Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Austrian Student Social Survey 2019

What is the Student Social Survey?

- A survey carried out **since the 1970s**
- Online survey among **all students in Austria**
- Survey phase: May – June in the **2019 summer semester**
- Survey data is complemented by administrative data from the **Higher Education Statistics**

Project advisory board:

- Universities Austria (uniko)
- Austrian Association of Universities of Applied Sciences (FHK)
- Austrian Private Universities Conference (ÖPUK)
- Rectors' Conference of Austrian University Colleges of Teacher Education (RÖPH)
- Austrian Association of Higher Education Students (ÖH)
- Agency for Quality Assurance and Accreditation Austria (AQ Austria)
- Austrian Science Council (WR)

2019 survey TOPICS

- Population of first-year students and students
- Evolution of the number of first-year students and students
- University access rates
- Regional and social background
- Students with children
- Housing situation
- Time budget
- Employment & internships
- Student grants/financial support
- Financial situation & financial difficulties

ADDITIONAL REPORTS

- Health impairments/disabilities
- Horizontal gender segregation
- International mobility
- International students
- Study progression
- Studyability and satisfaction with studies
- PhD/doctoral students
- Developments in STEM fields at universities and on the labour market
- Students in further education courses

What else happens to the results?

- Analysis of Student Social Surveys since the 1990s also in an international comparison (**EUROSTUDENT**)
- Data resource for various **evaluations** (e.g. of access regulations, the introductory and orientation period (STEOP))
- Basis for the implementation of the **National Strategy for the Social Dimension** in higher education
- **Special evaluations**, e.g. for individual higher education institutions, the ÖH, the BMBWF, the Chamber of Labour, various working groups of Universities Austria (uniko)
- ...

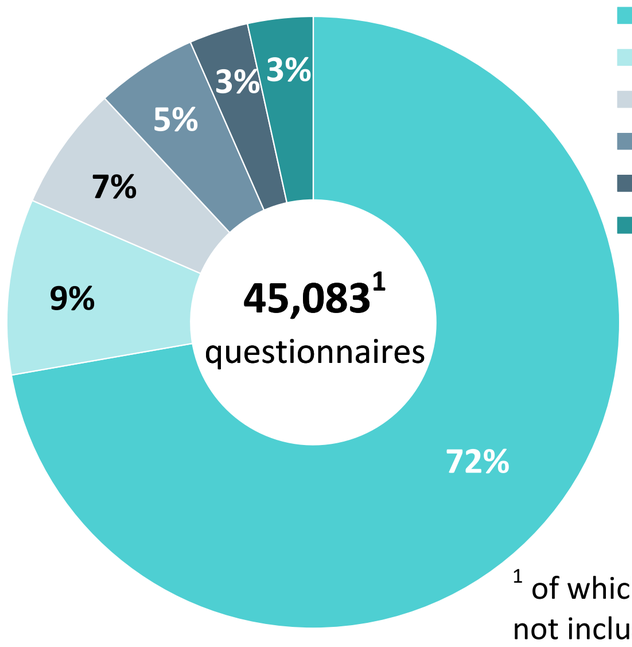
The Student Social Survey is conducted and analysed by the research group **Higher Education Research** (HER) at the **Institute for Advanced Studies** (IHS) in Vienna.

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Commissioned and financed by the **Federal Ministry of Education, Science and Research (BMBWF)**

Federal Ministry
Republic of Austria
Education, Science and Research

Students in Austria



[1] of which ≈2,700 are doctoral students that are not included in the results unless stated otherwise.

54% of students are **women.**

Students are on average **26,9** **years old.**

For the first time in 2019:

Survey of students in **further education courses** with **at least 30 ECTS**

→ **2,822** evaluable questionnaires

Separate questionnaire with core topics of the Student Social Survey supplemented by target group-specific questions.

For more information, visit our website:

www.sozialerhebung.at

...or follow us on Twitter:

@sozialerhebung

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Austrian Student Population

Gender

→ In **Health and Welfare (excl. Medicine)** (79%) and **Education Sciences** (84%) the proportion of women is **very high**.

→ In **Engineering** (29%) and **Informatics** (ICTs) (19%) it is **particularly low**, but has risen somewhat in recent years.

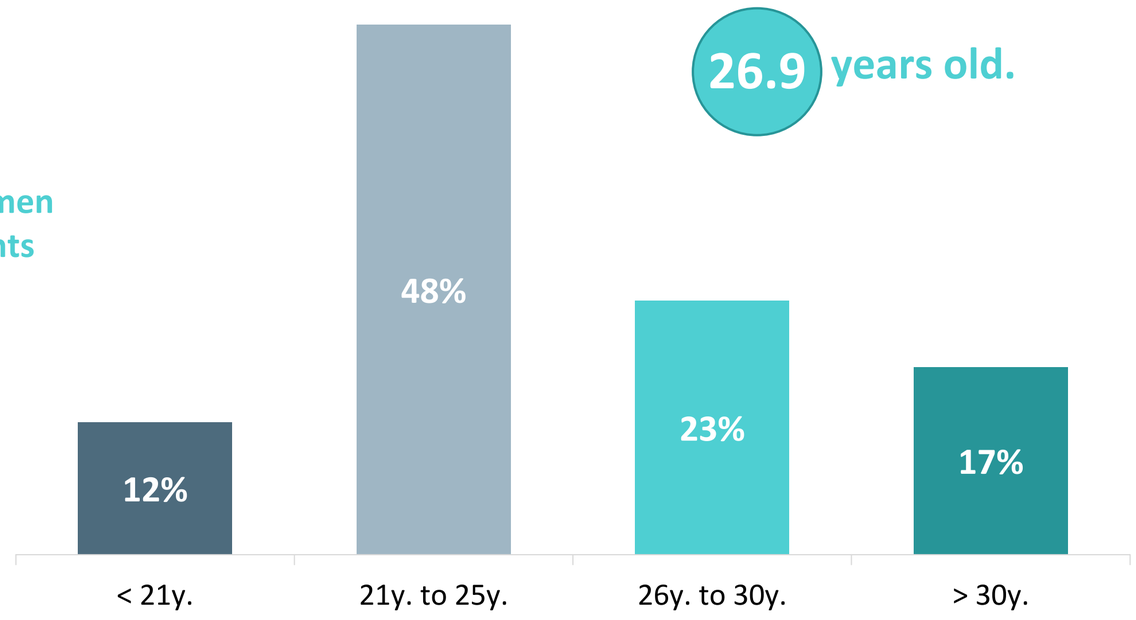
- **More women** than men study in **all higher education sectors**, except in the sector for working students at universities of applied sciences – although the proportion is slowly increasing here as well.
- At **colleges of teacher education**, the proportion of women is **highest** at **80%.**
- **Women complete their studies** slightly **more often** than men and need slightly **less time** to do so. If they **drop out**, they also do so somewhat earlier (in lower semesters) than men.

54%

Proportion of women among all students (excl. doctoral students)

Age

On average, students in Austria (excluding doctoral students) are **26.9 years old.**



Source: Student Social Survey 2019.

The proportion of **over 30-year-olds** is in the **upper middle range** in a European comparison.

Higher education access rates

46% of the Austrian population **take up higher education studies in Austria** in the course of their lives (*higher education access rate*).

women significantly more often than men (54% vs. 39%)

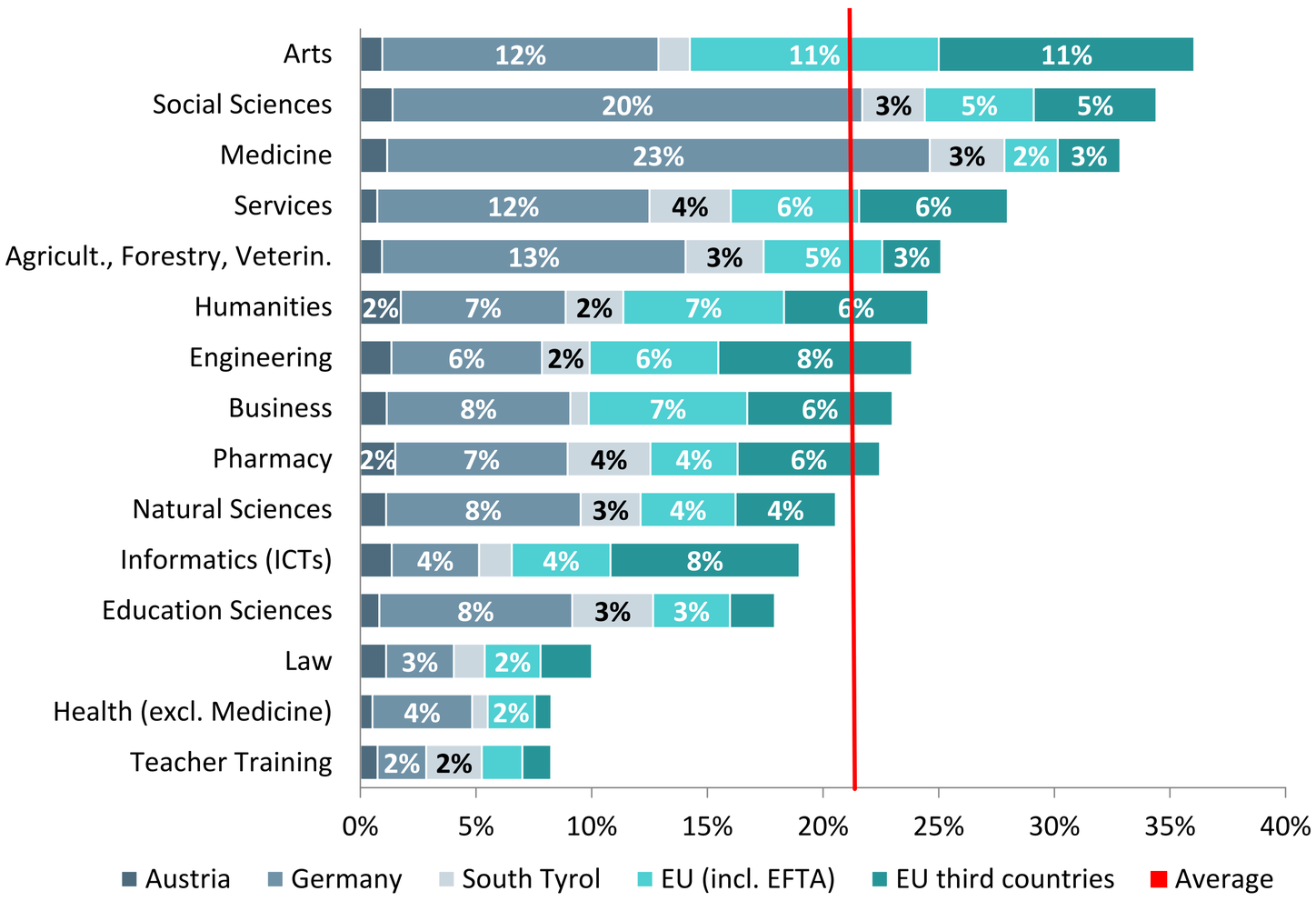
- The development of the higher education access rate is directly related to:
  - → the number of first-year students
  - → the development of passed Matura exams
  - → the corresponding age group in the resident population

  & developments in the labour market also play a role.

The general entrance requirement is the **Matura** (i.e. Abitur, A-Level) obtained at the end of upper secondary schooling.

- The higher education access rate provisionally reached its **maximum in 2015/16** (51%) and **fell sharply in 2016/17** due to lower Matura rates. Since then it has risen slightly.

Proportion of international students among all students by nationality and field of study (axis section 40%)



International students

- **66,000 students** in Austria have acquired their higher education entrance qualification outside of Austria and are **international students** (incl. some with Austrian nationality)
- At **22%** (first-year students: 19%), the proportion of international students is well above the European average.
- **40%** of students at **private universities** are international students, **25%** at **public universities**
- **Universities of applied sciences** are also becoming increasingly attractive for international students, especially full-time economic and technical degree programmes.
- The largest group of international students comes from **Germany** (**9%** of all students).

Source: HE Statistics (Federal Ministry of Education, Science and Research; Statistics Austria). IHS calculations.

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

Domestically educated students with migration background

Definitions

2nd generation: students born in Austria, both parents born abroad

1st generation: students and both parents born abroad (attended the national school system)

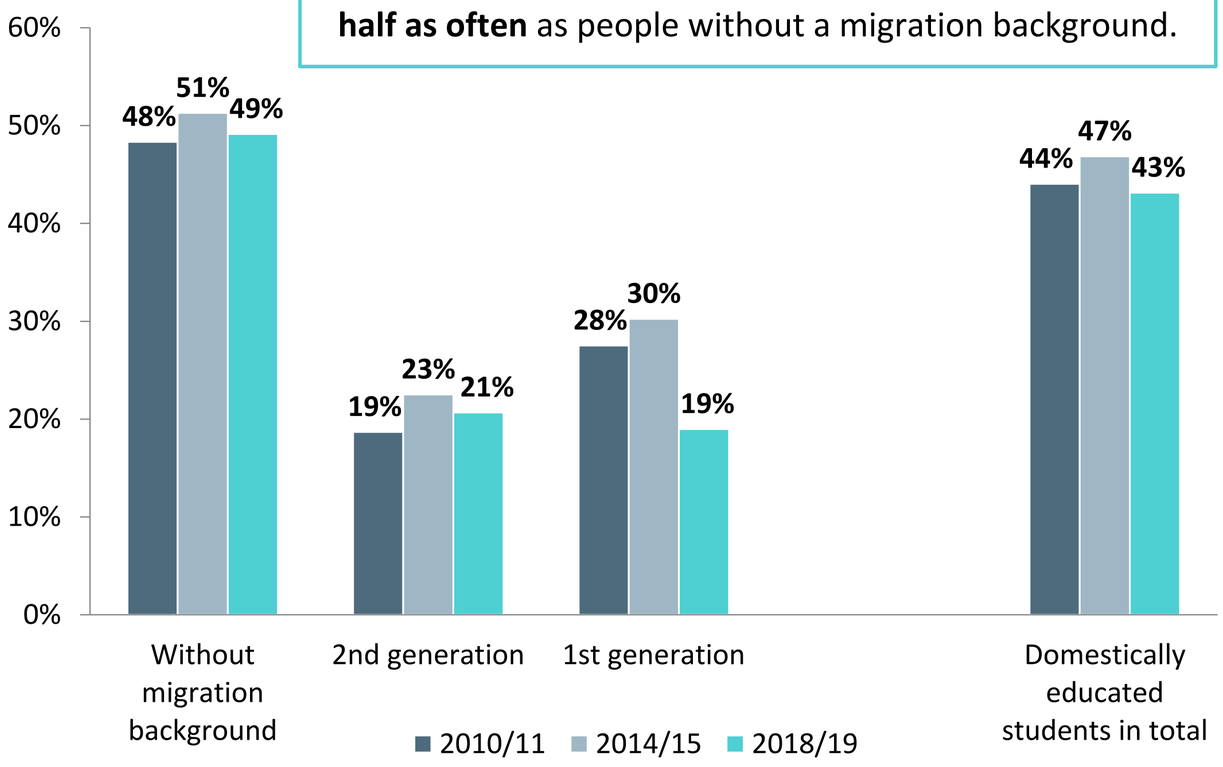
Proportion of all domestically educated students in comparison over time (only first-year students)

	2015	2019
2nd generation	4.7%	5.5%
1st generation	3.6%	3.2%

→ The proportion of the **1st generation** has **fallen slightly** compared to 2015, that of the **2nd generation** has **risen slightly** – but to a lesser extent than in the total population.

Estimated university access rate

People with a migration background take up studies about **half as often** as people without a migration background.



Sources: Student Social Survey 2019, 2015 & 2011. HE Statistics (Federal Ministry of Education, Science and Research, BMBWF. Statistics Austria). Labour force survey 2018, 2014 & 2010 (Statistics Austria). IHS calculations.

→ The higher education **access rates have fallen overall**, but especially those of migrants of the 1st generation, and to a lesser extent also those of the 2nd generation.

Special characteristics of the 2nd generation

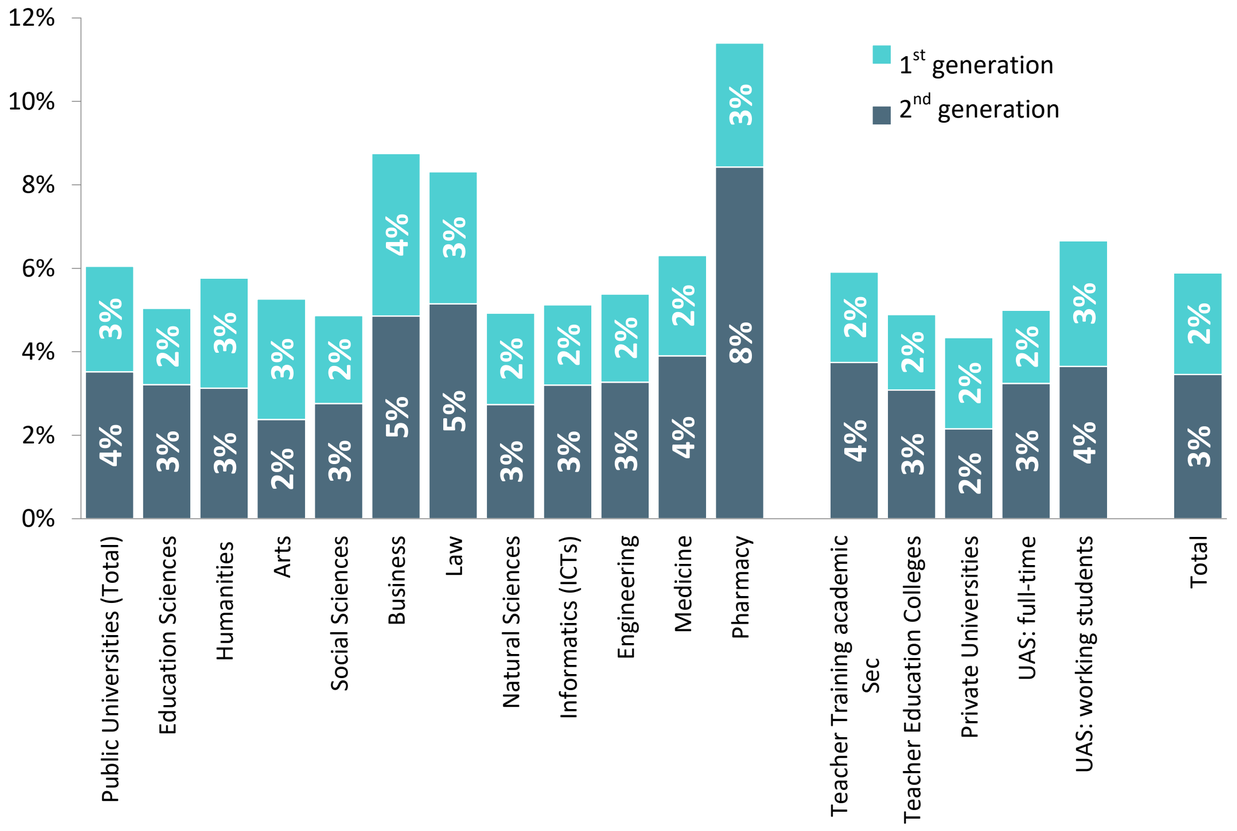
- **Financial difficulties:**
  more often affected by financial difficulties than students without a migration background (33% vs. 18%)
- **Study grants**:
  more frequent receipts of conventional study grants (25% vs. 12%), but less frequent receipt of self-supporting grants* (3% vs. 7%) and merit-based grants (2% vs. 4%)
- **Housing situation:**
  proportion of students living with parents significantly higher (48% vs. 23%)
- **Stress/psychological problems:**
  more often affected by stress factors (67% vs. 55%) and/or psychological health problems (60% vs. 45%)

* For students who have been self-supporting for four years prior to the first award of a study grant.

