases:

- the proportion of students receiving support from their parents decreases from 95 % to 55 % (Figure 6.12).
- the average amount provided by parents decreases from approximately €508 to €370.
- the proportion of those receiving BAföG funding declines (from 35 % to 23 %). However, the amount of BAföG assistance received increases the older the recipients become (under 21: €408; over 30: €653).
- the likelihood of working while attending college or university increases, as does the scope of the work commitment and the amount of income earned (see Section 9.3.3). One of the reasons for this is that certain income previously received such as BAföG funding, child benefits, or support from parents is not available and must be compensated by the students. Another is that older students have additional costs, for example higher expenses for rent (see Section 7.2.2) or for health insurance once they are no longer covered under their parents' policies (see Section 7.2.7).
- the proportion of students financing their living expenses by means of loans rises (from 3 % to 11 %).
- The breakdown of monthly income varies greatly depending on the family educational background of the students (Figure 6.14). In the "low" group of origin, parental support makes up 27 % of total income. For students having a "high" group of origin, half of their income comes from their parents. For students whose parents both hold academic degrees ("upper" family educational background), the proportion of income coming from parents reaches a full 63 %. BAföG funding makes up the greatest part of the income (34 %) of students from non-academic households. Students in the "low" group of origin also have the highest proportion of own earnings. The proportion of the student's own earnings in total income decreases as the family educational background increases.

Figure 6.14 Breakdown of monthly income by family educational background
 "Normal student" reference group, in %



- Nearly all students with a family educational background of "upper" receive support from their parents (94%; Figure 6.15). Their parents provide an average amount of approximately €598 per month, which is around 75 % more than the parents of students in the "low" group of origin.

More than half of students with a family educational background of "low" receive BAföG assistance, an increase of nine percentage points since 2009. The proportion of students having a family educational background of "middle" who receive BAföG assistance likewise increased in

2012 compared with three years earlier (43 % vs. 38 %). The average amount received also increased slightly for both groups. In the case of students with a family educational background of “upper,” both the proportion and the amount of BAföG assistance remained the same.

- Depending on their family educational background, students took advantage of opportunities to finance their living expenses with a loan during their studies to varying degrees. The proportion of loan recipients in the “low” group of origin is the highest, and decreases (from 7.9 % to 2.9 %) as the family educational background rises. This behavior is reversed with respect to the proportion of scholarship students. For students with a family educational background of “low,” the proportion receiving scholarship payments is 2.8 %. This increases as the family educational background rises to reach 5.8 % for a group of origin of “upper.” However, the amounts received from scholarships are the highest for students in the “low” group of origin, and decrease as the family educational background rises.

Students’ income situations differ, in some cases greatly, depending on their BAföG status (see Section 6.3.4 or the Glossary of the main report):

- Of the BAföG recipients receiving assistance on a parent-dependent basis, 80 % received additional support from their parents (Figure 6.17). The average amount provided by parents was €269 per month for this group. More than half of them (56 %) earned approximately €238 per month in addition to this.

Fifty-seven percent of students receiving BAföG funding on a parent-independent basis also received support from their parents (at an average of €203). Worth noting here is the increase of nine percentage points in the proportion of students receiving support from their parent in comparison with 2009. The amount received from parents also increased by an average of 10 %. The mean amount of BAföG assistance received by these students was €582 – significantly higher than the amount received by parent-dependent assisted students. A somewhat higher proportion of students in this group (60 %) used their own earnings to cover their living expenses. At an average of €291, their income from their own earnings was also higher than that of parent-dependent BAföG recipients (€238).

Figure 6.17 Utilization of financing sources by BAföG status
“Normal student” reference group

BAföG status Sources of financing	Students utilizing the source specified, in %		Amount available to each student, arithm. mean in €	
	2009	2012	2009	2012
Parent-dependent assistance				
Parents	79	80	246	269
BAföG assistance	100	100	409	426
Earnings	56	56	223	238
Other sources	39	39	133	149
Parent-independent assistance				
Parents	48	57	185	203
BAföG assistance	100	100	562	582
Earnings	63	60	277	291
Other sources	33	37	202	222
Former BAföG recipients				
Parents	81	79	365	401
Earnings	81	78	415	465
Other sources	52	55	279	278
Never received BAföG – initial application denied				
Parents	93	94	476	504
Earnings	74	70	327	331
Other sources	52	60	196	227
Never received BAföG – no application submitted				
Parents	94	94	570	613
Earnings	63	62	339	327
Other sources	47	53	212	222

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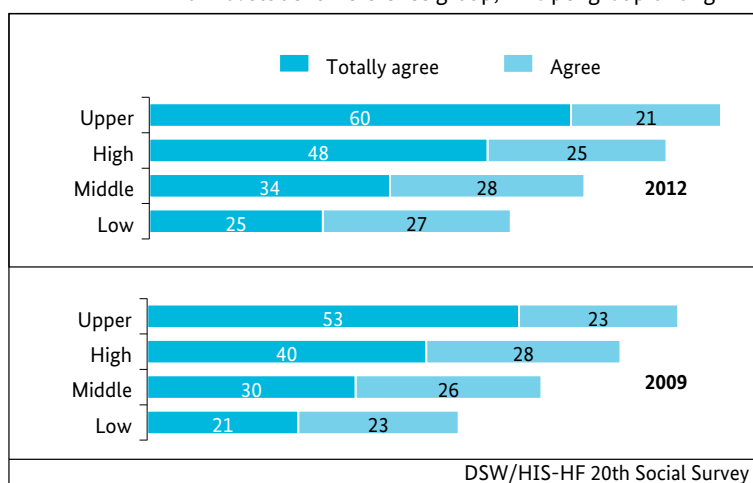
- Approximately the same proportion of former BAföG recipients received support from their parents as the aforementioned group of BAföG recipients who received support on a parent-dependent basis (79 %). However, the average amount received was considerably higher at €401. It is moreover noticeable that 78 % of this group specified a source of income from their own earnings at an average of €465. Since these students presumably come from financially weak households and are no longer eligible for BAföG, it seems to be the most difficult for them to finance their studies. This group must therefore take advantage of more options for financing their studies themselves than the other groups. For that reason, former BAföG recipients indicate their own earnings as a source of income more often than any other group, and use the greatest amount of their own earnings to cover their living expenses. More than half of former BAföG recipients receive additional income from other sources, such as loans (12 %), support from their partners (6 %) or scholarships (6 %).

- Ninety-four percent of students who had never received BAföG assistance at the time the survey was conducted received support from their parents. The average amount of support was the highest by far for those who had never applied for BAföG at all, amounting to €613. This finding underscores the theory that these students' parents have the greatest financial means. In addition, a high proportion of students who have never applied for BAföG also received payments from other relatives (2012: 26 %) and from scholarships (2012: 6 %). Students whose initial BAföG application was denied drew on their savings particularly frequently (2012: 27 %; 2009: 24 %)

Key data regarding the adequacy of students' financial resources is furnished by the responses to the question of whether they are certain of being able to finance their living expenses during their course of study:

- The students' assessment of their financial security varies greatly depending on the highest level of education obtained by their parents (Figure 6.29). Compared with 2009, for the first time more than half of those surveyed in each group of origin stated that they were certain of being able to finance their living expenses during their course of study. Affirmative responses to the question of whether the financing of their living expenses during their studies was secure increased by between five and eight percentage points across all groups of origin between 2009 and 2012. However, the differences between the groups remained the same, meaning that students' perception of their financial security continued to exhibit a high correlation with their family educational background.