Proportion of all students

Domestically educated students: 78%			International students: 22%	
Without migration background 72%	2nd generation 3.5%	1st generation 2.4%	German-speaking countries 12%	Other countries of origin 10%

By higher education sector and fields of study



UAS: Universities of Applied Sciences. Source: Student Social Survey 2019.

Education of students' parents

	2nd generation	1st generation	Domestically educated *with* migration background	Domestically educated *without* migration background
Compulsory school	13%	10%	12%	3%
Without Matura	21%	17%	19%	36%
With Matura	33%	24%	29%	28%
Higher education degree	34%	48%	40%	33%
Total	100%	100%	100%	100%

Source: Student Social Survey 2019.

Domestically educated students with a migration background are more likely to have **higher educated parents** (at least Matura) than those without a migration background.

2nd generation: somewhat more often with higher educated background than students without a migration background, at the same time many students with parents no more than compulsory schooling

1st generation: particularly many tertiary educated parents, but also more often parents with no more than compulsory school attainment than students without a migration background

Geographical origin

The majority of domestically educated students with a migration background come from countries of the **former Yugoslavia** (especially Bosnia and Herzegovina, Serbia and Croatia), **German-speaking countries** (especially Germany) and **Turkey**.

2nd generation students increasingly have ex-Yugoslavian and Turkish backgrounds.

1st generation foreign students are increasingly from Germany.

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Social background

60% of all or **66%** of domestically educated students in Austria are 'first-generation' students.
Also in comparison with other European countries, the proportion of students with parents who are not graduates is relatively high.

Nevertheless, first-generation students whose parents have a higher level of education are overrepresented in higher education institutions compared to the domestic resident population.

Probability of university enrolment by education of the father

Recruitment rate

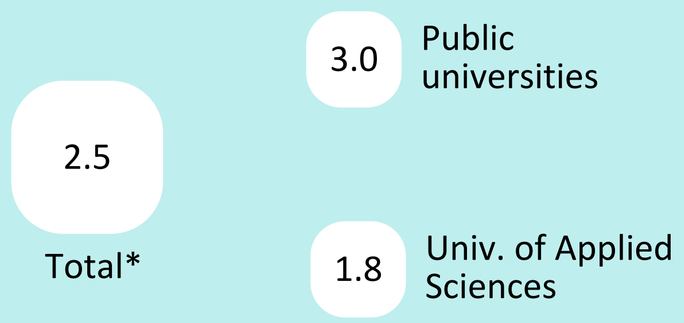
Fathers' education

Compulsory school	22	Low level of education	16
Vocational training	13		
BMS/Meister*	22		
Matura	37	High level of education	40
Higher education	43		

40/16

* Vocational secondary school (ISCED level 3)

Probability factor 'high' to 'low' level of education



* Total: Public universities and Universities of Applied Science

Recruitment rates and probability factor are very similar in relation to mother's education (see Core Report of the Student Social Survey 2019).

The **recruitment rate** indicates how many people per 1,000 fathers or mothers of an educational level start a degree programme.

Interpretation:
For every 1,000 'low' educated men/fathers, 16 children start a tertiary education, whereas for every 1,000 'high' educated men/fathers, 40 children start a tertiary education.

The probability of children from a high educated background starting a tertiary education is therefore 2.5 times higher.

The **probability factor** indicates the factor by which the probability of enrolment at a higher education institution is higher for groups with a high level of education than for groups with a low level of educational background.

Source: Labour Force Survey, UStat1-special analysis (Statistics Austria). IHS calculations.

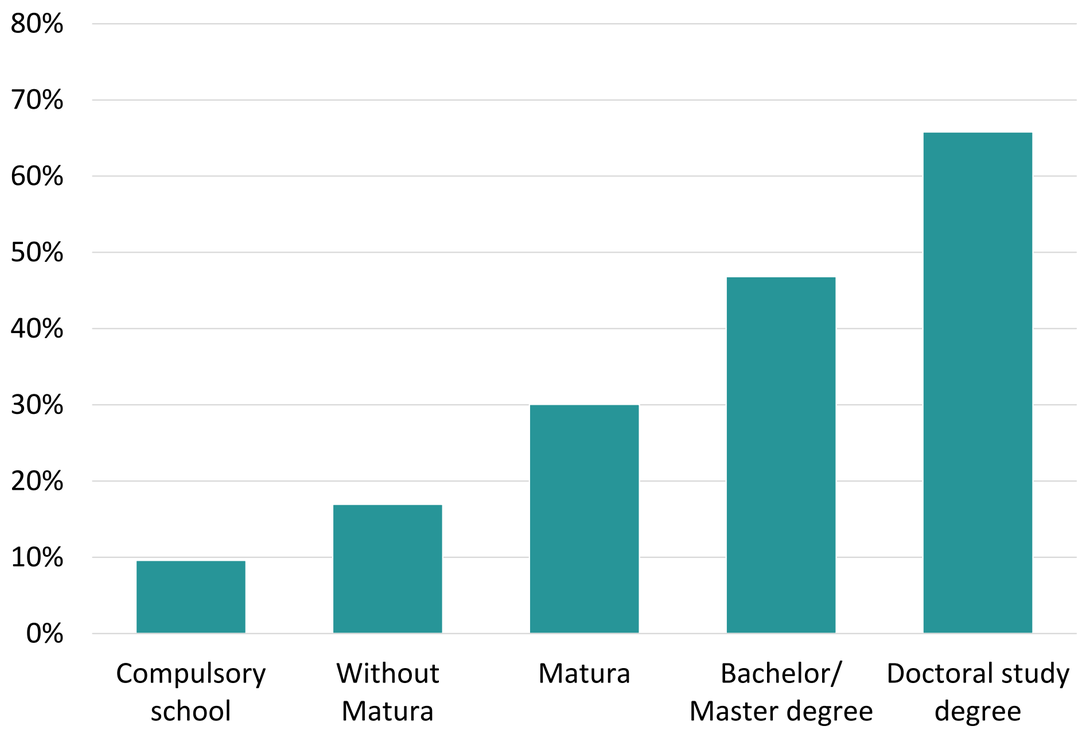
Age differences of students by parents' education

	Ø Age at survey	Ø Age at first-time enrolment	Only domestically educated students: Proportion with delayed start of studies
Compulsory school	32.5y.	25.2y.	43%
Without Matura	28.4y.	22.7y	35%
Matura	26.5y.	21.2y.	19%
Study degree: BA/MA	25.5y.	21.0y.	12%
Doctoral study degree	26.3y.	20.6y	11%
Total	**27.0y.**	**21.7y.**	**23%**

Source: Student Social Survey 2019.

Students whose parents have a **lower level of education** are not only **less likely to take up studies**, but also tend to do so **later** in life.

(Very) well-off estimated financial situation by parents' education



Source: Student Social Survey 2019.

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

HIGHER EDUCATION RESEARCH

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Region and delayed transition

Regional higher education access rates

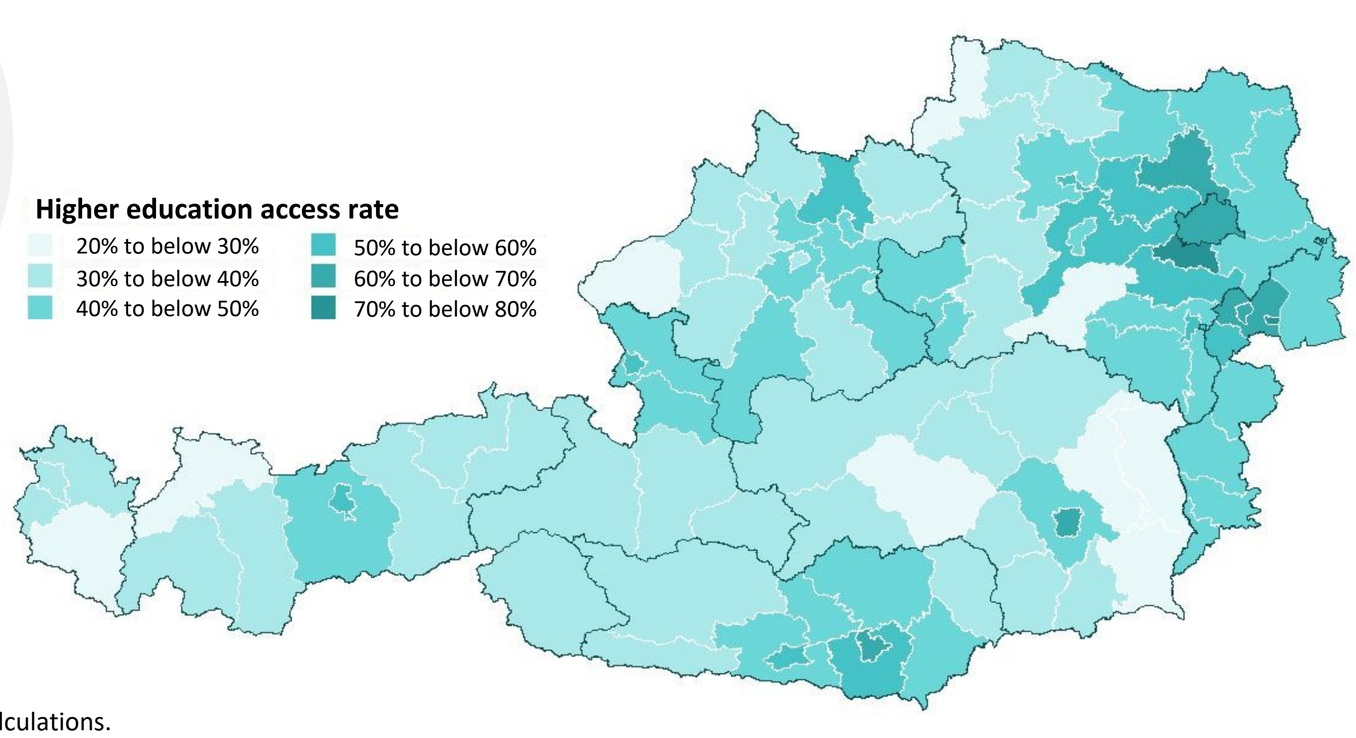
At two-thirds, the higher education access rate is highest in **Vienna**, and lowest in **Vorarlberg** at one-third.

In the last 10 years, there has been hardly any convergence of **provinces** with low higher education access rates with the **overall Austrian average**; in Styria, the difference has even increased.

The higher education access rate indicates how many people take up higher education studies "in the course of their lives". In 2018/19, it is 46% across Austria.

While the higher education access rate in the **capitals** is usually relatively high, it is below 25% in some rural areas.

Only domestic first-year students: Higher education access rates by political district



Source: HE Statistics (Federal Ministry of Education, Science and Research; Statistics Austria). IHS calculations.

Delayed transition

Definition:
First-time enrolment **more than 2 years after** the highest school-leaving qualification in the regular school system (**Matura**) **or no entitlement to study acquired in the regular school system** ("2nd educational pathway").
Only domestically educated students.

23% of all domestically educated students start their studies with a delay:

- They are much more likely to come from low level educated backgrounds
- Almost 40% have a non-traditional higher education access qualification, above all a vocational Matura
- They are Ø 8 years older
- The majority of them are men
- 62% of them come from a rural area

The Austrian higher education system would be less socially diverse without students with delayed transfer.

In Austria, a particularly **large number** study with delayed transfer, only in Scandinavia are the proportions higher.

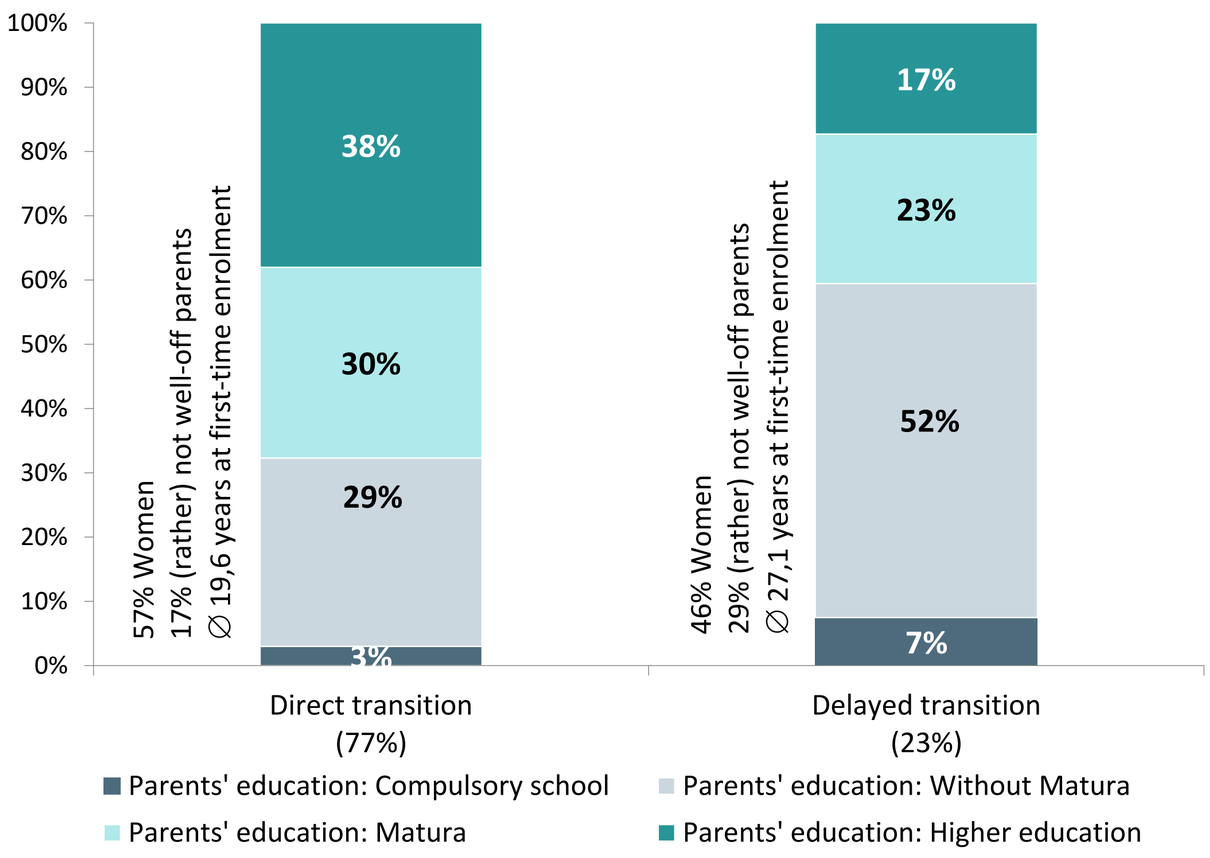
77% were in **regular employment** prior to their studies.

They are employed about **Ø 7h/week more** than students with direct transfer, but invest only 2h less in their studies.

34% of them receive **study grants**, mainly as self-supporting students.

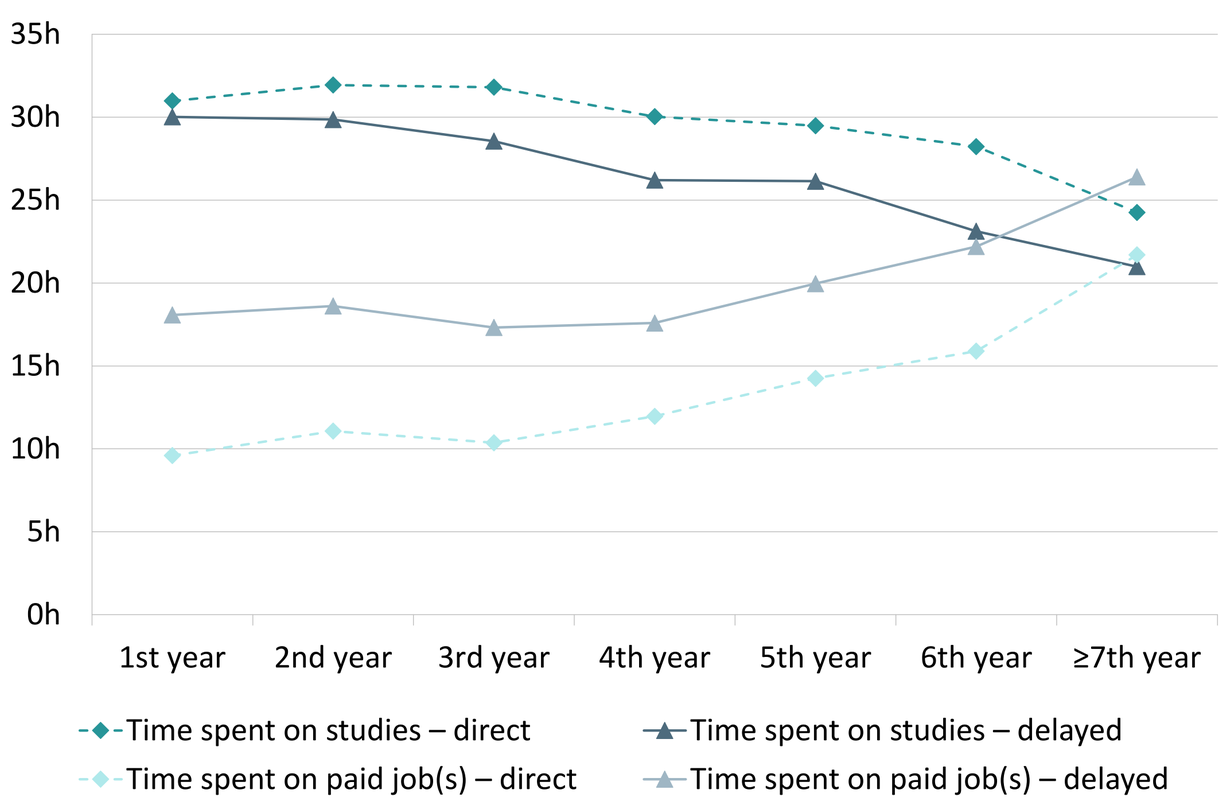
The proportion with **financial difficulties** is significantly higher than among students who start their studies directly.

Socio-demographic characteristics by start of studies



Source: Student Social Survey 2019.

Time spent on studies and paid job(s) by duration of study



Source: Student Social Survey 2019.