Figure 6.29 Assessment of students' financial situation by family educational background – agreement with the following statement: "The financing of my living expenses during my studies is secure."
 "Normal student" reference group, in % per group of origin



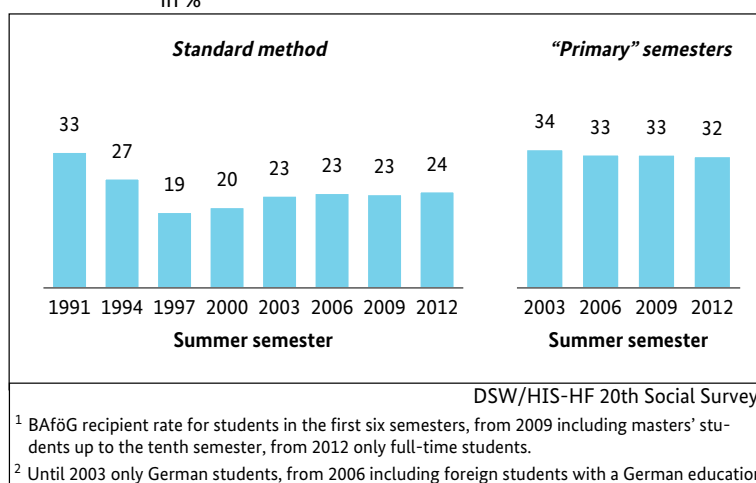
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Students gave very different answers based on their particular BAföG status group. Those who had never applied for BAföG assessed their financial situation as being the most secure, with 84 % of this group stating that the financing of their studies was secure. Of those receiving BAföG (both parent-dependent and parent independent), more than half of those surveyed agreed with the above statement (60 % and 54 % respectively). Those students indicating the most uncertainty about the financing of their studies were, as expected, former BAföG recipients, with 26 % of them stating that they were not certain of being able to finance their studies. The proportion of this group assessing the financing of their studies as secure was the lowest at 47 %.

3.2 BAföG assistance

- In the 2012 summer semester, 24 % of all students received BAföG assistance. This percentage is slightly higher than in 2006 and 2009 (Figure 8.1, left). The BAföG rate for students in their “primary” semesters (see Glossary of the main report) shows that in 2012, nearly one in three of all students in the first six semesters⁴ of a full-time first degree program (32 %) received BAföG assistance to cover their living expenses. The proportion BAföG recipients was at a comparable level in 2009 at 33 % (Figure 8.1, right).

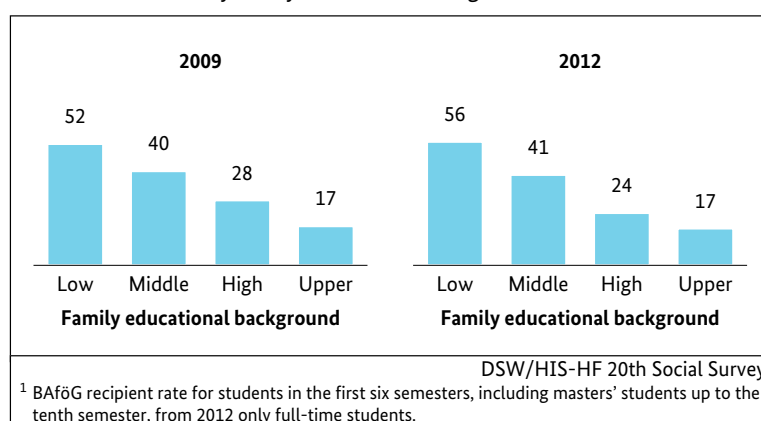
Figure 8.1 BAföG rate – proportion of recipients among all students (standard method) and among those in “primary” semesters¹ in %²



- Even though the educational level obtained by their parents can only act as an indication of the socio-economic background of students, a correlation can nonetheless be observed between students’ family educational backgrounds and the amount of BAföG assistance they receive. The lower the parents’ educational level, the higher the proportion of students receiving BAföG assistance. More than one in two students having a family educational background of “low” were BAföG recipients (56 % in the “primary” semesters; Figure 8.7). This represents an increase in the BAföG rate of four percentage points compared with 2009. As their family educational background increases, the proportion of students receiving assistance decreases to just under 17 % for students with a family educational background of “upper.” For students with one parent holding an academic degree (family educational background of “high”), the proportion of those receiving BAföG assistance decreased from approximately 28 % in 2009 to just under 24 % in 2012.

⁴ Plus masters’ students up to the 10th semester.

Figure 8.7 BAFöG rate by family educational background of students in “primary” semesters¹
in % by family educational background



- A total of 12 % of all students only received BAFöG assistance at an earlier time (2009: 15 %). The most frequent reason given for the discontinuation of assistance was having exceeded the maximum possible funding period (39 %: Figure 8.6). Those from family educational backgrounds of “low” and “upper” who had previously received assistance indicated this reason particularly often (43 % and 41 %). Nearly one-fourth of former BAFöG recipients stated that they no longer received assistance because the income of their parents or spouses was too high (24 %). The third-most frequent reason stated for the discontinuation of BAFöG assistance was the student’s own income. This reason gained significantly in importance in 2012. A total of 17 % of those who had previously received assistance indicated that they had lost their BAFöG eligibility because their incomes or their assets were too high (2009: 13 %).

It is furthermore noticeable that in comparison with 2009, significantly more students having a family educational background of “low” stated that they had lost their funding eligibility due to not being able to show evidence of sufficient progress in their studies (2012: 20 %; 2009: 15 %). This reason was given much less frequently by students in the “upper” group of origin (2012: 4 %; 2009: 9 %).

Figure 8.6 Reasons for non-eligibility for BAFöG in the 2012 summer semester for students who previously received assistance
“Previous recipients” reference group, multiple responses possible, students in %

Reasons	Total	Family educational background			
		Low	Middle	High	Upper
- Maximum funding period was exceeded	39	43	39	36	41
- Income of parents or spouse too high	24	12	21	32	28
- Own income/assets too high	17	13	17	18	18
- No evidence of sufficient progress in studies could be produced	13	20	13	12	4
- Subject area was changed	11	13	12	9	9
- Does not want to incur debt	11	18	11	9	5

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- Students receiving BAföG assistance who lived with their parents received an average of €323 per month due to their reduced need to pay for housing (Figure 8.14). Those receiving BAföG assistance who did not live at home received an average of €445 per month. However, the basic amount of BAföG assistance (which does not include the housing supplement) was far higher for those students living with their parents than for those no longer living at home.

As expected, the average amount of BAföG assistance received correlates with the family educational background (Figure 8.14). BAföG recipients with a family educational background of “low” received the highest amount at an average of €480 in 2012. As the family educational background increases, the average amount of assistance decreases, with recipients having a family educational background of “upper” receiving an average BAföG amount of €388.