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

HIGHER EDUCATION RESEARCH

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

Housing and children

Average housing costs (except living with parents): **442€**

Housing costs have **risen by 36% in ten years**.

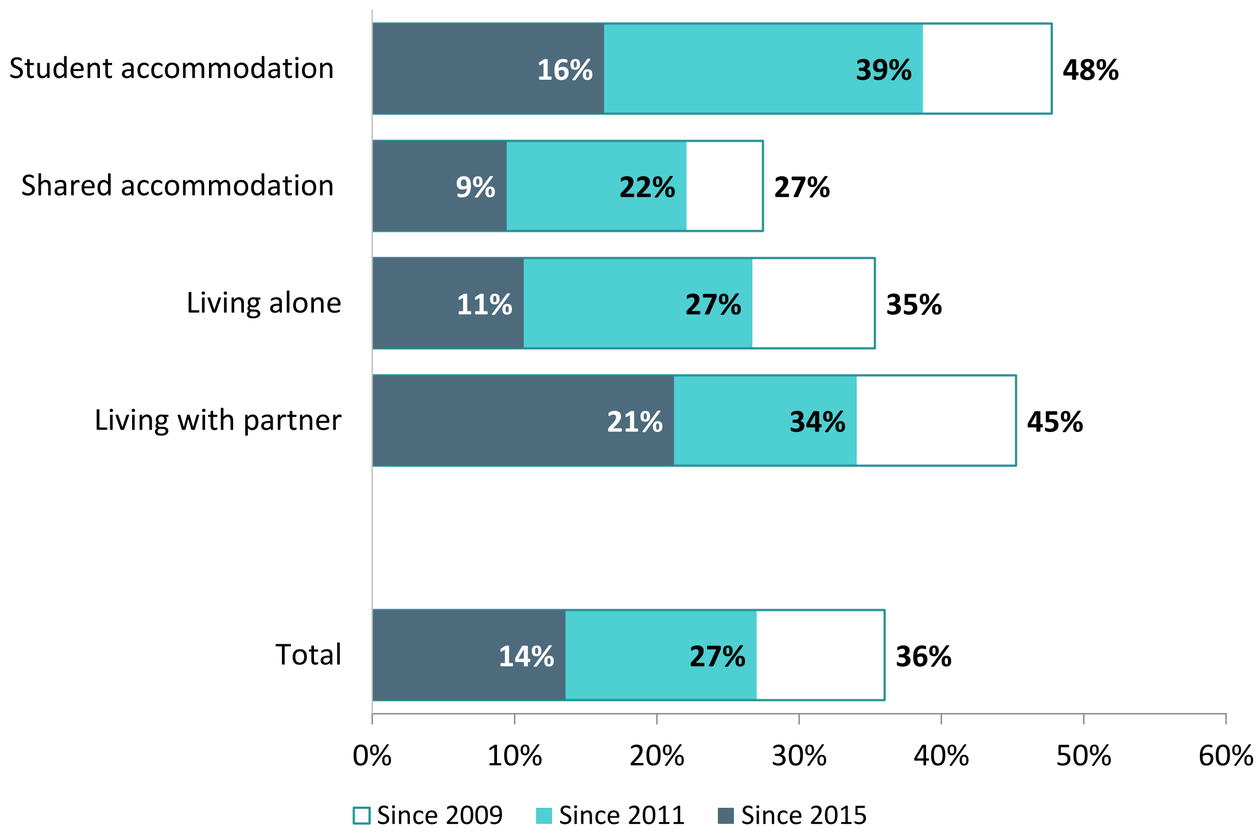
→ **37%** of the total living costs are housing costs.

Ø Housing costs by form of living

	Student accommodation	Shared accommodation	Living alone	Living with partner
Ø Costs	362€	376€	504€	498€

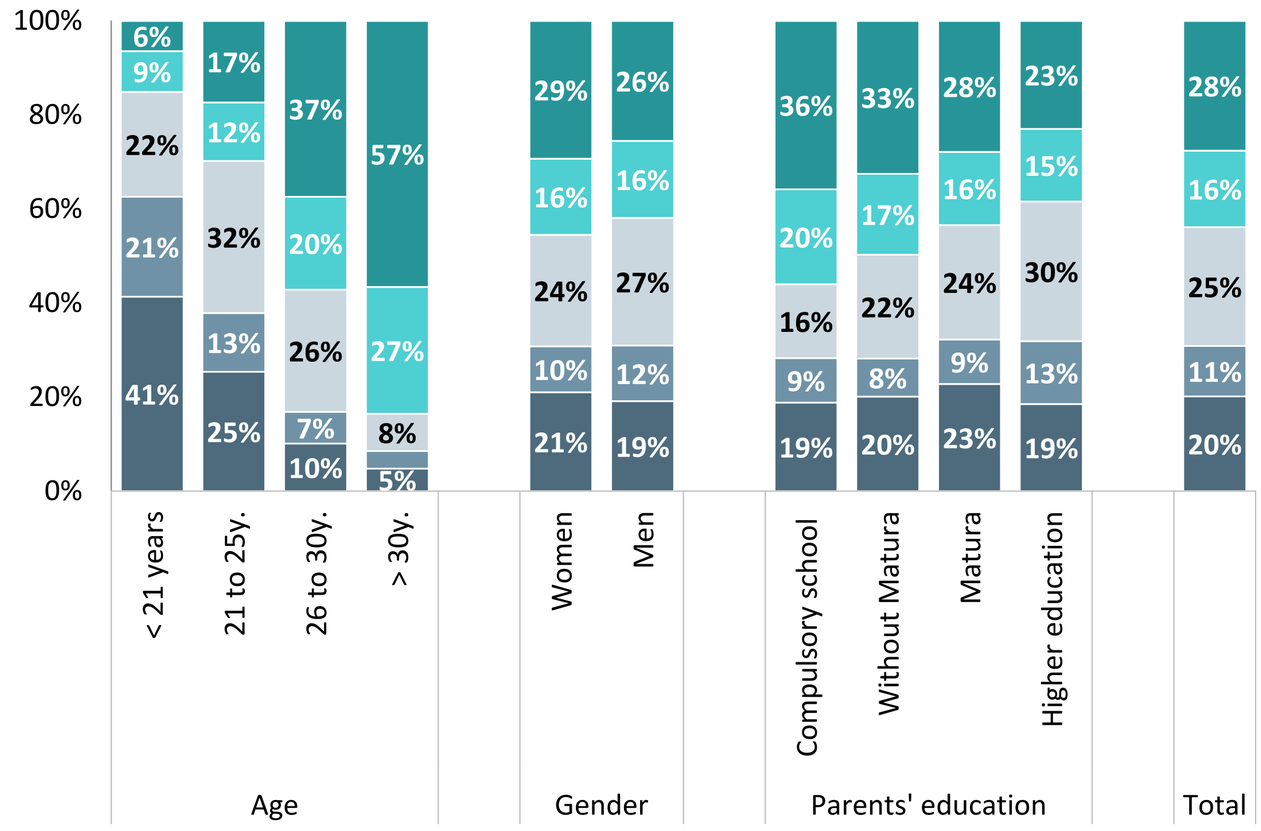
Costs across all higher education locations (excl. students pursuing their studies as distance learners). Excluding students living with parents.
Source: Student Social Survey 2019.

Increase in Ø housing costs since 2009



Excl. students living with parents.
Source: Student Social Survey 2019.

Type of housing by age, gender, and education of parents



[1] Incl. household of other adult relatives.
Source: Student Social Survey 2019.

Across all age groups, students of parents without a Matura live more often in the parental household compared to students whose parents have a degree - a form of housing that generates little or no costs.

- **Only** **11%** **of students live in student accomondations**
- The costs for student accomondations have **risen the most since 2009**

→ This increase is due, among other things, to the expansion of student accommodation that is not operated by non-profit housing providers, but by private, commercial providers

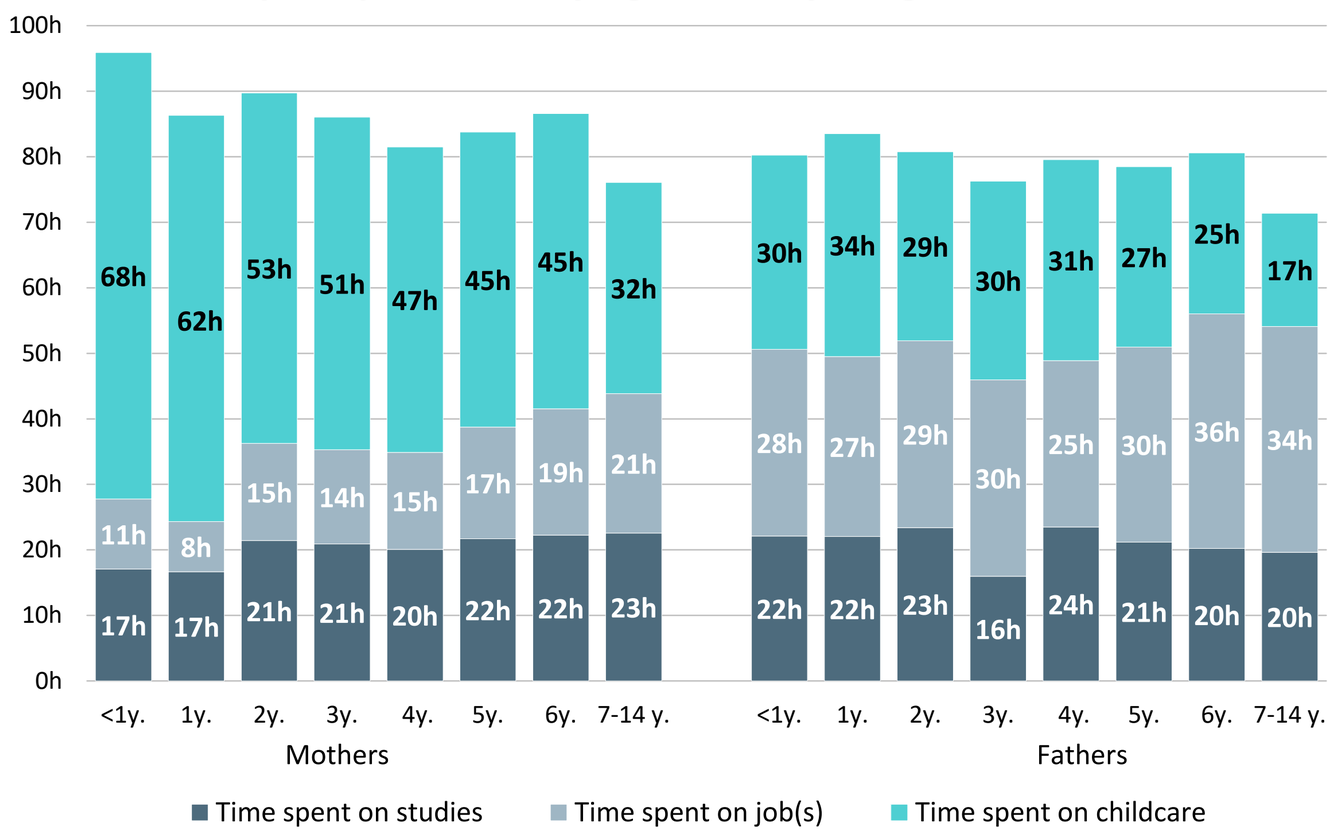
Students with children at a glance

7.5% of students have **children under the age of 25**, which is around 22,400 students (excluding doctoral students) in Austria

Single parents are confronted with **financial problems more often** than average: **43%** vs. **Ø 22%** for all students.

43% of all students with children cannot arrange care for their children under 15 in such a way that they can **study without restrictions**. Mothers of young children report this at 61%.

Ø Time spent per week by age of the youngest child



Time spent on job(s): incl. students without paid job(s). Source: Student Social Survey 2019.

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

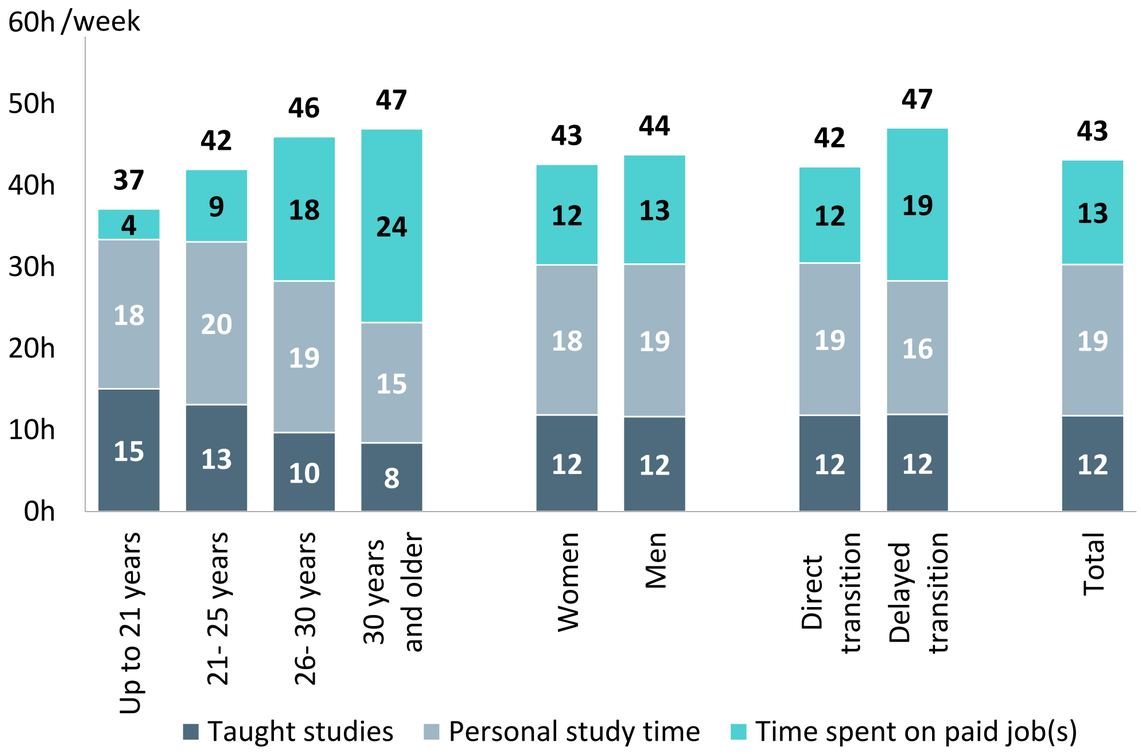
Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

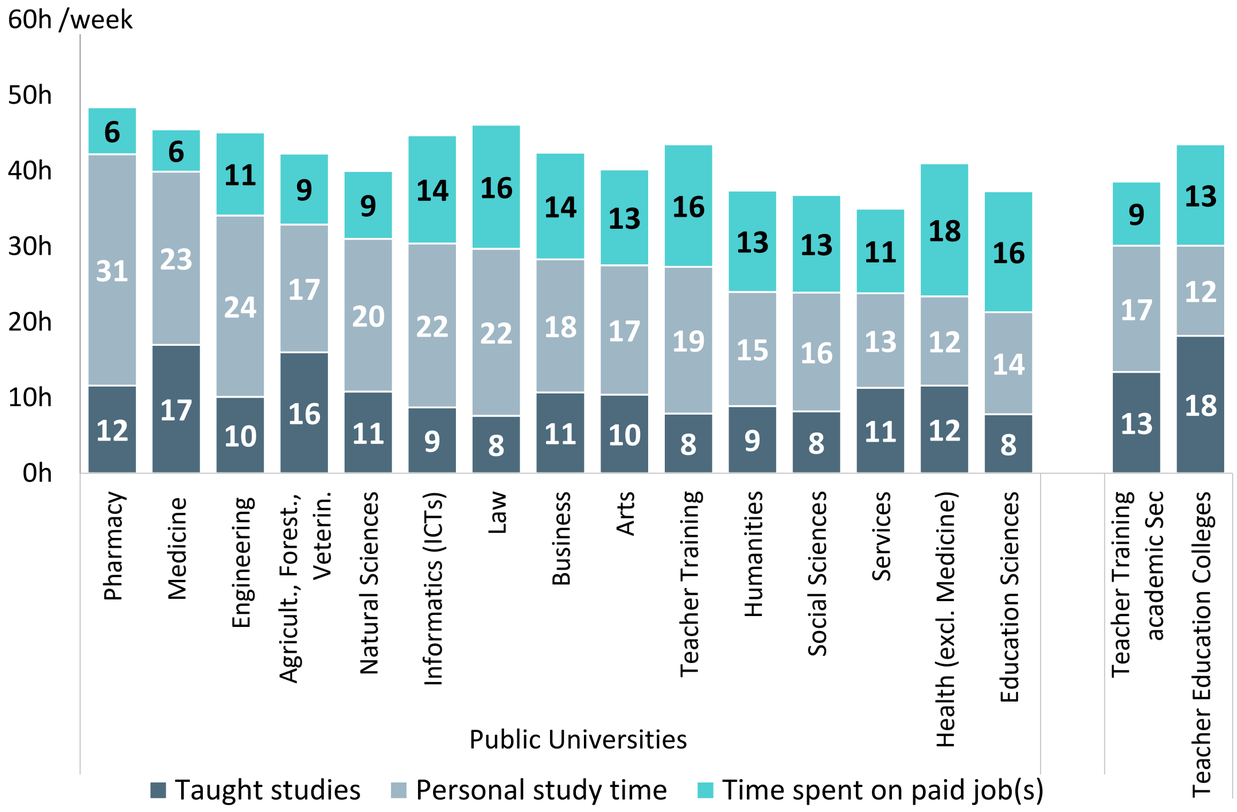
Time budget

Average time budget by age, gender, and start of studies



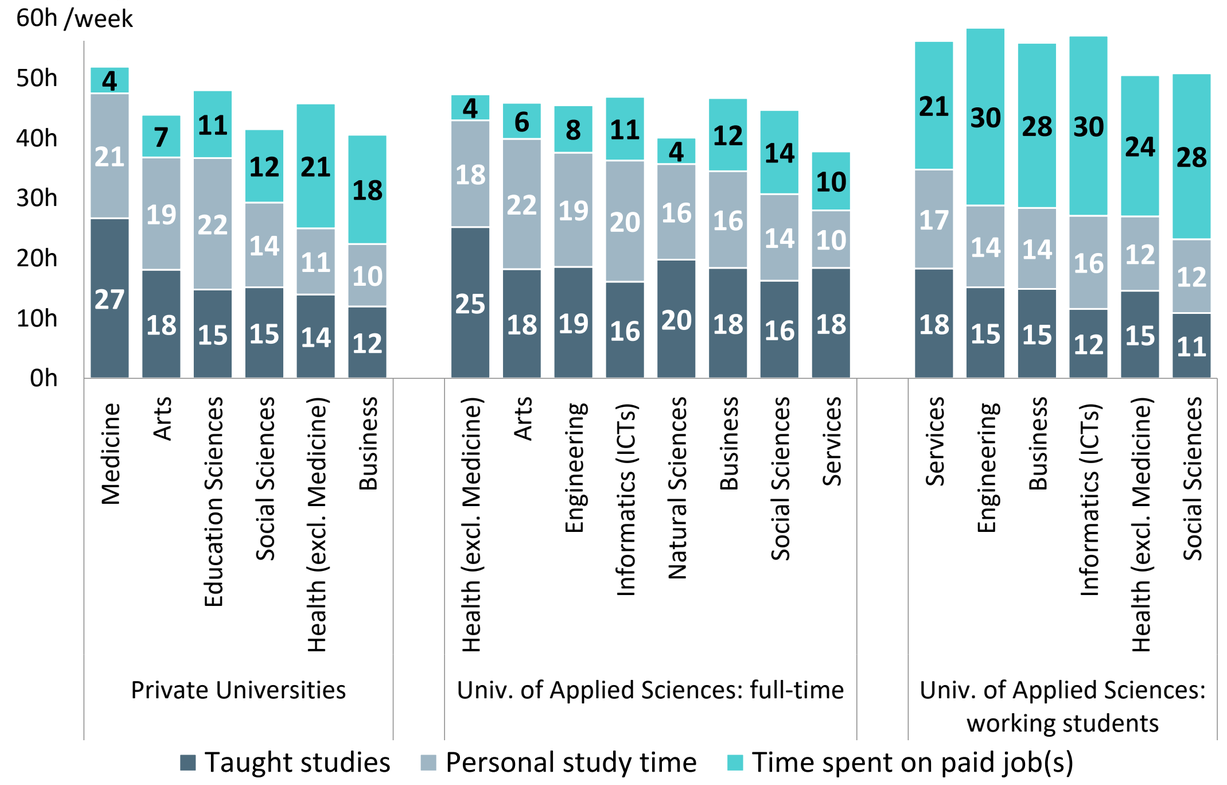
Delayed transition: First-time enrolment in HE more than 2 years after leaving school or no acquisition of HE entrance qualification in the regular school system. Only domestically educated students. Ø Time spent on paid job(s): incl. students without a job. Source: Student Social Survey 2019.

Average time budget by higher education sector and field of study I



Ø Time spent on paid job(s): including students without a job. Source: Student Social Survey 2019.

Average time budget by higher education sector and field of study II

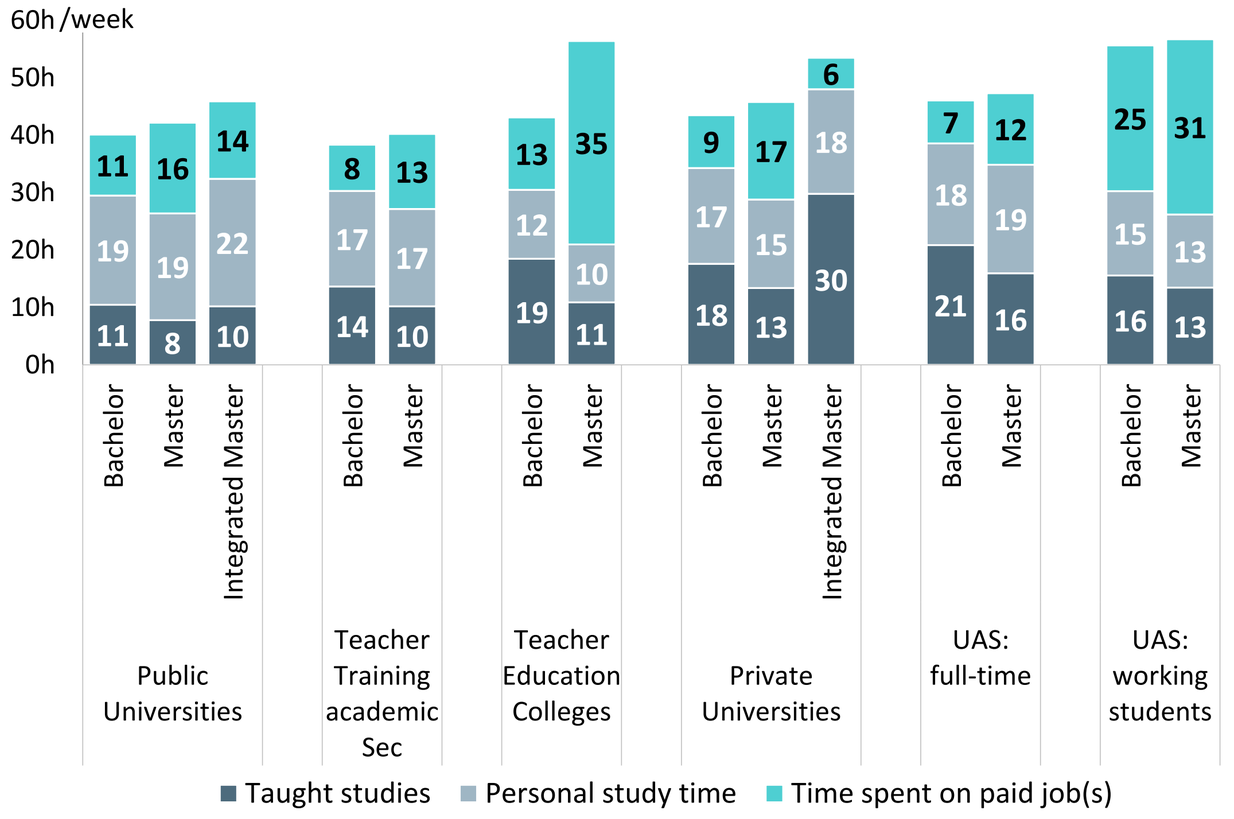


Studies at universities of applied sciences for working students usually with more teaching weeks/year.
Ø Time spent on paid job(s): including students without a job. Source: Student Social Survey 2019.

Students' average time budget per week

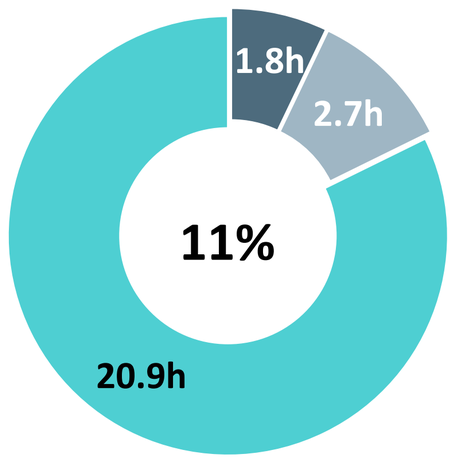
- **Weekly workload:** Ø 43.1h/week
- **Time spent on studying:** Ø 30.3h/week
  (taught studies Ø 11.8h/week + personal study time Ø 18.5h/week)
- **Time spent on work:** Ø 12.8h/week (non-employed included with 0h)

Average time budget by higher education sector and type of study programme



UAS: universities of applied sciences. Studies at universities of applied sciences for working students usually with more teaching weeks/year. Ø Time spent on paid job(s): including students without a job. Source: Student Social Survey 2019.

Students with low study intensity



11% of all students report **less than 10 hours** of study per week (teaching + personal study time).

Ø Age: 30.2 years

Ø Workload (incl. those not in employment): 20.9h/week

More frequently than the average at **public universities**

Taught studies Personal study time Time spent on paid job(s)

Source: Student Social Survey 2019.

Students with low study intensity…

… have taken up their studies with a **delay** more often than the average (26% vs. Ø 23%).

… are **3.2 years older** than the average (30.2 years vs. Ø 27.0 years).

… are **employed** to an above-average extent (20.9h/week vs. Ø 12.8h/week). The employment rate is in line with the average (65%).

… see themselves more often than their colleagues **primarily as workers** who study on the side (84% vs. Ø 34%).

… do an above-average amount of **childcare work** (3.9h/week vs. Ø 2.2 h/week; students without childcare obligations are included with 0 hours).

… are more likely than average to seriously **consider quitting** their studies entirely (11% vs. Ø 6%) or **changing their studies** (8% vs. Ø 6%).

… are more likely than average to say that they lack **motivation to study** (34% vs. Ø 29%).

… were **admitted to** all planned **courses** in the 2019 summer semester less frequently than the average (63% vs. Ø 74%).

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

Employment

Employment rate among students (summer semester 2019): **65%** (+4%-points since 2015)

Ø Time spent on paid job(s) of all employed students: **20.5h/week** (vs. 19,9h in 2015)

→ **Employment motives** show that students in 2019 are less likely to be employed due to financial need, but more often in order to be able to 'afford more'.

Students self-identifiying primarily as a worker

ca. **65,000** students — **2/3 of them at public univ.**

22% of students primarily identify as working and studying alongside their job.

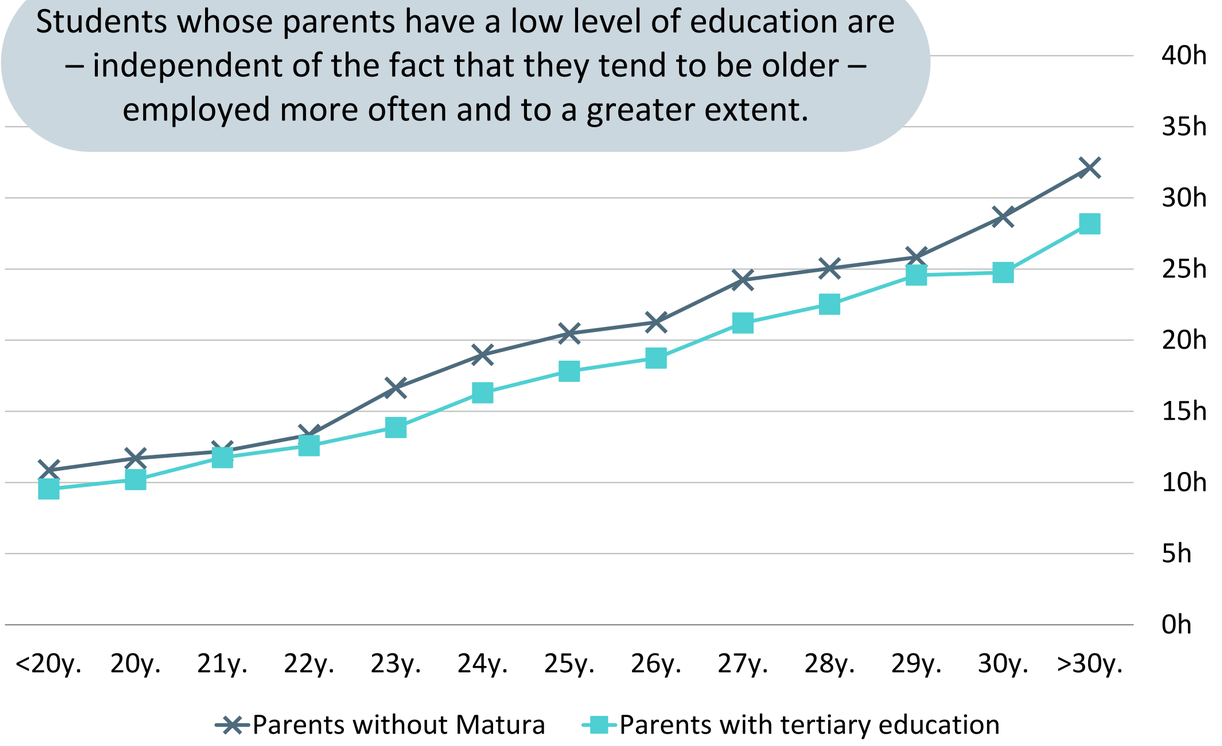
Officially, there are no part-time studies at public universities in Austria.

Work & study compatibility and adequacy of employment for studies

- About half of employed students state they have difficulties in reconciling study and work (48%).
- More than one third of all students have a job that is appropriate to their studies (39%; especially Informatics (ICTs) students with 56%).

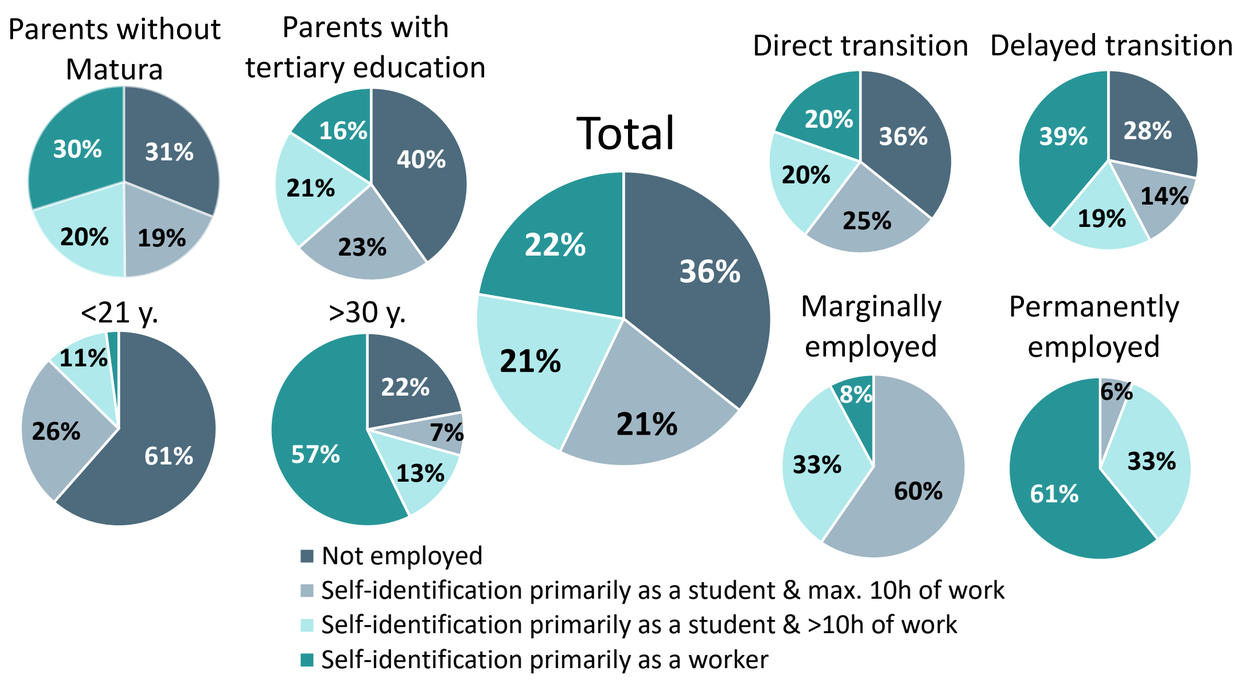
Time spent on paid job(s) by age and parents' education

Students whose parents have a low level of education are – independent of the fact that they tend to be older – employed more often and to a greater extent.



Ø working hours: only employed students.
Source: Student Social Survey 2019.

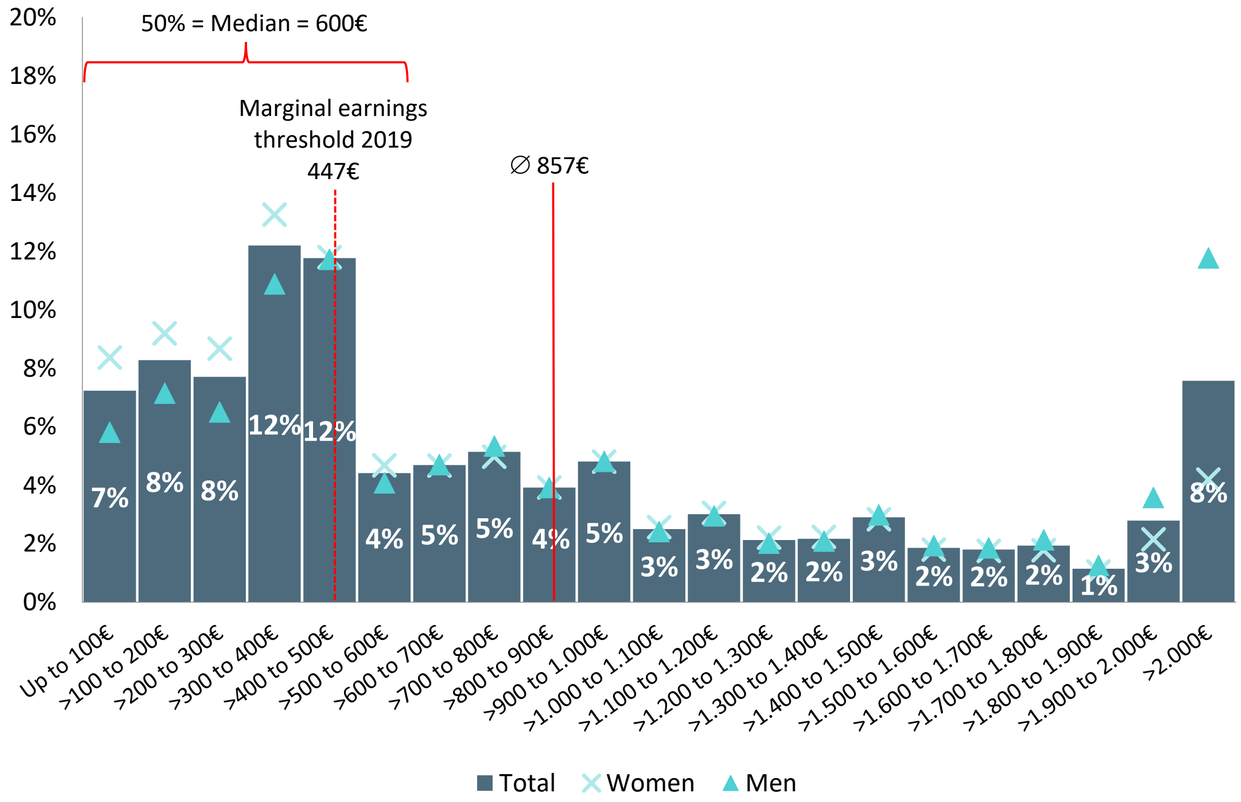
Typology of students' employment



Source: Student Social Survey 2019.