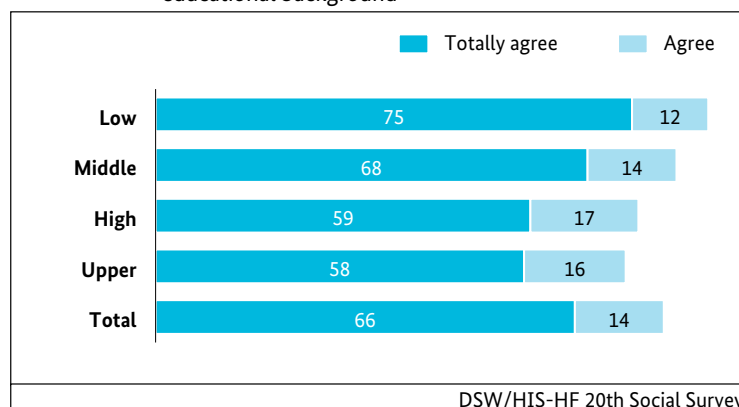
- In 2012, 88 % of those receiving BAföG assistance were parent-dependent and 12 % parent-independent. The proportion of parent-independent assisted students decreased by two percentage points compared with the results from 2009. Recipients of parent-independent assistance are generally older students who completed a vocational training program before being admitted to an institution of higher education. The higher proportion of students at universities of applied sciences who have completed vocational career training (42 %) compared with students at universities (13 %; see Section 2.2) is also an explanation for why BAföG recipients at universities of applied sciences receive parent-independent assistance more often than BAföG recipients at universities (16 % vs. 9 %). Nearly one in seven male BAföG recipients (14 %) and one in ten (10 %) female BAföG recipients receive assistance independent of their parents’ income.

The amount of parent-independent assistance received averaged €565 in 2012 (2009: €544). By contrast, the average for students receiving BAföG on a parent-dependent basis was €406 (2009: €392).

- Four-fifths of the students receiving assistance (80 %) assume that they would not be able to study without their BAföG funding (Figure 8.17). However, the proportion of those who (totally) agree with the statements “The amount of BAföG assistance I receive is appropriate” and “My BAföG assistance gives me a secure perspective for planning” is much less at just under 56 % for each statement (2009: 56 % and 54 %, respectively).

The responses to the question of whether the BAföG recipients are certain of being able to cover their living expenses while studying differ depending on the student’s family educational background (Figure 8.18). Of those with a family educational background of “low”, 59 % are certain of being able to finance their studies, while 66 % of students in the “upper” group of origin answer this question in the affirmative. In total, 60 % of all BAföG recipients assume that the financing of their studies is secure (2009: 53 %). Of those not receiving BAföG assistance, a full 74 % state that the financing of their studies is secure (2009: 67 %).

Figure 8.17 Agreement rate of BAföG recipients, by family educational background, with the following statement:
„Without BAföG I could not pursue my studies.“
 “BAföG recipients” reference group, in % for each family educational background



3.3 Expenditures for Living Expenses

Student expenditures differ from the typical living expenses of other groups of the population, for example due to their particular living situations (halls of residence, shared apartments, etc.), expenses for textbooks and supplies, and differences resulting from student health insurance plans. The Social Survey gathers information on the amounts of regular expenses for the following nine items relating to student lifestyles:

- Rent, including heat and utilities • Food • Clothing • Textbooks and supplies • Fixed automobile expenses • Public transportation • Costs for their own health insurance, doctors' costs, medicines
- Telephone, internet, TV and radio fees, postage • Leisure, cultural, and sports activities.

As with all the analyses of financial situation, these findings are also restricted to the reference group of "normal students" (see Glossary of the main report). The following results of the 20th Social Survey relating to student expenditure are of particular interest:

- Students' expenses show a close correlation with their incomes. This can be illustrated by dividing student incomes into four income brackets. The quarter of the student population with the lowest income also has the lowest average expenditure for each type of expense (Figure 7.1). However, the direction of this correlation is not clear. Whereas on the one hand, some students spend more money because they have the necessary funds at their disposal, others must ensure that they generate more income to cover fixed costs, for example by working (additionally) or by taking out loans.

Figure 7.1 Expenditures by income bracket
 "Normal student" reference group, arithm. mean in €¹

Selected expenditure items	Income bracket in €				Total
	Up to 675	> 675 to 817	> 817 to 1,000	> 1,000	
Rent, including heat and utilities	242	279	305	361	298
Food	125	151	173	209	165
Clothing	34	45	53	73	52
Textbooks and supplies	23	27	31	40	30
Car and/or public transportation	55	64	82	120	82
Own health insurance, doctors' costs, medicine	49	57	65	83	66
Communications (telephone, internet, etc.)	25	29	34	44	33
Leisure, cultural, and sports activities	43	58	71	98	68

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¹ Average amount based on the students who provided information on the relevant item. This proportion varies between 60% and 99% for each item.

- Expenses for rent, heat, and utilities are by far the biggest burden on students' budgets. Students spend an average of around 34 % of their monthly income, or €298, on housing. Students living in a hall of residence have the lowest housing expenses at an average rent of €240 (Figure 7.4). Students renting their own apartments pay much more: Those sharing an apartment with their partner pay an average monthly rent of €319. If they live alone, however, their rent is not only the highest at €357, but they also spend the greatest proportion of their income on housing (38 %).

Figure 7.4 Monthly expenses for rent, including heat and utilities, by type of living arrangement
 “Normal student” reference group, arithm. mean in €

Type of living arrangement	Rent amount		Change between 2009 vs. 2012 in %	% of income expended for rent in 2012
	2009	2012		
Residence hall	222	240	7,9	31
Room in private household	237	248	4,9	30
Apartment with roommates	264	280	5,7	34
Apartment with partner	302	319	5,8	33
Apartment alone	341	357	4,6	38

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- Student expenses, particularly housing expenses, exhibit a close correlation with regional conditions such as the size of the city or town in which the institution of higher education is located. The five college or university locations with the highest housing costs are all cities with a population of more than 500,000 (Figure 7.9). Students enrolled at an institution of higher education in Cologne (€359) or Munich (€358) pay the most. In the eastern German states, students enrolled at an institution of higher education in Potsdam have the highest expenses for rent (€301). Students in Hildesheim (€262) have the lowest rent costs in the western German states, and students in Chemnitz (€211) the lowest in the eastern German states.
- In the summer semester of 2012, 80 % of students had monthly transportation expenses, for which they expended an average of €82 (2009: 81 %; €76). More than one-third of students (34 %) reported having fixed expenses for a car, which cost them an average of €117 per month (Figure 7.12). At college or university locations with fewer than 50,000 inhabitants, more than half (54 %) of all students indicated having car expenses, whereas this figure was only one-fourth (26 %) for students enrolled at higher learning institutions in large cities (more than 500,000 inhabitants). The amount spent on car transportation per month is also higher in rural areas, most likely because driving distances are longer. Students at college or university locations with fewer than 50,000 inhabitants have automobile costs averaging €29 higher than students in cities with more than 500,000 inhabitants (€139 vs. €110). By contrast, the proportion of students indicating expenses for public transportation increases from 47 % in smaller towns and cities to 71 % in large cities. The monetary amount spent on public transportation hardly differs, however, between large and small towns and cities.
- A comparison of income and expenses shows whether students have any money for additional expenditures such as insurance, personal care, tuition fees, computer (accessories), laundry and dry cleaning, newspapers and magazines, etc. The results of the comparison indicated that for 21 % of students, their income in the 2012 summer semester was just enough to finance the expenses covered by the survey. In fact, students in this group spent an average of €45 more than they received.

Figure 7.9 Ranking of locations of higher education institutions by monthly expenditure for rent, including heat & utilities
 “Normal student” reference group, arithm. mean in €

Rank	Location ¹	Rent, including heat and utilities	Rank	Location ¹	Rent, including heat and utilities
1	Cologne	359	28	Oldenburg	292
2	Munich	358	29	Bochum	290
3	Hamburg	353	30	Kiel	290
4	Düsseldorf	338	31	Siegen	289
5	Frankfurt a. M.	337	32	Augsburg	289
6	Mainz	327	33	Trier	289
7	Konstanz	327	34	Saarbrücken	288
8	Darmstadt	322	35	Passau	288
9	Berlin	321	36	Bamberg	286
10	Wuppertal	318	37	Rostock	282
11	Heidelberg	314	38	Greifswald	281
12	Ulm	313	39	Osnabrück	280
13	Duisburg	311	40	Gießen	279
14	Bonn	309	41	Gottingen	277
15	Bremen	308	42	Würzburg	277
16	Freiburg	307	43	Kassel	277
17	Stuttgart	306	44	Bayreuth	275
18	Münster	305	45	Bielefeld	274
19	Tübingen	304	46	Kaiserslautern	268
20	Aachen	304	47	Hildesheim	262
21	Mannheim	302	48	Jena	260
22	Braunschweig	302	49	Magdeburg	253
23	Potsdam	301	50	Leipzig	251
24	Karlsruhe	300	51	Halle	249
25	Hanover	299	52	Erfurt	248
26	Regensburg	295	53	Dresden	247
27	Marburg	294	54	Chemnitz	211

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¹ Only locations with responses from at least 50 students.

The amount of money available to students for other items after deducting the expenses covered by the survey depends, as expected, on the amount of their monthly income (Figure 7.14). The 25 % of students with the lowest income (less than €675) was the most likely by far to have at best a balanced relationship between income and expenditure (36 %). Only 3 % of students in the lowest income bracket had an income surplus of more than €200. As income rises, the proportion of those having surplus amounts available for additional living expenses also increases. Of those students in the fourth income bracket (more than €1,000), only 11 % had at best a balanced relationship between income and expenditure. By contrast, more than half of all students in the upper income bracket (55 %) had more than €200 left over for additional expenses.

- The age of a student had the most obvious effect on the result of the income/expenditure comparison. Nearly one-fifth of students under 25 had higher expenses than income (up to 23 years: 20 %; 24/25 years: 19 %). The comparison of income and expense becomes increasingly negative as student age increases (26-27 years: 22 %; 28-29 years: 26 %). Nearly one-third of students over 30 had at best a balanced relationship between income and expense (31 %). More than half (54 %) of students over 30 with incomes of up to €817 (the two lower income brackets) had no other financial resources available at all for covering additional expenses.

Figure 7.14 Balance of income and expenditure by income bracket
 “Normal student” reference group, students in each income bracket in %¹

Income bracket	Surplus income				
	None	1 - 50 € available	51 - 100 € available	101 - 200 € available	More than €200 available
Up to 675 €	36	28	17	16	3
> 675 € to 817 €	22	20	18	27	13
> 817 € to 1,000 €	16	13	14	26	31
> 1,000 €	11	9	8	18	55
Total	21	17	14	22	27

¹ Figures are rounded off. DSW/HIS-HF 20th Social Survey

4 Daily Life – Attending College or University and Working

Introduction of the two-tiered degree structure has focused particular attention on the topic of students’ time management. Awareness of the time commitment necessary for attending classes and participating in course-related activities outside of class was one of the primary reasons for the modulization of degree programs and introduction of the European Credit Transfer System (ECTS). In addition, it quickly became clear that the original manner in which the new degree programs had been planned and organized did not always promote practicability.

The complaints made by students that their programs of study required too much time were not necessarily supported by the data presented in the 19th Social Survey on the scope of the time commitment necessary for their courses of study in a typical week of the 2009 summer semester. According to that data, students in the new degree programs only spent marginally more time on their studies in a typical semester week than students enrolled in traditional degree programs. Deeper analysis showed, however, that the differences in the way the programs are structured in terms of the possibilities for students to arrange their courses of studies to fit their schedules and interests led to disparities in stress perception between students in the new degree programs and those in traditional programs. Possible explanations for this phenomenon are offered by stress theories that note the close relationship between requirements and decision-making freedom and tell us that the greater the leeway available when managing required tasks, the greater the tolerance for stress.

The present data on the time available to students and the way in which they currently perceive the demands placed on them by their courses of study offers an indication of the possible effects of the adjustments that have meanwhile occurred in implementation of the Bologna Process. The 20th Social Survey again examined the time commitment needed by students for attending classes (lectures, seminars, tutorials, laboratory sessions), for independent study (other program-related time expenditure such as preparing for and reviewing classes, writing papers and theses, etc.) and for paid work alongside their studies (part-time jobs or freelance/self-employed work) during a typical week of the summer semester of 2012.

The following findings emerged in particular:

- Students in a (full-time) first degree program invest an average of 35 hours per week in their studies. This time is divided almost evenly between time spent attending classes (18 hours/week) and time spent on independent study (17 hours/week). The total time commitment decreased by one hour compared with the previous survey (2009: 36 hours/week), but is still within the mean range for the past 20 years (Figure 9.2).
- What has changed significantly in some cases in comparison with 2009 is the division of time between attending classes and studying outside of class. Most students enrolled in a (full-time) first degree program invest less time in attending classes. The amount of time spent in class decreased by approximately two hours per week, particularly for students in the two-tiered degree programs. This reduction was not fully compensated by additional time spent on independent study, meaning that on the whole a slight decline in the overall time commitment was observed (Figure 9.7).