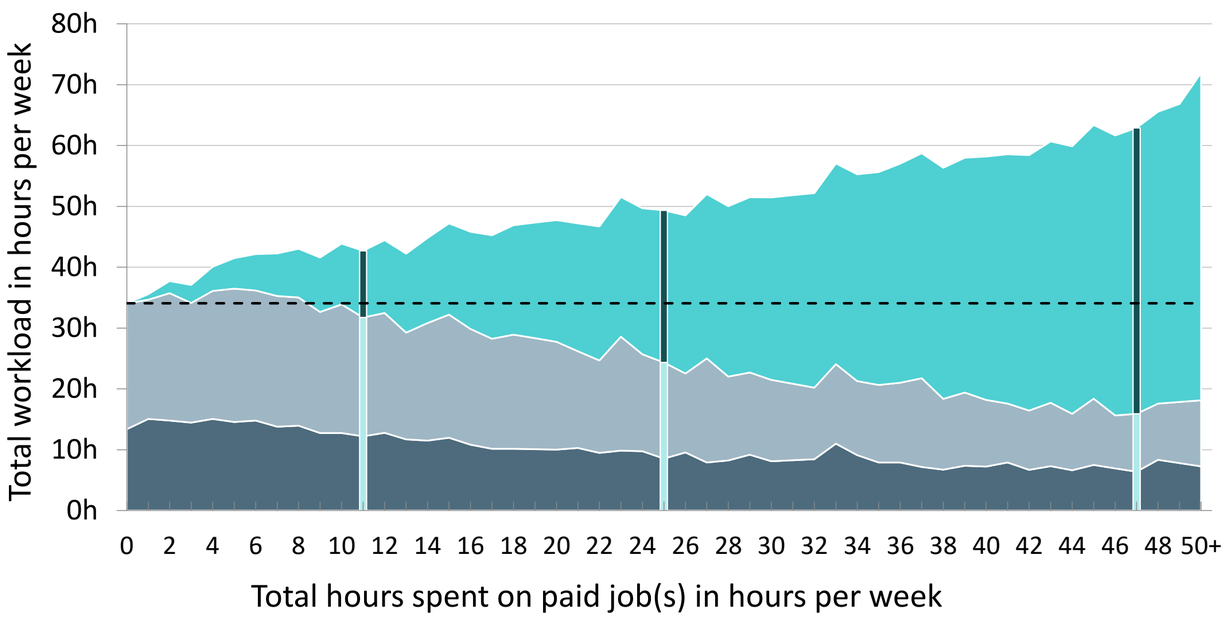
Students with **parents without a Matura**, **older students**, those with a **delayed** start to their studies and those with a **permanent job** – i.e. characteristics that all strongly overlap – are more often primarily employed than the average.

Income from paid job(s) of employed students



Marginal earnings threshold: No tax liability, low social security contributions. Source: Student Social Survey 2019.

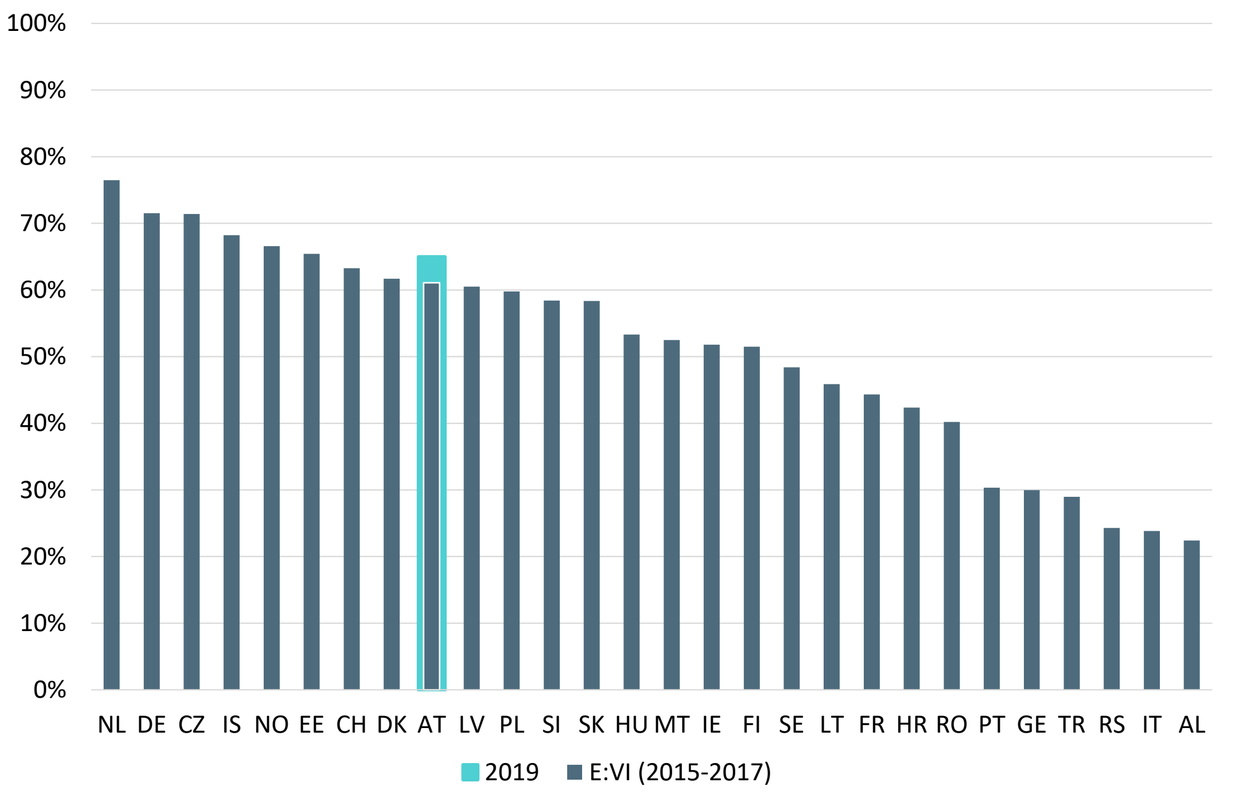
Link between time spent on studies and paid job(s)



Source: Student Social Survey 2019.

If students spend >10h/week on paid job(s), **employment has a negative effect on study performance**; from 13h onwards, there is a clear reduction.

Employment rate in the European context



Sources: EUROSTUDENT VI Database, Student Social Survey 2019.

The **employment rate** of Austrian students is located in the **top third** of European countries, the Ø hours worked in the middle range.

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Financial situation

Income and expenditure

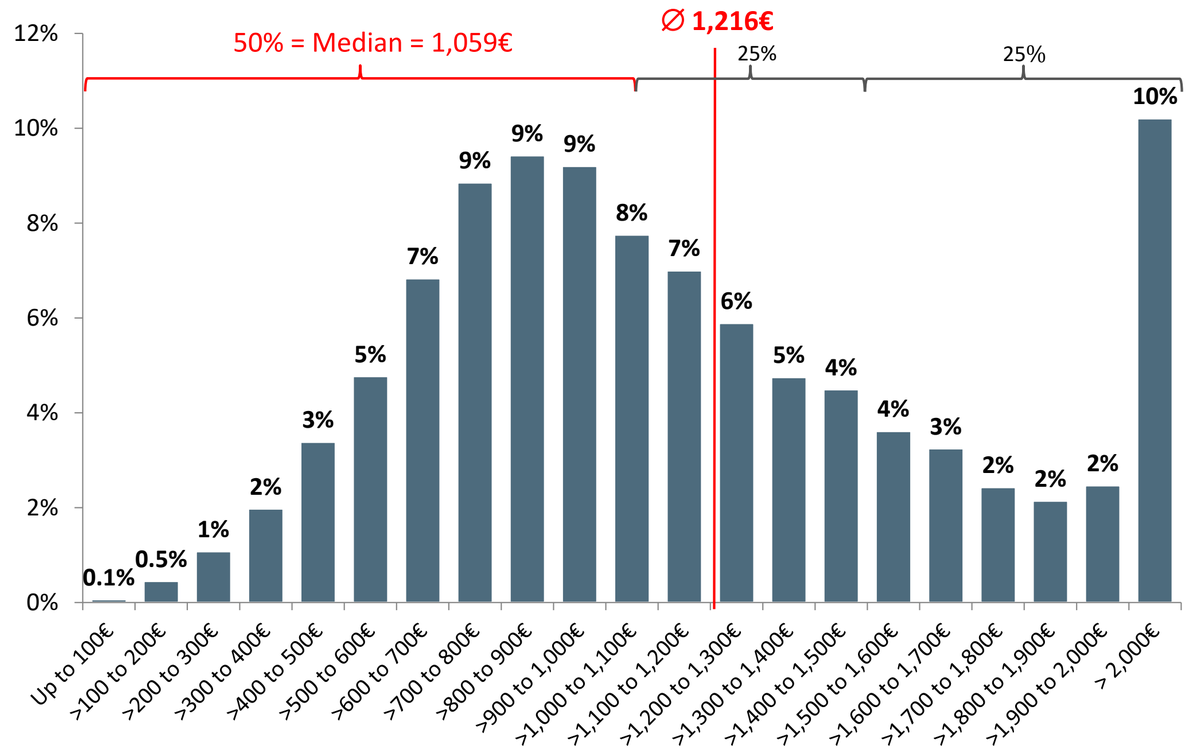
- All (also irregular) income is recorded, but only regular/ongoing costs; costs for major purchases, repairs, holidays are not included ...
  ⟹ income exceeds expenditure on average
  & calculating a balance is not very useful.

- Cash and non-cash benefits, so-called **transfers in kind**, are recorded. On average, these account for **12%** of the total budget.
  ⟹ The following applies:

  Total budget = cash income + transfers in kind
  Total costs = expenditure + transfers in kind

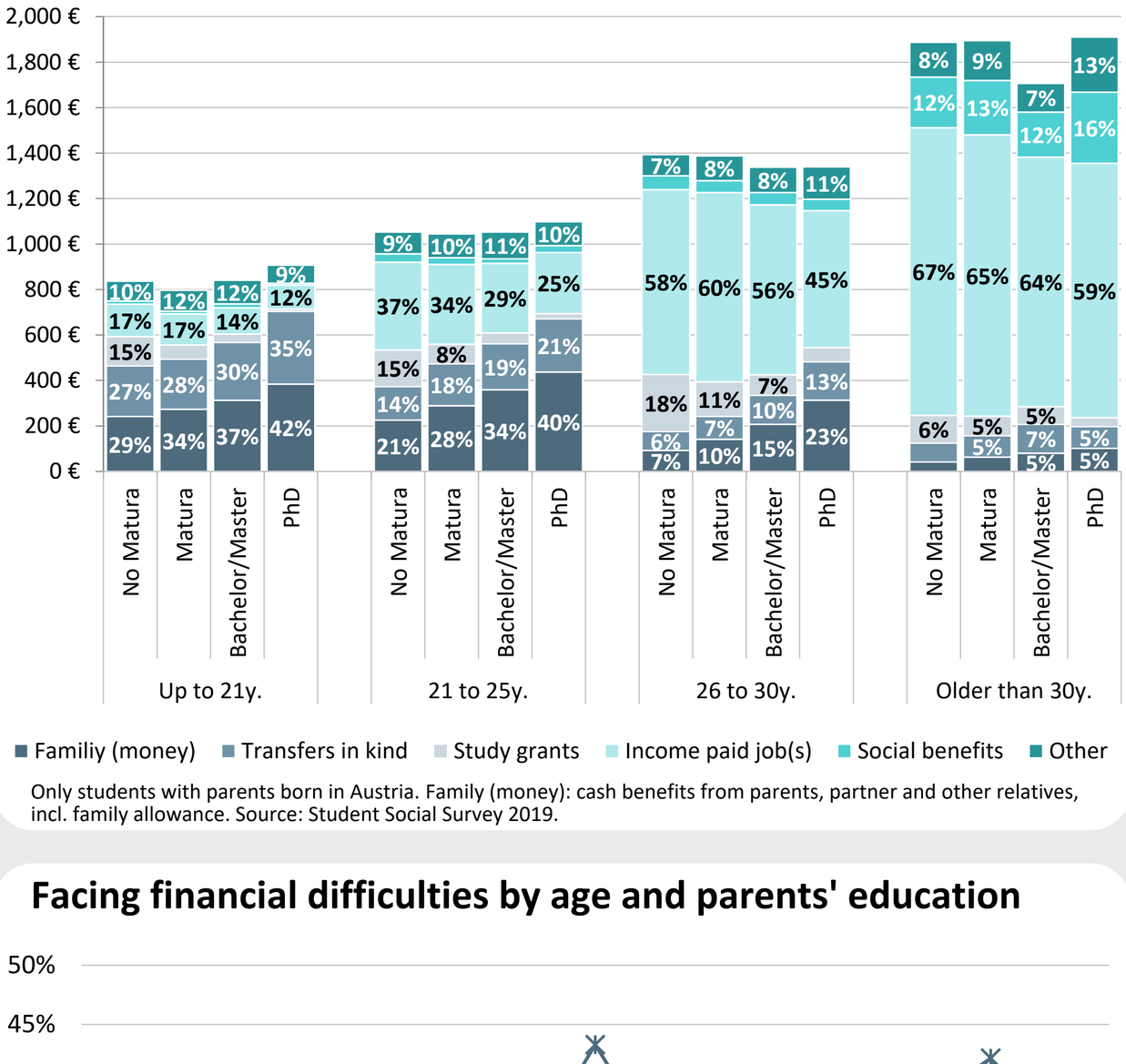
- Income and expenditure differ greatly according to age.
  ⟹ Therefore, the spread of the amounts is very large
  & mean values are not very meaningful.

Distribution of the total monthly budget



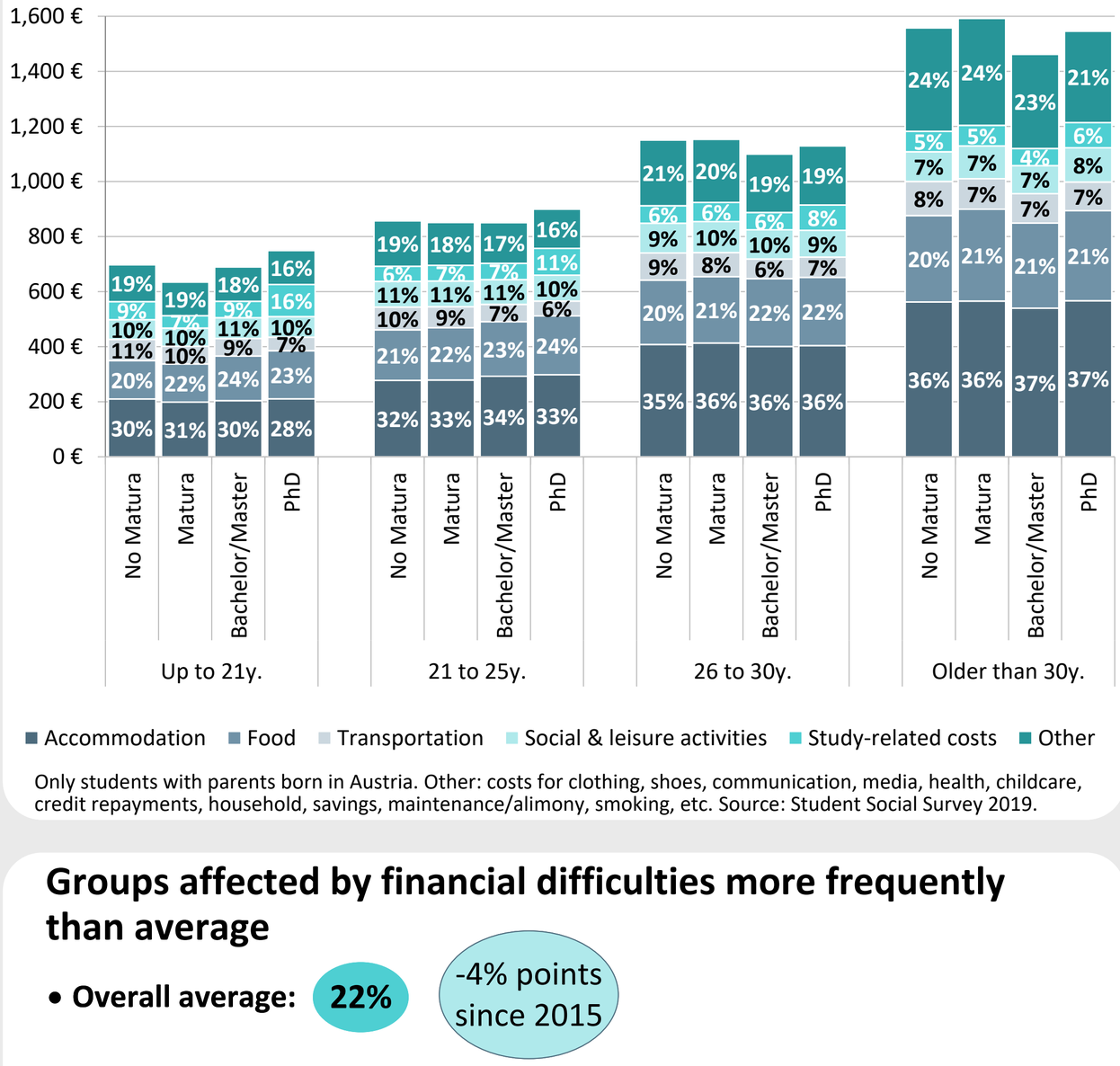
Transfers in kind from parents, partners and relatives are included monetarily in the total budget.
Source: Student Social Survey 2019.

Amount and composition of the total monthly budget (∅ 1,216 €) by age and parents' education



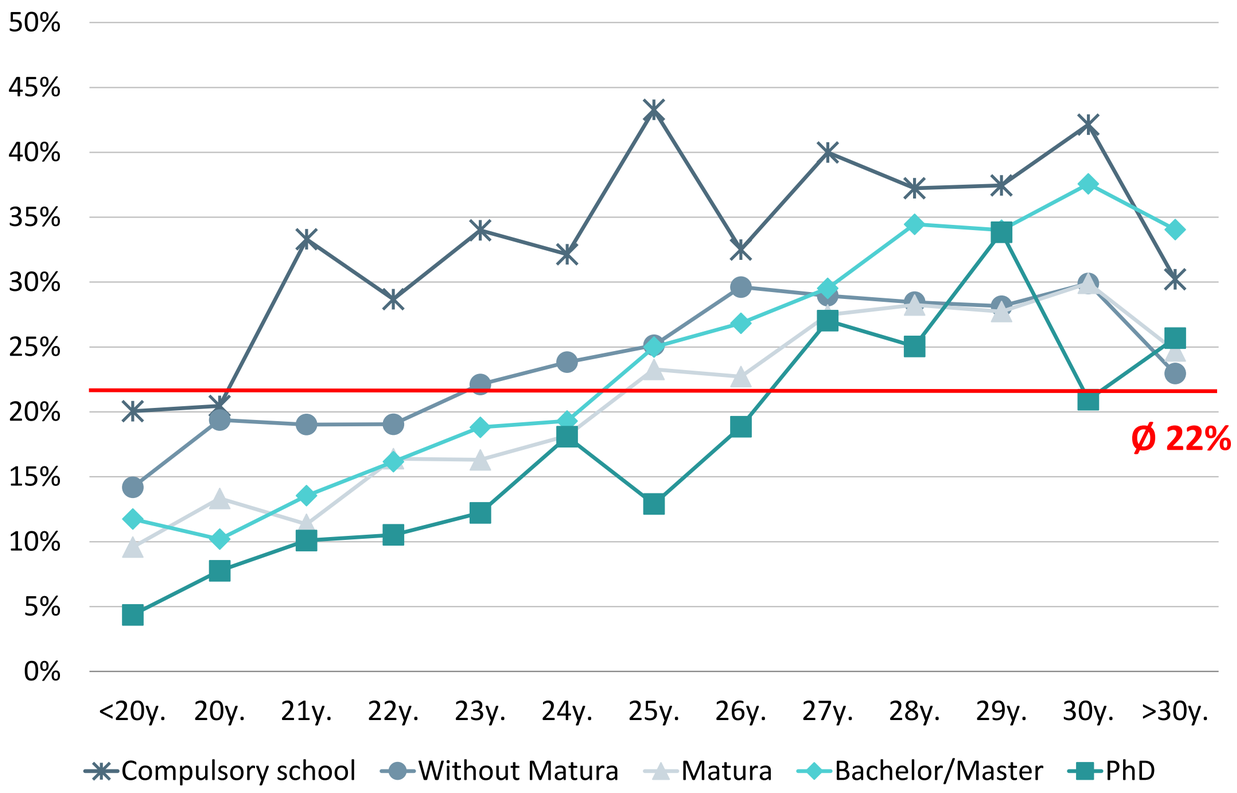
Only students with parents born in Austria. Family (money): cash benefits from parents, partner and other relatives, incl. family allowance. Source: Student Social Survey 2019.