Figure 9.2 Time commitment required for program of study 1991 - 2012¹
 First-degree students, average in hours/week

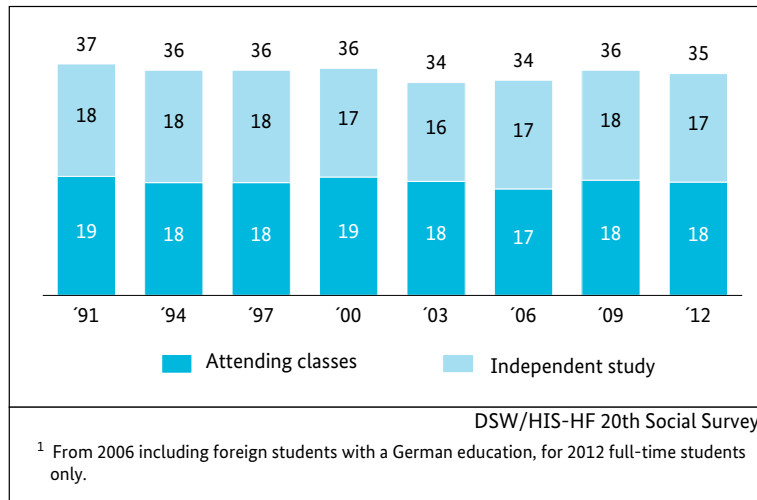
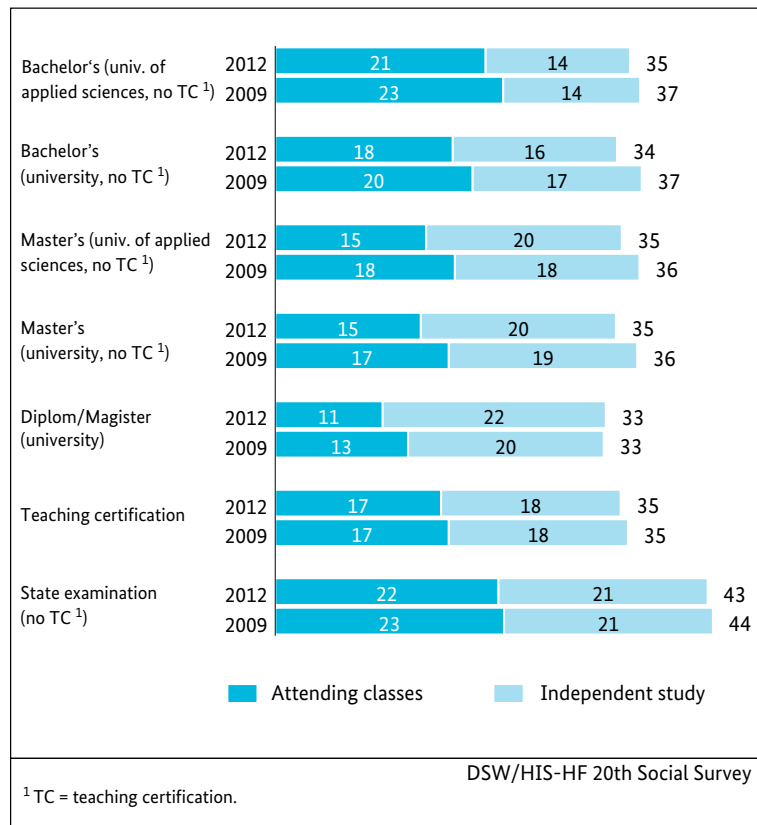


Figure 9.7 Time commitment by type of degree pursued
 (Full-time) students in first degree program, average in hours/week



- With regard to classroom time, 48 % of (full-time) first degree program students consider the time commitment required to be (too) high (Figure 9.28). Forty-four percent see the demands placed on them as optimum and chose the mid-range answer. Compared with 2009, students assessed the time burden placed on them as (too) high much less frequently (difference of eight percentage points) and as optimum much more often (six percentage points). The reason for the change certainly lies in the fact that the time requirements have indeed decreased – by two hours

for bachelor's degree students at universities of applied sciences and by three hours for those at universities (Figure 9.7).

Figure 9.28 Program-related time demands during the semester by gender and type of institution 2009 bis 2012¹
First-degree students, in %

Time demands	Total		Gender				Type of institution			
			Men		Women		University		University of applied sciences	
	'09	'12	'09	'12	'09	'12	'09	'12	'09	'12
Too low	1	1	1	1	1	1	1	1	1	1
Low	5	7	6	7	4	6	5	7	5	7
Optimum	38	44	40	46	35	42	38	43	37	44
High	41	36	40	35	43	38	41	37	42	36
Too high	15	12	13	11	17	13	15	12	15	12

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¹ Für 2012 nur Vollzeitstudium.

- The majority of students had a paying job alongside their studies during the semester (61 % of [full-time] first-degree students; see below) and spent an average of 13 hours per week on those jobs. This time commitment has also decreased compared with 2009 by an average of half an hour (Figure 9.10). When determining the total of the types of time demands differentiated here (school and work), first-degree students had a total time burden of 42 hours per week. The total time expenditure has thus decreased by two hours compared with the previous study (2009: 44 hours/week; Figure 9.14). Students who do not work invest an average of 39 hours per week in their studies during the semester. This figure is approximately six hours lower for students with jobs. Combined with an average time spent working of 13 hours per week, the latter group of students has a total time commitment of 46 hours per week (Figure 9.13).
- The data gathered on students' time commitments provides an indication of how many students formally enrolled in a full-time program actually manage to attend school full time, and how many in fact attend part time (see Glossary of the main report), for reasons that can vary greatly (work, child care, caring for relatives, illness). More than three-fourths of first-degree students (78 %) spent at least 25 hours per week on their course of study, which meets the standard requirements for a full-time course of study. The remaining students (22 %) spent fewer hours on their studies, making them de facto part-time students (Figure 9.22). This figure is nearly unchanged from the previous study (2009: 21 %). This can be seen as an indication that a need for alternative forms of study continues to exist to a notable degree despite the increase in the types of programs offered.

For the majority of students, work is a part of their daily lives. It impacts their financial situation as well as the time available for their studies and for their social lives. The following current findings relating to student employment are referred to in particular:

- Sixty-two percent of all students had jobs during the 2012 summer semester (Figure 10.1). Sixty-one percent of students enrolled in a (full-time) first degree program worked in addition to attending school. Both of these figures decreased by five percentage points in comparison with the summer semester of 2009, putting them at their lowest level since 1997 (Figure 10.3).
- As expected, students from academic households worked proportionately less frequently (Figure 10.9) and also worked fewer hours than students from a non-academic family background (Figure 9.19). Compared with 2009, the employment rate of students declined largely independent of their family educational background. This trend is primarily based on the lower proportion of students who are "continuously" employed. On the whole, employment trends can be seen to be converging for students from all four family educational background groups. This is evident from their employment rates overall as well as from the proportion of those who are "continuously" employed. Whereas in 2009 there was still a difference of eight percentage points bet-

ween the employment rates of students with family educational backgrounds of “low” and “upper,” this figure had declined to just five percentage points by 2012.

- More than three-fourths of working students enrolled in a (full-time) first degree program (76 %) earned money during their studies in order to “being able to afford a bit more” (Figure 10.14). This motivation thus continues to represent a major reason for seeking employment.