Amount and composition of regular total costs (∅ 1,016 €) by age and parents' education



Only students with parents born in Austria. Other: costs for clothing, shoes, communication, media, health, childcare, credit repayments, household, savings, maintenance/alimony, smoking, etc. Source: Student Social Survey 2019.

Facing financial difficulties by age and parents' education



Source: Student Social Survey 2019.

Groups affected by financial difficulties more frequently than average

- **Overall average:** **22%** (-4% points since 2015)
- **Single parents** (almost only mothers): **43%**
- International students from a country with a **non-German** official **language**: **40%**
- Students with **health impairments** that limit their studies: **36%**
- Domestically educated students with **migration background**: 1st generation: **35%** , 2nd generation: **33%**
- **Students with children** who need care (youngest child under 7): **29%**
- Students who were between **26 and 30** years old **at first enrolment** in HE, especially with a delayed transition: **29%**
- Recipients of a **scholarship** for self-supporting students*: **27%**

* For students who have been self-supporting for four years prior to the first award of a study grant.

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

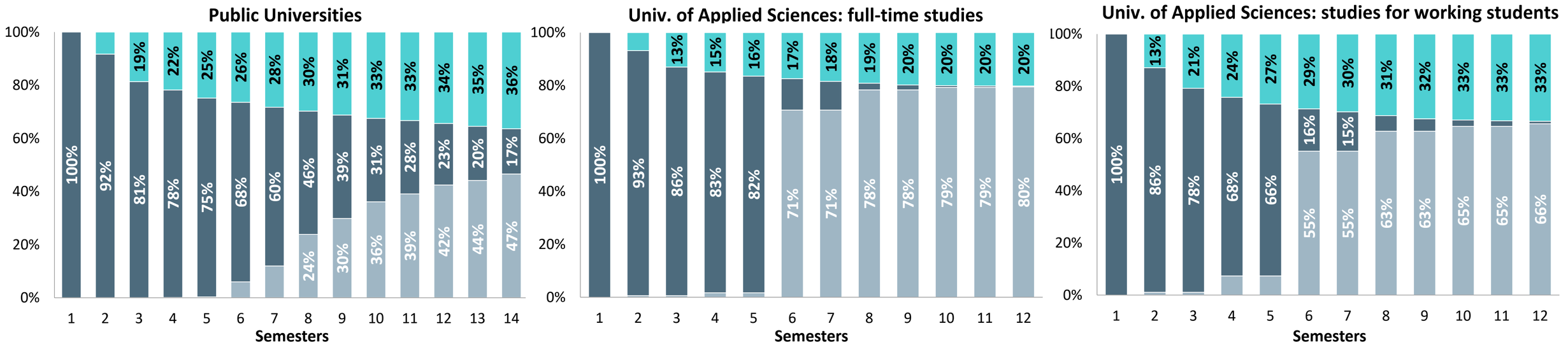
Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Study progression

Study progression at public universities and universities of applied sciences: Bachelor degree first-year students in WS 2012/13



Only domestically educated students. WS: winter semester.
At public universities: only first-time enrolled students (excluding Teacher Training). Source: HE Statistics (Federal Ministry of Education, Science and Research; Statistics Austria). IHS calculations.

Success rates in the 14th semester (still enrolled)

Women	48% (14%)
Men	44% (20%)
Under 21*	52% (18%)
Over 30*	19% (9%)

Success rates in the 12th semester

UAS: full-time

Women	85%
Men	73%
Under 21*	81%
Over 30*	66%

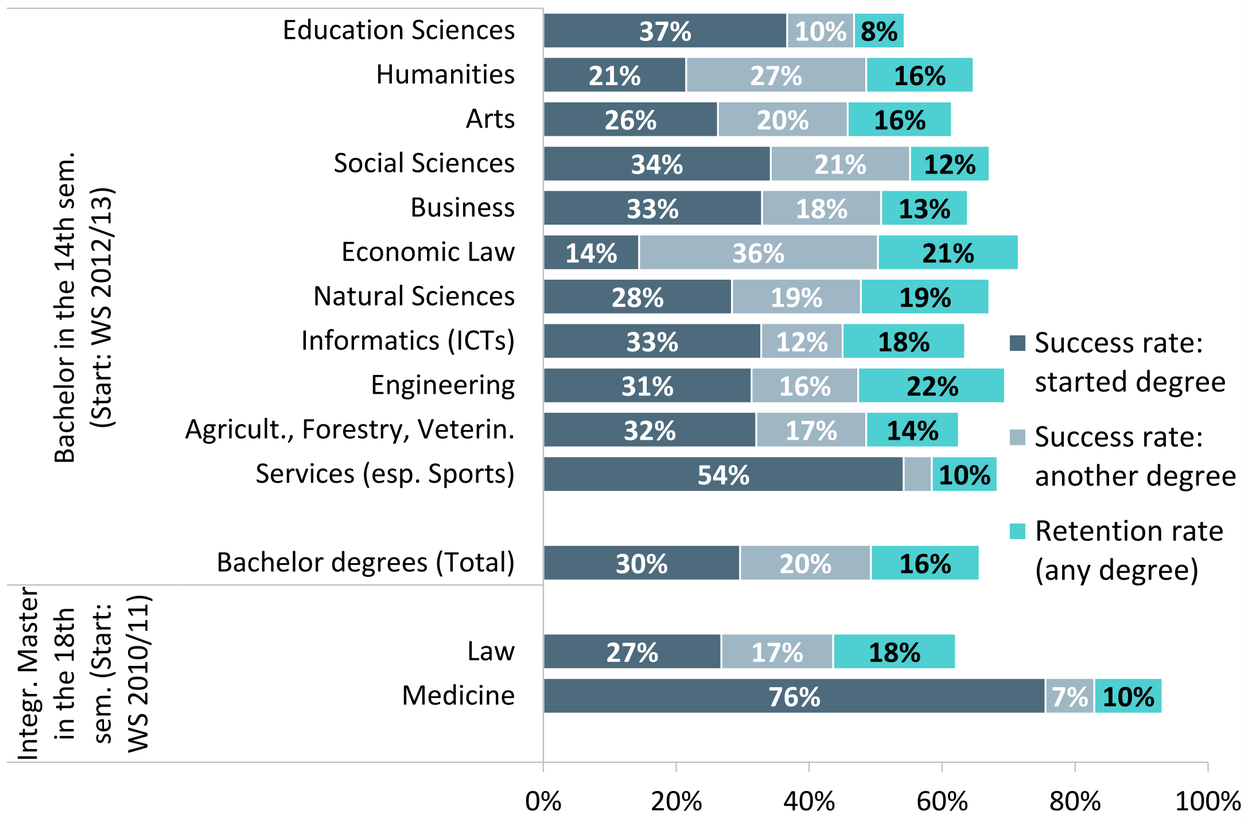
Success rates in the 12th semester

UAS: working students

Women	73%
Men	61%
Under 21*	71%
Over 30*	61%

* Age at start of studies in years. UAS: universities of applied sciences.

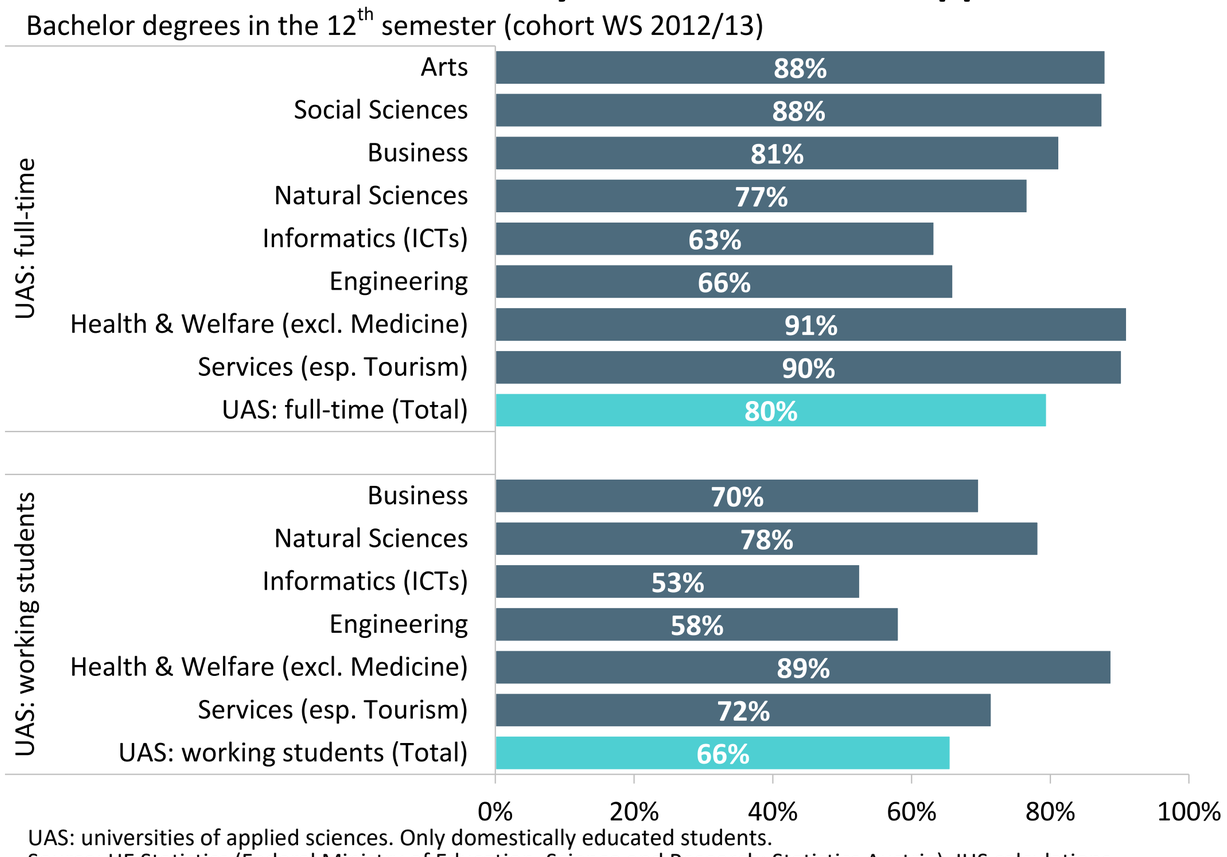
Success rates: Fields of study at public universities



Only domestically educated students (excluding Teacher Training). WS: winter semester.
Source: HE Statistics (Federal Ministry of Education, Science and Research; Statistics Austria). IHS calculations.

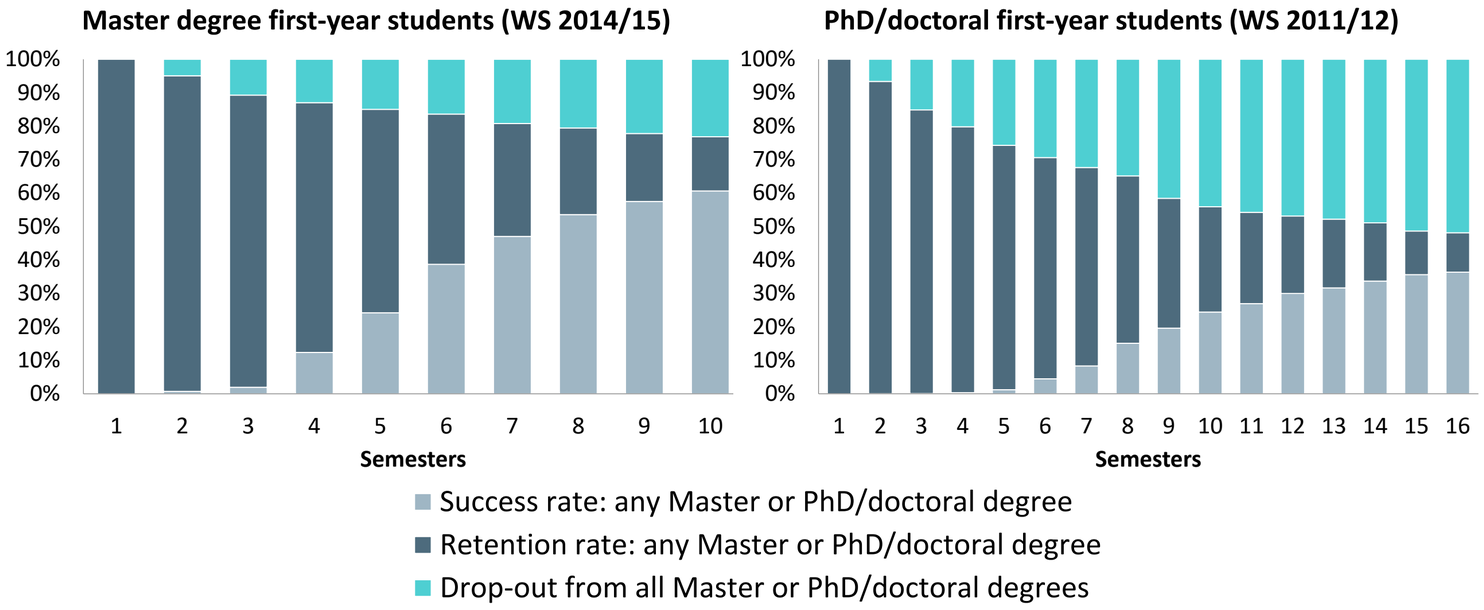
Success rates: Fields of study at universities of applied sciences

Bachelor degrees in the 12th semester (cohort WS 2012/13)



UAS: universities of applied sciences. Only domestically educated students.
Source: HE Statistics (Federal Ministry of Education, Science and Research; Statistics Austria). IHS calculations.

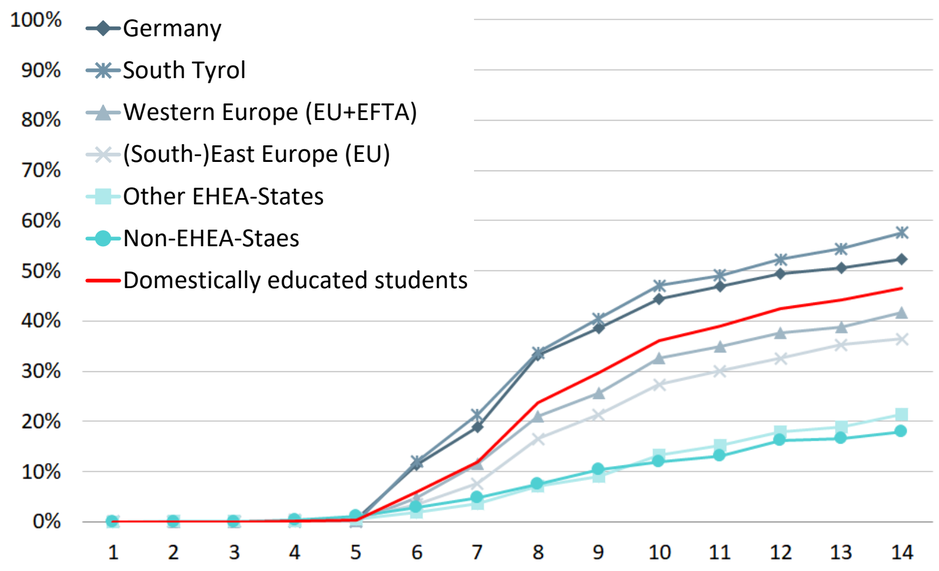
Master and PhD/doctoral studies at public universities



Only domestically educated students. WS: winter semester.
Source: HE Statistics (Federal Ministry of Education, Science and Research; Statistics Austria). IHS calculations.

Success rates: International students at public universities

(Bachelor degree first-year students WS 2012/13)



Only first-time admittees. Source: HE Statistics (Federal Ministry of Education, Science and Research; Statistics Austria). IHS calculations.

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

HIGHER EDUCATION RESEARCH

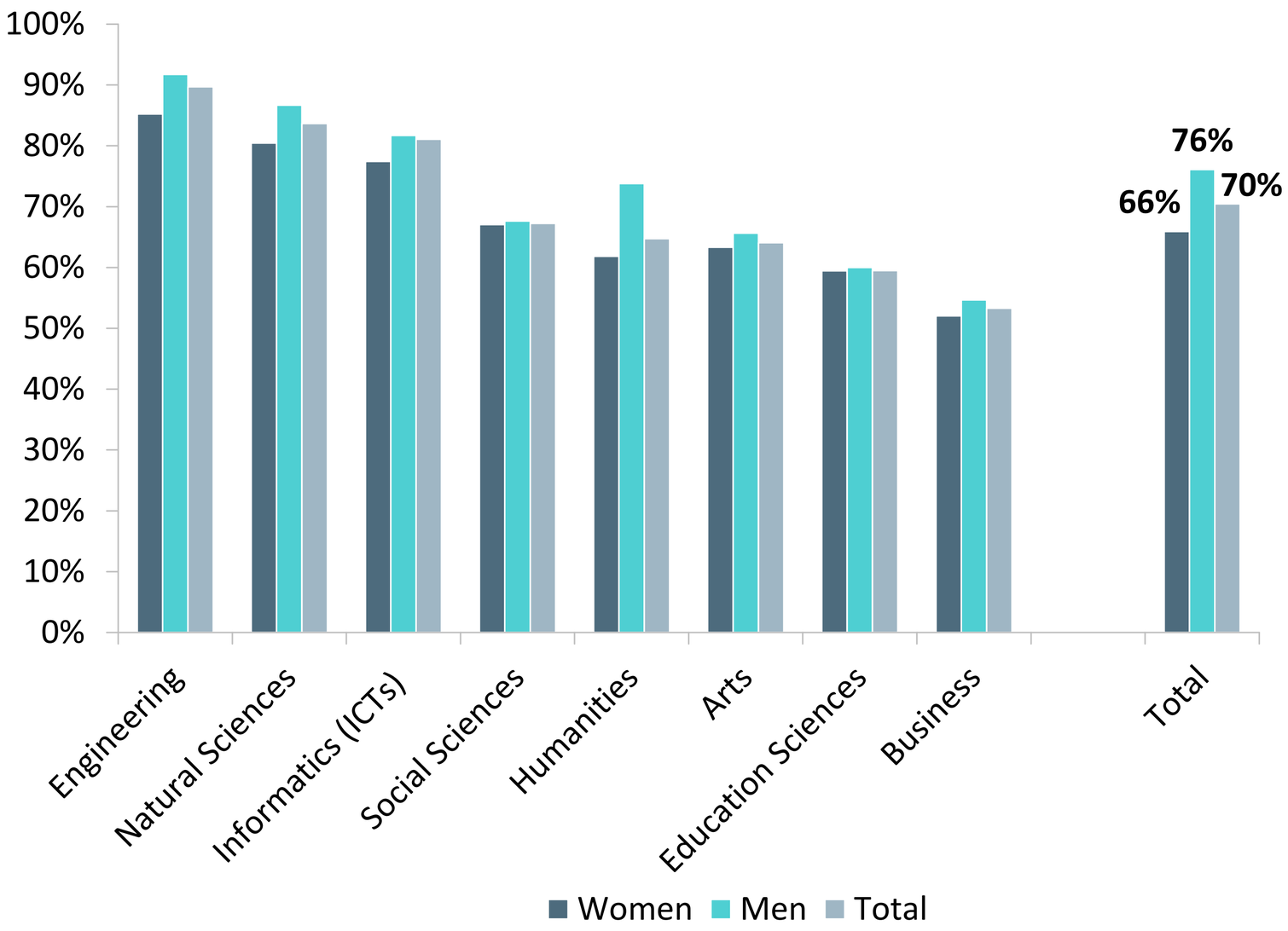
sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

Transitions

Public universities only: Transfer rates from Bachelor's to Master's programmes
by selected fields of study and gender



Transfers of the 2016/17 graduation cohort within two years of Bachelor's graduation. Education Sciences excl. Teacher Training.
Source: HE Statistics (Federal Ministry of Education, Science and Research; Statistics Austria). IHS calculations.

At **public universities**,

67% of students plan to transfer to a **Master programme**,

21% are still unsure

& **70%** have actually transferred.

At university colleges of teacher education, **68%**

at private universities, **58%**

at universities of applied sciences:

full-time, **48%**

for working students, **53%**

… are **planning a Master's programme**

& up to **one third** of students are still **undecided.**

4% of all Bachelor students at public universities are **planning a Master's degree abroad** &

3% in **another higher education sector in Austria.**

In addition, there are

21% of students who **do not yet know** whether they want to take up a **Master's degree** programme.

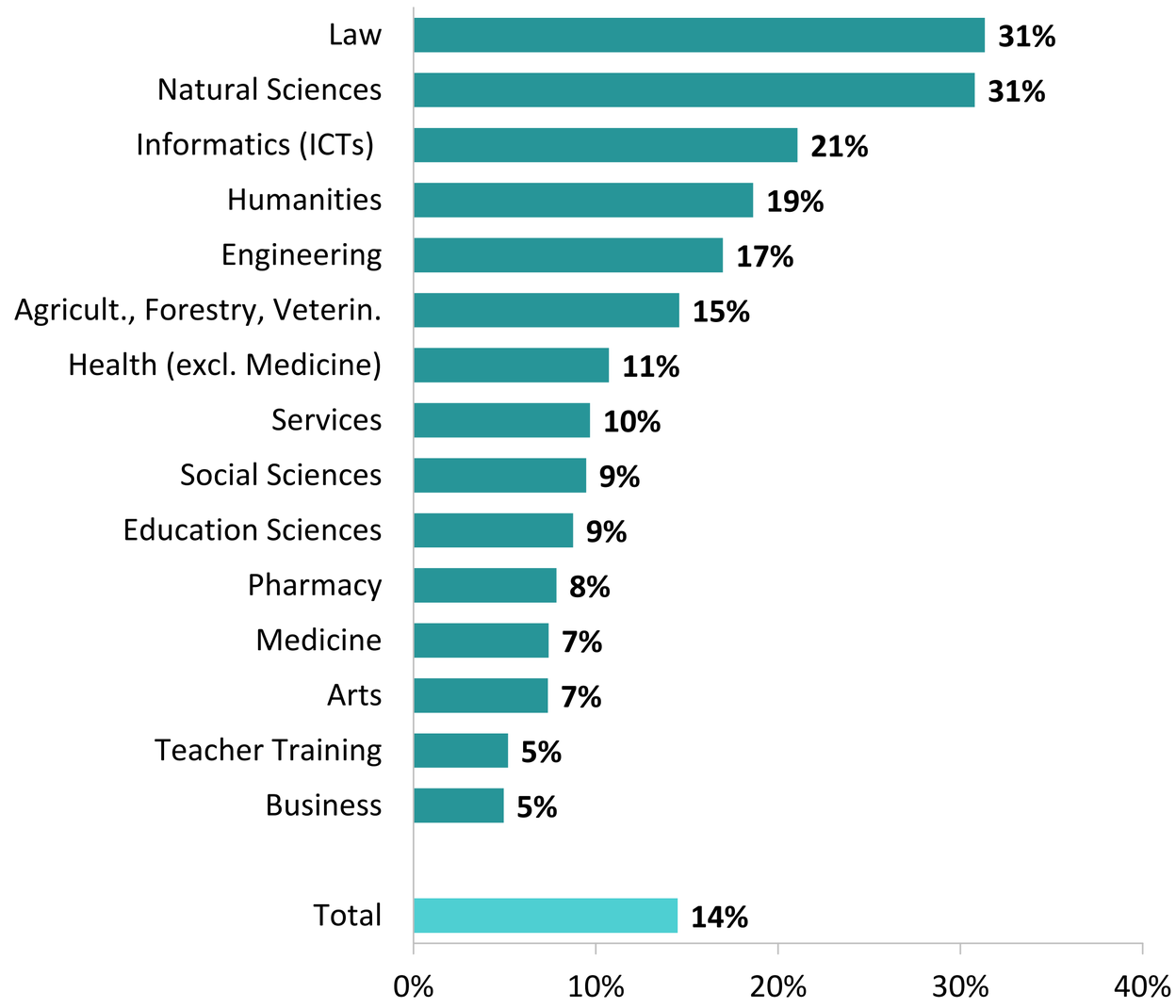
These **potential transfers** are *not included* in the transfer rates.

Bachelor students only (excl. first-year students): Plans for Master's degree programmes after the Bachelor's degree
by higher education sector

	Master programme planned	Do not yet know whether to take up another degree
Public universities (incl. Teacher Training academic Sec)	67%	21%
University Colleges of Teacher Education	68%	15%
Private Universities	58%	26%
Universities of Applied Sciences: full-time	48%	33%
Universities of Applied Sciences: working students	53%	32%
Total	**64%**	**22%**

"Another degree" can refer to a consecutive Master's degree programme, but also to another degree programme.
Source: Student Social Survey 2019.

Public universities only: Transfer rates to doctoral programmes
by field of study (axis section 40%)



Transfers of the 2016/17 graduation cohort within two years of Master's or Integrated Master's graduation.
Source: HE Statistics (Federal Ministry of Education, Science and Research; Statistics Austria). IHS calculations.

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

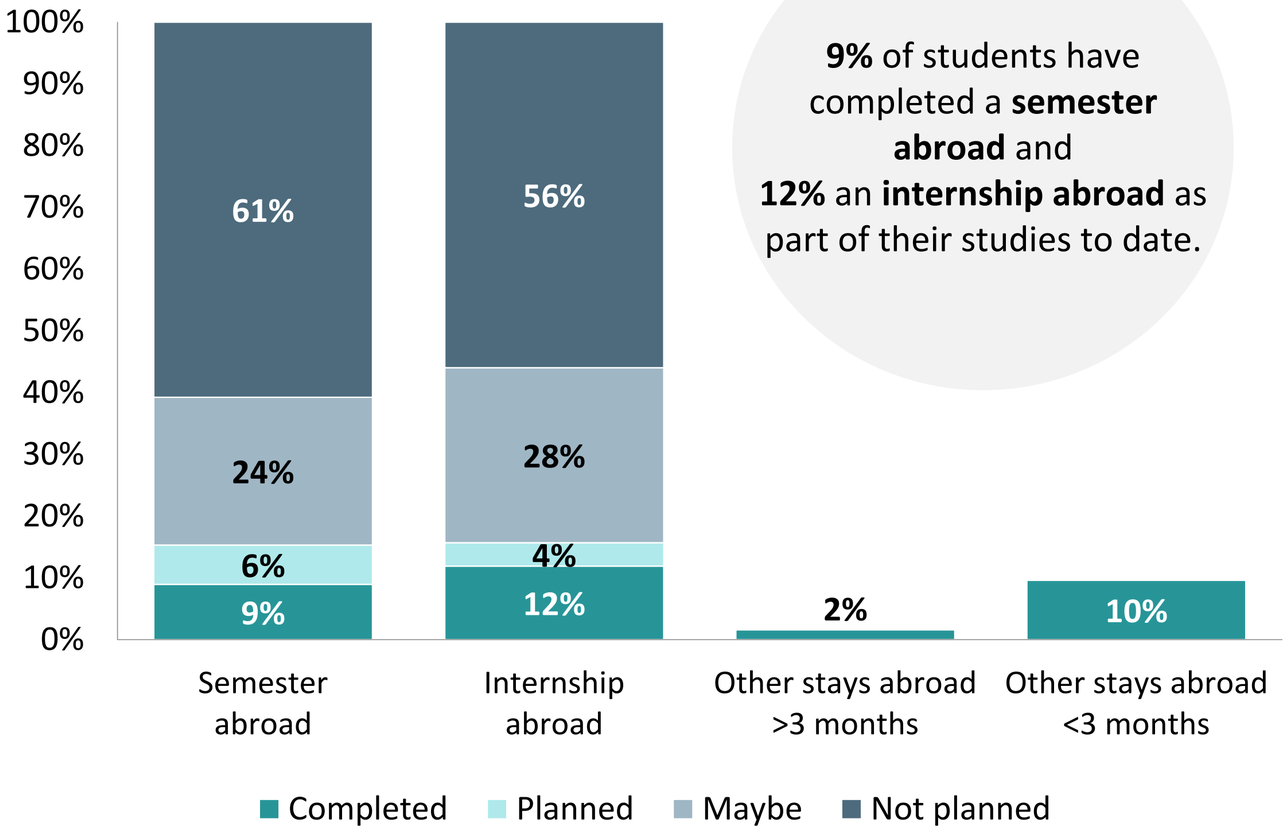
Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

International mobility I

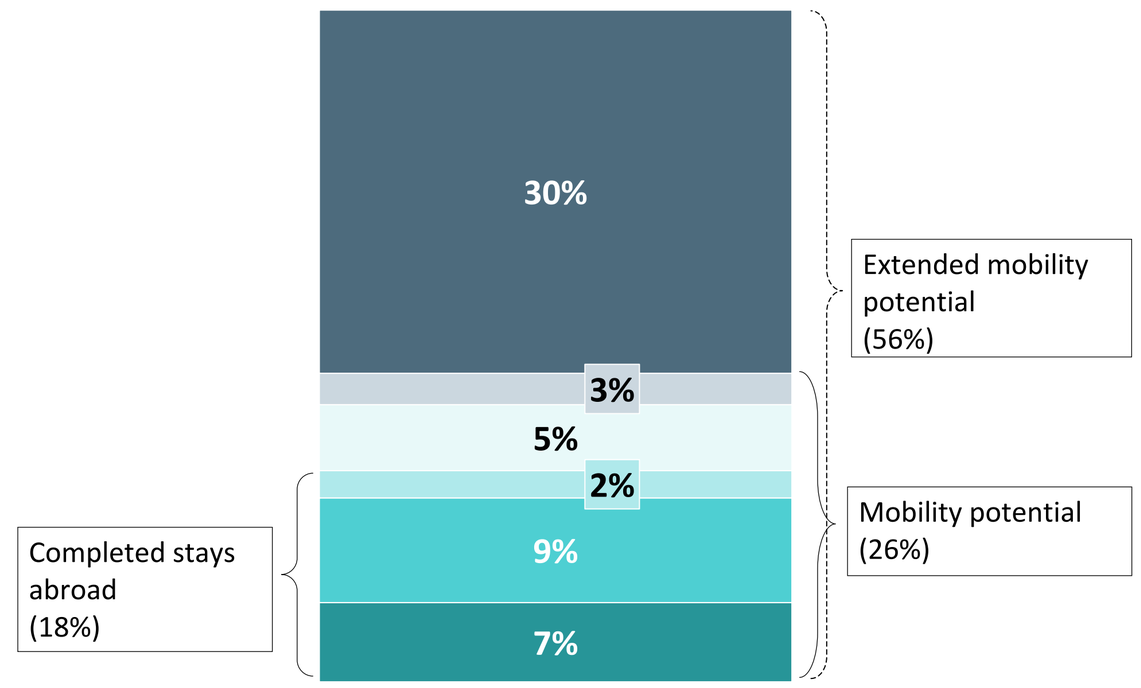
Students' mobility behaviour and plans by type of mobility



9% of students have completed a **semester abroad** and **12%** an **internship abroad** as part of their studies to date.

Multiple answers possible.
Source: Student Social Survey 2019.

Mobility potential



Source: Student Social Survey 2019.

18% of students have already completed a semester and/or internship abroad in the course of their studies, and another 8% are still planning to do so. This results in a **mobility potential of 26%**.

Among all other students, 30% may want to spend time abroad. This brings the **extended mobility potential to 56%**.

Who is internationally mobile?

Particularly mobile are...

Women, both in terms of semesters abroad and for internships, in all study groups, with the exception of Education Sciences.

Students who were **young** when **first enrolled**.

Students whose **parents** have a **high level of formal education**, but also those who come from a (rather) financial well-off household.

Which destination countries are popular?

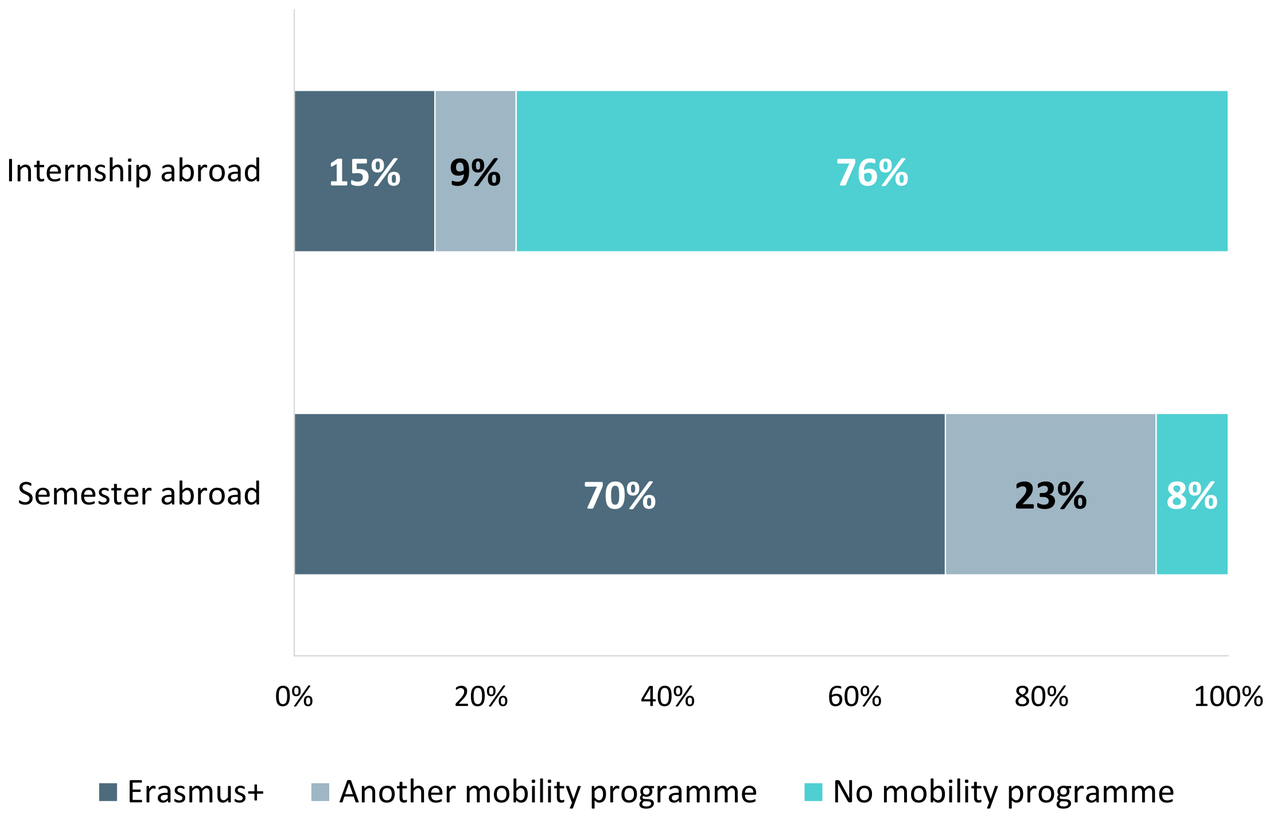
The most common destination countries for **semesters abroad** are:

1. Spain
2. USA
3. France
4. UK
5. Germany

The most common destination countries for **internships abroad** are:

1. Germany
2. Italy
3. Switzerland
4. USA
5. UK

Are mobility programmes being used?



Source: Student Social Survey 2019.

Who goes where for the semester abroad?

Especially frequent destination countries were

… among **women**, the British Isles, Southern Europe and Western Europe.

…among **men**, Central/Eastern Europe and countries outside Europe (especially North America and Asia).

…among students from **financial (very) well-off families**, countries outside Europe.

… among students from **less affluent backgrounds**, Central/Eastern Europe.

…among **Business students**, North America.

…among students at **university colleges of teacher education**, **Education Sciences**, **Natural Sciences** and **Technology**, Northern Europe (incl. Scandinavia).

…among **Teacher Training** students, the British Isles and Southern Europe.