Figure 10.1 Change in employment rate during the semester, total and by type of institution, 1991 – 2012¹
in %

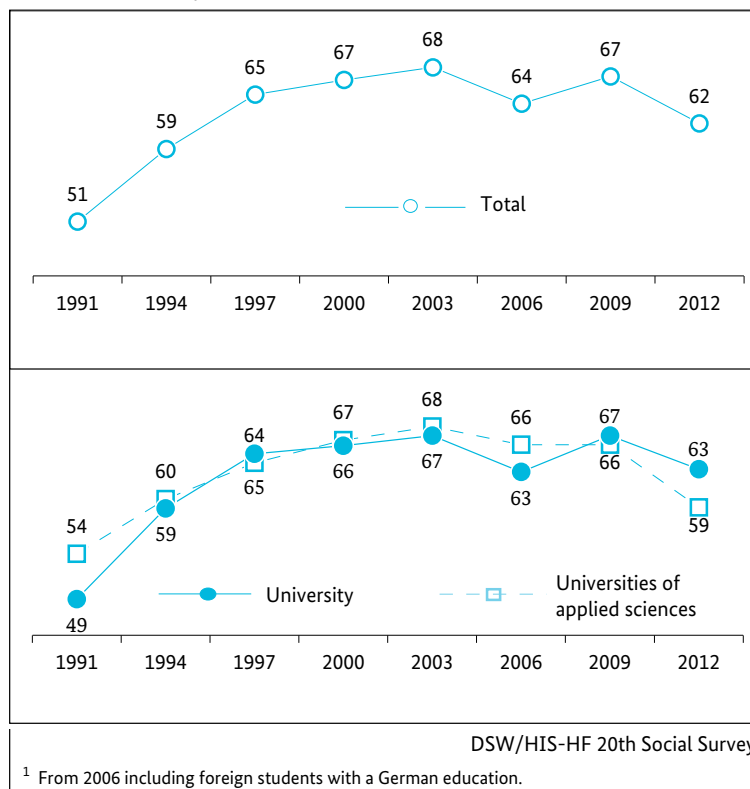


Figure 10.6 Employment rates by university location¹
(Full-time) first-degree students, in %

Location ¹	Employ. Rate	Location ¹	Employ. Rate	Location ¹	Employ. Rate
Augsburg	78	Munster	66	Kiel	57
Cologne	76	Freiburg	65	Karlsruhe	57
Wuppertal	75	Bielefeld	65	Gottingen	56
Frankfurt am Main	74	Potsdam	64	Heidelberg	56
Hamburg	72	Braunschweig	64	Osnabruck	56
Duisburg	72	Bremen	63	Trier	53
Bochum	70	Saarbrucken	61	Regensburg	53
Kassel	69	Hanover	61	Bonn	52
Mainz	68	Leipzig	60	Rostock	51
Darmstadt	68	Tubingen	59	Marburg	50
Munich	68	Gießen	59	Magdeburg	50
Siegen	68	Wurzburg	59	Halle	47
Berlin	68	Aachen	58	Jena	45
Stuttgart	67	Düsseldorf	58	Dresden	45

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¹ Only university locations with at least 100 cases in the sample.

A comparison over time shows that since the 1990s, an increasing proportion of students work part-time alongside their studies for this reason. The second-most frequent reason (62 %) was “to be financially independent of my parents.” The rate of agreement with this statement has also increased over time, resulting in students citing this reason more often (57 %) than “because it is absolutely necessary to cover my living expenses” for the first time in the 2012 summer semester.

Figure 10.9 Employment rate and work regularity by family educational background 2009 - 2012
First-degree students, in %

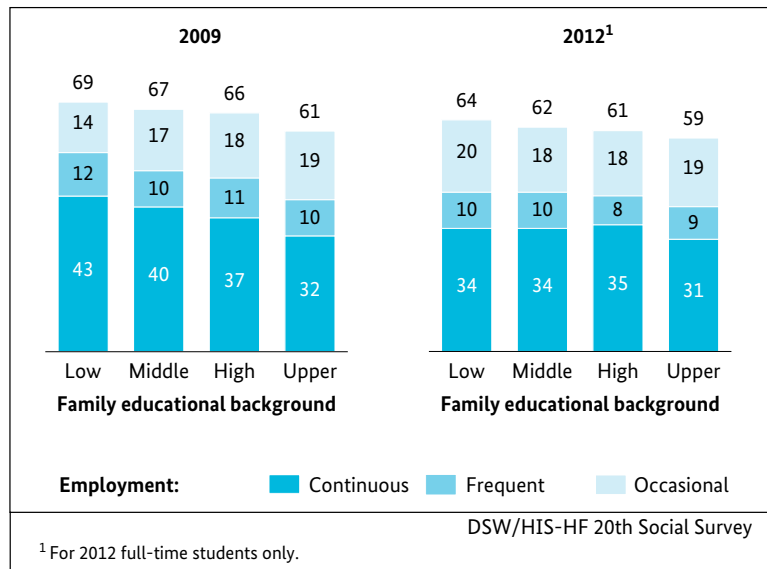
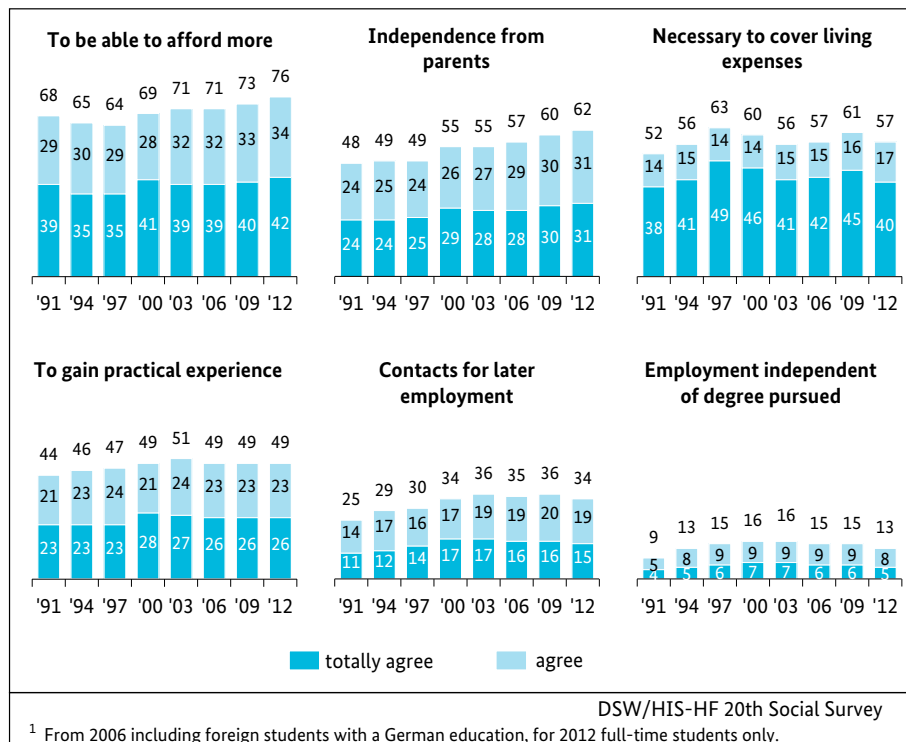


Figure 10.14 Motives for employment, 1991 - 2012¹
Employed, first-degree students, in %, “agree” and “totally agree” responses taken from a five-level scale ranging from “totally disagree” to “totally agree”



Far fewer students indicated practical professional considerations such as “I earn money during my studies to gain practical experience that will be useful to me in my future career” (49 %), “...to make contacts for possible future employment” (34 %), and “...so that I later have a job, regardless of my academic degree” (13 %). Agreement with these three practical professional reasons has varied little since 2000.

- The variety of student jobs is wide, ranging from low-level, unskilled work requiring no particular training to work in a previous field of employment all the way to specialized work requiring students to apply what they are learning in their field of study. However, the most frequent types of student jobs continue to be low-level, unskilled jobs such as working at a factory, in an office, or in a bar or café. These types of jobs are held above all by first-degree students, with 39 % working in a low-level, unskilled position (Figure 10.19). The second-most frequent type of job is working as a student assistant (29 %).

There are many types of correlations between the motivation for getting a job and the work performed. For instance, students working in a profession in which they have received formal training state comparatively frequently that their primary reason for working is to earn a living (Figure 10.22). Those whose main motivation is to gather practical experience (in their field) work mainly as student assistants or research assistants, work in an area close to their field of study, and/or work freelance.

The types of work performed by students of varying family educational backgrounds differ in accordance with their disparate reasons for working alongside their studies. For example, students with a family educational background of “upper” work in low-level, unskilled positions less frequently than, for instance, students with a family educational background of “low” (31 % vs. 46 %), whereby the former group works proportionately more often as student assistants (36 % vs. 24 %; Figure 10.21).

5 Social Infrastructure for Students

No report on the social and economic situation of students would be complete without giving consideration to the social infrastructure as a part of the overall experience of attending an institution of higher education. Numerous, highly differentiated services, including advising services, are an indispensable part of college or university life. Many facilities such as halls of residence, student cafeterias, advising and counseling services, BAföG offices, childcare centers, etc. are operated by the on-site student affairs organization, which thus makes an important contribution to students’ success. The effectiveness of this contribution depends, however, on whether the facilities mentioned are able to adequately adapt the scope and quality of their services to qualitative and quantitative changes in their target group.

The Social Survey regularly poses questions on the utilization and evaluation of academic services. Information on this topic can give indications of a need to make improvements to the services concerned. To this end, the 20th Social Survey included questions on the types of student living arrangements, their satisfaction with their living arrangement, and aspects relating to the use of the food service facilities at the higher education institutions.

The following findings emerged in particular on this topic:

- The majority of all students (37 %) lived in their own apartment, either alone or together with their partner, in the 2012 summer semester. The second-largest group (29 %) was made up of students sharing an apartment with roommates. Nearly one in four students (23 %) lived with their parents or other relatives, and one in ten (10 %) lived in a hall of residence (Figure 11.1).

Looking at the long-term trend clearly shows that the proportion of students living in halls of residence was the lowest since 1991 in the 2012 summer semester (1991: 16 %). However, the decline in the use of halls of residence by another two percentage points since 2009 was attributable to the fact that the number of students has increased considerably faster since 2009 than the number of spaces available in halls of residence. By comparison, the significance of shared apartments as a form of student living has grown continuously, rising another three percentage points since 2009. What has remained highly stable over the years is the proportion of students living with their parents.

- The choice of living arrangement depends primarily on the age of the student. One-fifth of students aged 21 or below (20 %) had their own apartments, whereas this applied to half (50 %) of 26-27 year old students. Three-fourths of students aged 30 or older (76 %) lived in their own apartments, with more than half of them (53 %) living together with their partner (Figure 11.5). The older the students, the less likely they are to live with their parents. Halls of residence are also used proportionately less frequently by students as they become older. Living in a shared apartment is popular above all with students aged 22-25 (33 %). The proportion of those living in shared apartments decreases in the next-highest age group.

Figure 11.1 Types of student living arrangements 1991-2012¹
in %²

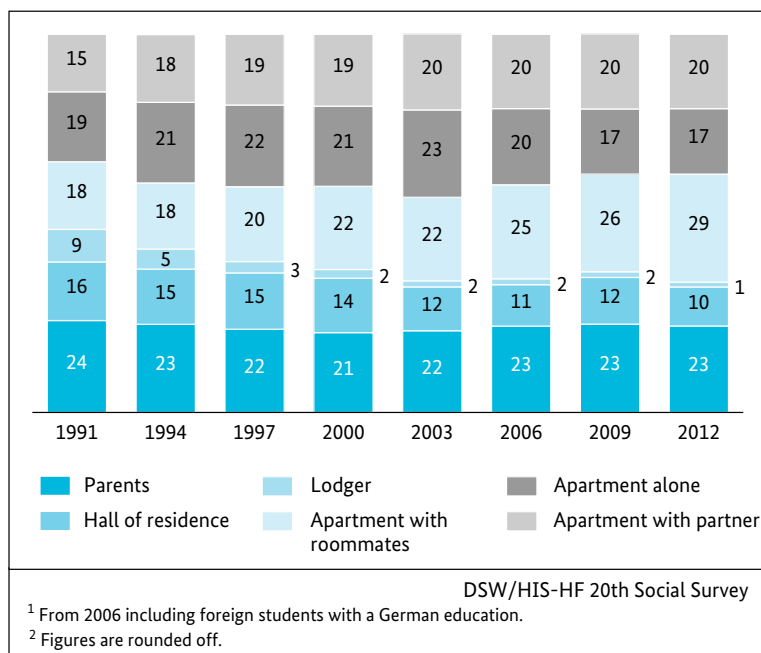
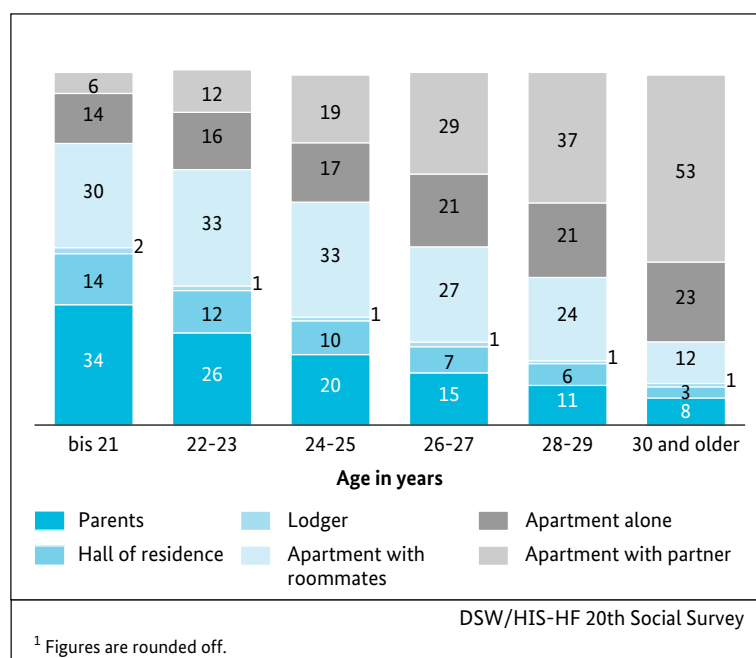


Figure 11.5 Types of living arrangement by age of student
Students in each age group, in %¹



- Most students (60 %) live in their preferred type of situation. Whether or not their living situation meets their preferences depends to a great degree on the age of the student. Three-fourths of students aged 30 or older (75 %) live in their preferred type of housing, whereas this applies to only somewhat more than half of students aged 21 or younger (53 %). In addition to age, family educational background and the amount of total income are factors in whether students live in their preferred situation.