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

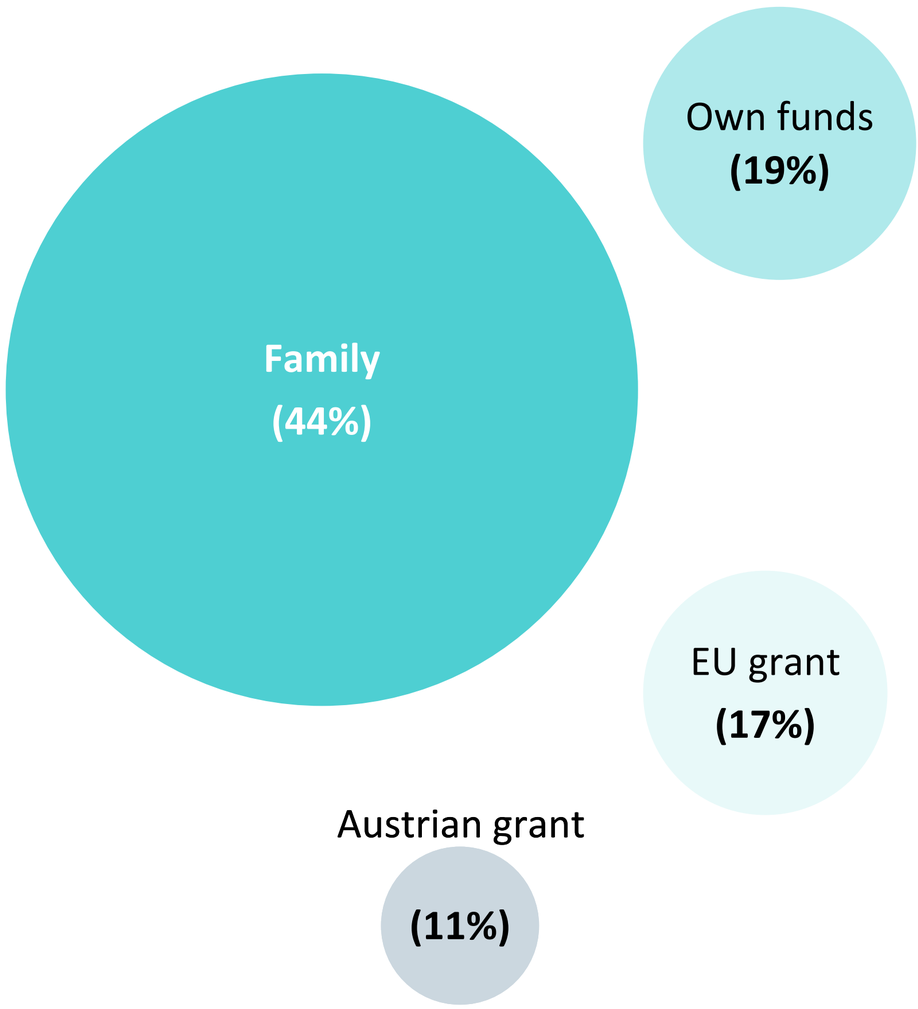
Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

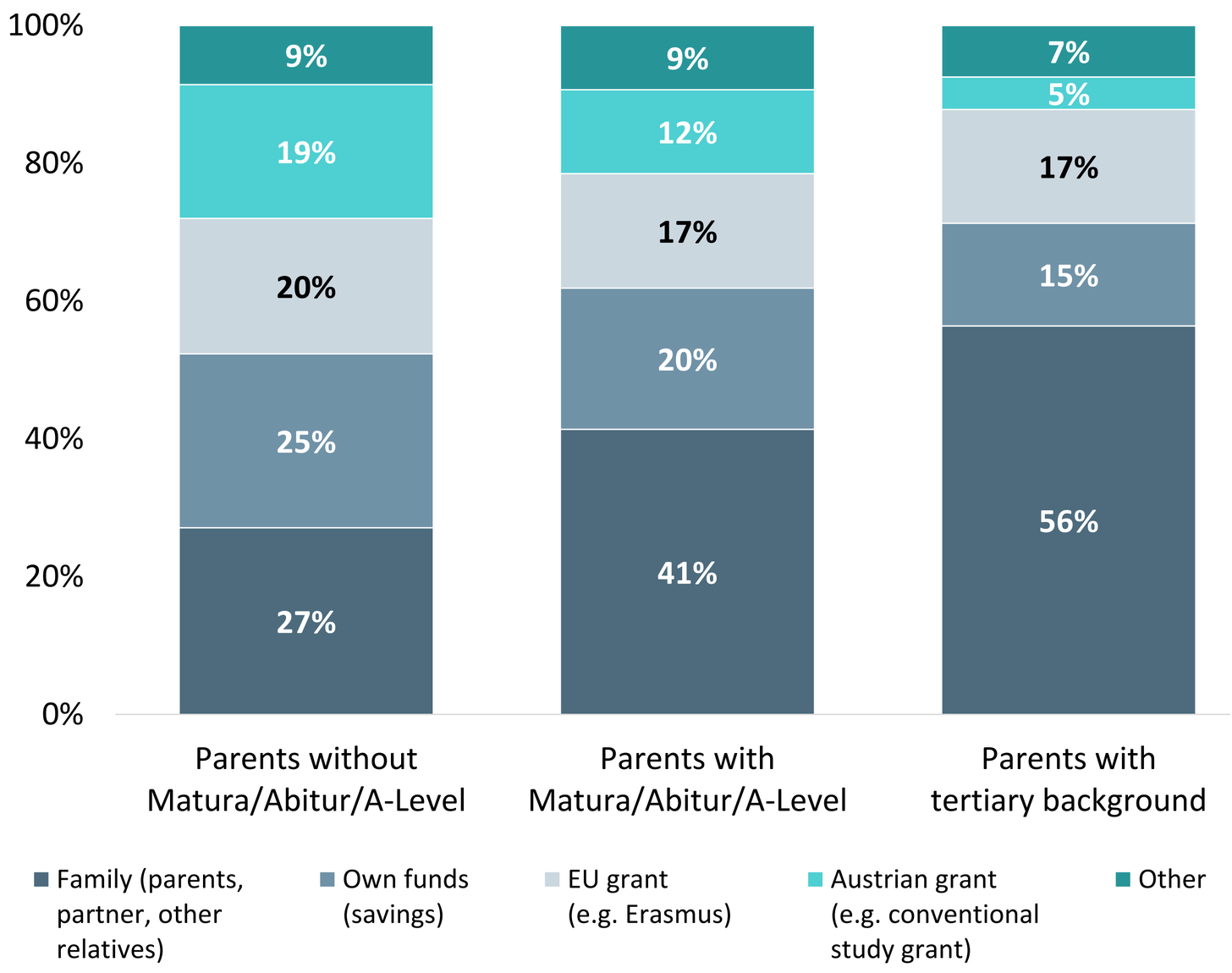
International mobility II

How is the semester abroad financed?

The **primary source of funding** for the (most recent) semester abroad:



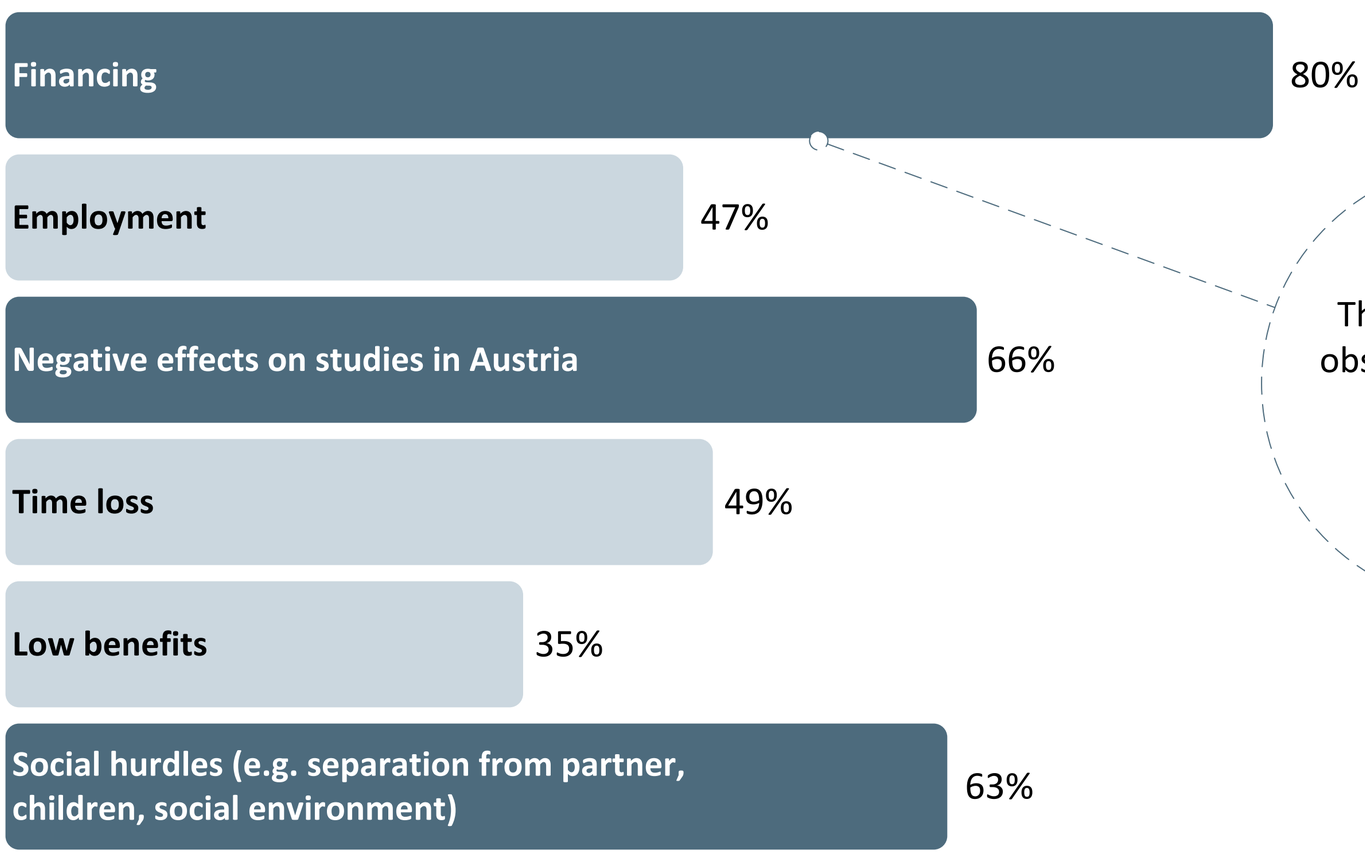
How does the main source of funding for the semester abroad differ by parental education background?



Source: Student Social Survey 2019.

Why don't all students complete a semester abroad?

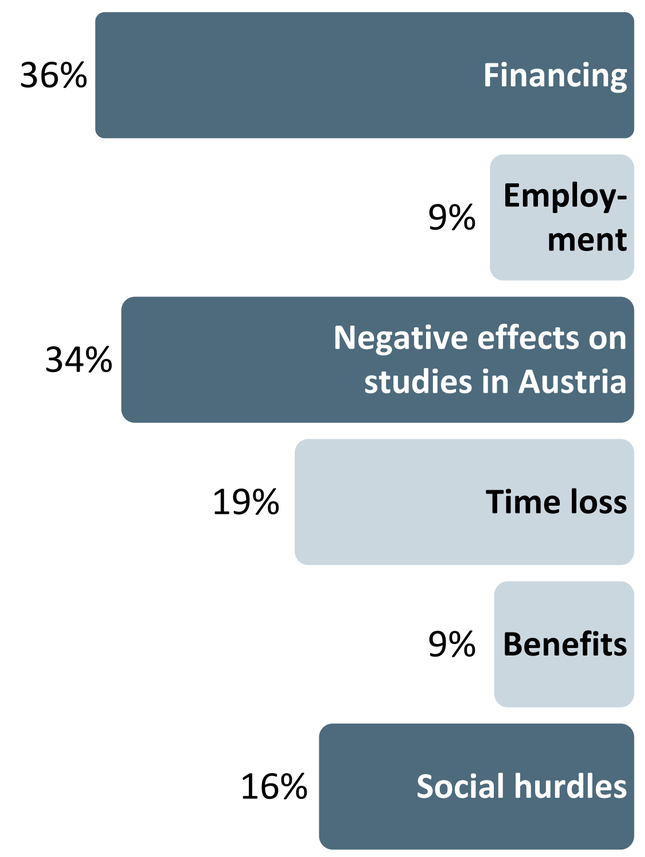
Students who do not plan to spend a semester abroad select the following reasons, among others:



The most common obstacle in almost all EUROSTUDENT countries

Were these topics also relevant for students who have completed a semester abroad?

Students who completed a semester abroad faced the following difficulties, among others:



Source: Student Social Survey 2019.

Overall, there are greater differences in obstacles to mobility according to:

- Field of study and type of higher education institution
- Education of students' parents
- Type of higher education entry qualification
- Age at first registration (very large)
- Gender

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung

Studierenden-Sozialerhebung

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Health impairments

(Results include doctoral students)

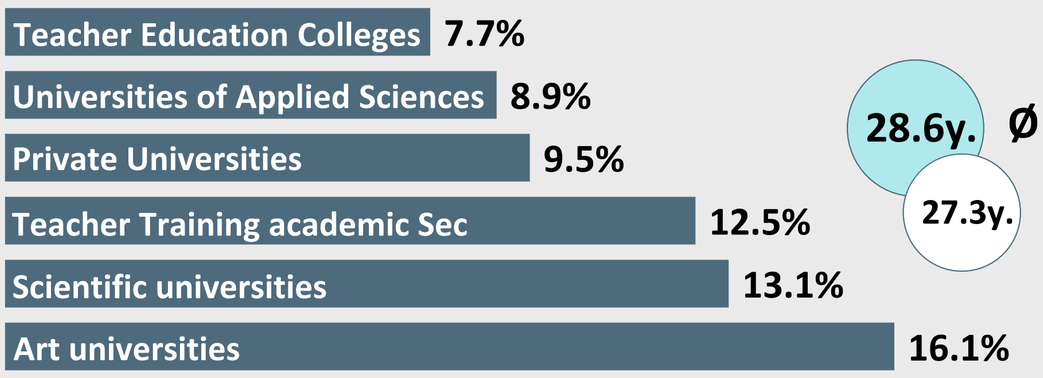
XX% ← Students with health impairments

YY% ← Students without health impairments

12% of all students have a **health impairment** that has at least a weak or temporary effect on their studies.

≈ 39,100 students

60% / 54% **Proportion of women**



28.6y. / 27.3y. **Ø Age**

Form of impairment

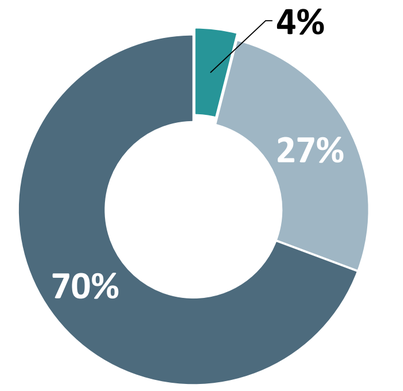
	Proportion of students with impairments	Proportion of all students
Mobility/motoric impairment	2,6%	0,3%
Visual impairment	3,5%	0,4%
Hearing/speech impairment	2,1%	0,3%
Mental illness	39,9%	4,9%
Allergy/respiratory disease	5,1%	0,6%
Chronic-somatic disease	26,1%	3,2%
Specific Learning Disability	4,4%	0,5%
Other impairment	5,7%	0,7%
Multiple impairment	10,6%	1,3%
Students with impairments that limit their studies	100%	12,2%

Classification of multiple answers according to the severity and temporal extent of the impairment that limits their studies. Only the impairments with the greatest impact are shown.

0.9% of all students say they have a **disability** that limits their studies

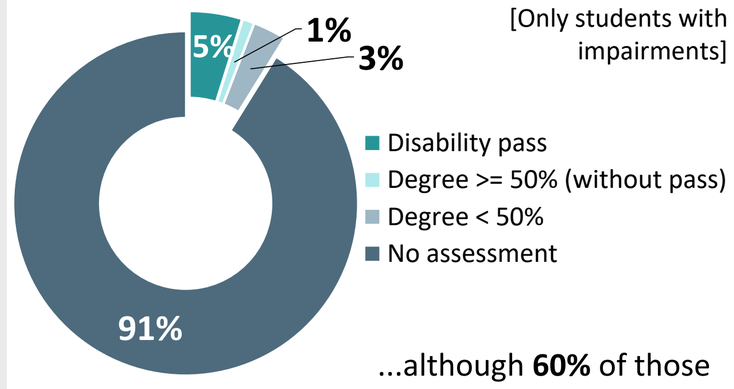
≈ 2,700 students

Impairment noticeable by others?



Classification of the degree of disability by the BASB*?

[Only students with impairments]



...although **60%** of those **without assessment** indicate (very) strong impairment-related **study difficulties**.

*BASB = Federal Office for Social Affairs and Disabilities.
Degree = degree of disability.

Mental illness

4.9% of all students report a mental illness that has the greatest impact on their studies.

Of all forms of impairment, the **strongest increase** since 2015 [especially depression and anxiety disorders].

- If **multiple impairments** are added, the proportion is 6% (about half of students with impairments).
- Around 80% of them state that they are currently undergoing or have undergone **medical treatment** in the past.
- They indicate more frequently that **do not want to disclose** their illness (79% vs. Ø 66%).

Knowledge about counselling centers

20% **know the specific counselling centers or contact persons at their university**, especially students with a classified disability (38%, disability pass: 57%)

… and the Psychological Student Counselling Center?

63% / **44%** are aware of the service. **16%** of students with impairments have **used it** and the majority **rate it as helpful** (65%)

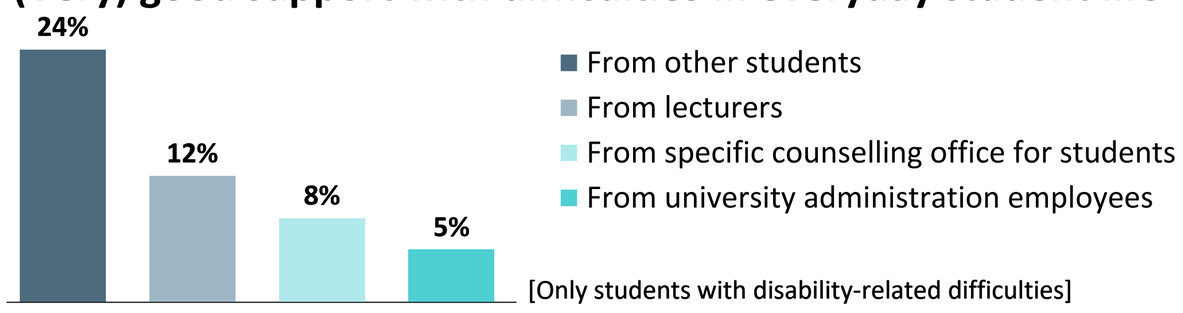
Difficulties in everyday student life

78% have **impairment-related difficulties** [especially illness-related interruptions, examination mode, submission deadlines, study organization, design of courses]

75% / **44%** have **psychological problems during their studies** [especially fear of failure/examination anxiety, depressive moods]

79% / **53%** are affected by **stress during their studies** [especially stress-related health complaints, learning/concentration difficulties]

(Very) good support with difficulties in everyday student life



[Only students with disability-related difficulties]

- **2/3 do not feel well supported** at the university when problems arise.
- More than **half did not turn to anyone** despite having problems.

Study interruption & drop-out intention

21% / **11%** have already **interrupted their studies** for at least 1 semester [especially students with mental illnesses or multiple impairments]

11% / **5%** are seriously thinking of **giving up studying** altogether [especially students with mental illnesses or multiple impairments]

Studyability & academic performance

34% / **45%** of them only rate their studies as (very) studyable [especially due to high workload, lack of compatibility with other obligations]

29% / **18%** rate their academic performance as worse than that of other students

Financial difficulties

35% / **19%** are (very) strongly affected by **financial difficulties**

75% have **impairment-related additional costs**

Necessary measures from the students' point of view

- Flexible study organisation [e.g. expansion of online elements].
- Information about counselling services
- Awareness & open interaction
- Financial support & tolerance semesters

Institut für Höhere Studien
Institute for Advanced Studies
Vienna

Higher Education Research

sozialerhebung.at
sozialerhebung@ihs.ac.at
@sozialerhebung