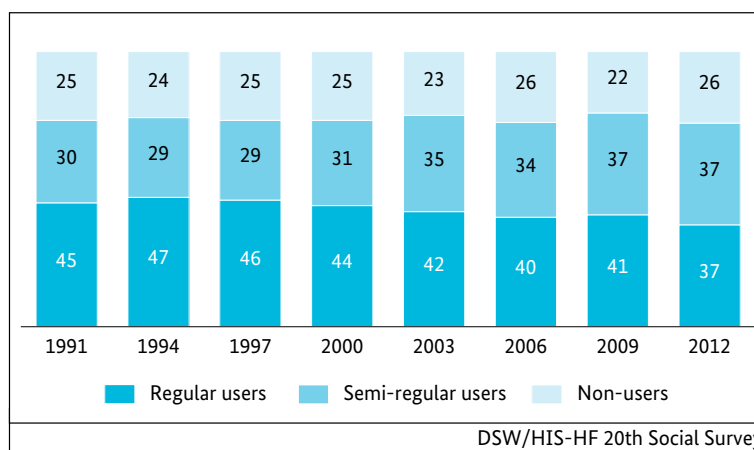
The types of arrangements with the highest standards of living and the highest degree of individual freedom and privacy, i.e. living with a partner (31 %), in a shared apartment (27 %), or alone (26 %), are preferred the most frequently. Therefore, those students already living in their own apartments or in a shared apartment have the highest rate of agreement between their preferred and actual types of living arrangements.

- A total of two-thirds (65 %) of all students are satisfied or very satisfied with their living situation. One in six (17 %) students, however, is (very) dissatisfied with their current living arrangements. Satisfaction with their housing situation also depends on whether students are able to live in their preferred situation. Three-fourths of those who are able to freely select their living arrangements (77 %) are (very) satisfied with their situation. While this proportion is much lower among those who are not living in their preferred type of arrangement, nearly half of them (49 %) is nonetheless (very) satisfied (Figure 11.13).

- Four out of five students (82 %) eat breakfast, lunch, or dinner or have a snack at one of the student cafeterias during the week while the semester is in progress (2009: 85 %). On average, students visit one of the student cafeterias approximately three times per week for one of the aforementioned meals. Lunch is the most popular cafeteria meal, accounting for three-fifths (59 %) of all meals. Around three-fourths of all students (74 %) eat lunch at least once per week at a student cafeteria. Those who eat lunch at the cafeteria do so an average of 2.7 times per week (Figure 12.2).

- The proportion of students who eat lunch in a student cafeteria has hardly changed since 1991. However, a declining trend in the number of “regulars” (three or more lunches per week) can be observed since 1994. By contrast, an increasing proportion of students is among the group of “semi-regular” cafeteria users (one or two lunches per week). In the summer semester of 2012, 37 % of all students were either regular or semi-regular cafeteria users. Compared with 2009, the proportion of students who do not eat lunch in the cafeteria has increased by four percentage points to reach the previous level (Figure 12.3).

Figure 12.3 Type of cafeteria use (lunch) 1991 - 2012
in %

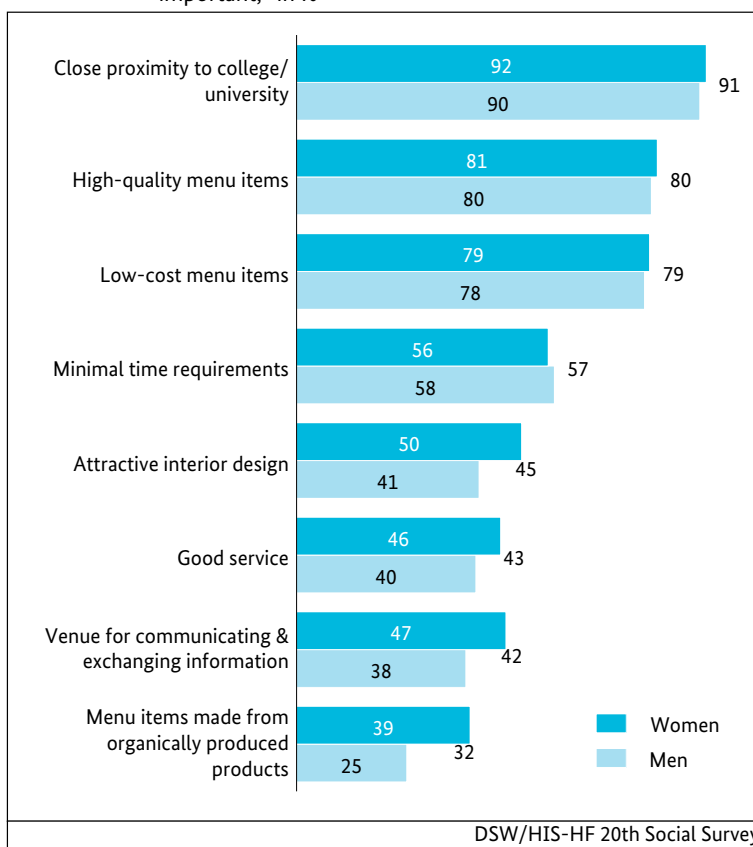


- The frequency of cafeteria use naturally correlates with the opportunities for use. The more time students spend at an institution of higher education to attend classes, the more frequently they eat lunch in the student cafeterias. Students who attend class on five or more days per week make up the greatest proportion of cafeteria regulars (45 %). However, significantly fewer of tho-

se who attend classes on campus one or two days per week are regulars (28 %), with all the more being non-users (33 % vs. 21 %; Figure 12.10).

When questioned about cafeteria-related aspects, the majority of students by far indicated that the “close proximity to college/university” (91 %), “high-quality menu items” (80 %) and/or “low-cost menu items” (79 %) were (very) important to them. More than half of all students also indicated that the “minimal time requirement” was a (very) important factor in cafeteria use (Figure 12.11).

Figure 12.11 Key reasons for cafeteria use by gender
 “Important” and “very important” responses taken from a five-level scale ranging from “not at all important” to “very important,” in %



- The one-fourth of students who never ate lunch in the cafeteria gave their reasons as the “quality of the menu items” (43 %), their “personal living situation” (40 %), “time conflicts with classes” (33 %), or simply “lack of time” (32 %; Figure 12.13). The reason stated the most frequently by semi-regular visitors for their infrequent use of the cafeteria was that the timing of their classes did not lend itself to eating lunch in the cafeteria (48 %). A good third indicated a “lack of time” or the “quality of the menu items” (36 % each) as the reason for their infrequent use of the cafeteria. Compared with 2006, which was the last time the survey included questions on students’ reasons for not using the cafeterias (more frequently), it emerged that nearly all reasons for lack of (more frequent) use were specified proportionately more often in 2012. The reasons of “time conflicts with classes,” “quality of the menu items,” “cost of the menu items,” and “location and accessibility” were given proportionately more frequently compared with 2006, both by non-users and semi-regular users (Figure 12.14).