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Abstract

While many university students work alongside their studies, their employment contract and status vary greatly. The literature focusing on the impact of term-time employment on student performance at university is rather divided and scant. Recent studies suggest that the level and direction of such impact is influenced by several factors such as the average time worked per week or whether the work is related to students' field of studies. Nevertheless, the impact of having or not having gained internship experience during the time of university enrollment is yet to be assessed. Therefore, the conceptual model applied in this research takes into consideration this factor as well. It defines internship as a form of employment intended to provide students with relevant and valuable work experience where they can 'put theory into practice'. Based on the conceptual model, the research has grouped students around 10 clusters, ranging from those who do not work in a regular job alongside their studies but have completed a relevant internship, to those who work part-time in jobs that are not related to their studies and have not gained any internship experience thus far. The survey sample consists of full-time students who are enrolled at three different faculties at the University of Vienna, a public university in Austria. The findings demonstrate that generally the term-time employment has a negative impact on student performance at university only in the case of higher working hour per week (more than 20h/week), while students who have gained more experience relevant to their field of studies show better university performance. Furthermore, the internship experience positively mitigates the negative effect of less related term-time employment when it takes more than 20h/week. In addition, while up to two completed internships – so approximately 5-6 months of such experience – appear to have a positive impact on university performance, any more completed internships impact the performance rather negatively. From the included control variables, the job flexibility and the academic aptitude show influence on student's university performance while first-generation students' and other than Austrian nationalities' main motivation to take up employment during term-time is based on financial considerations.

Introduction

As Porter stated in 1997, education could be seen as an investment for a future return. The tertiary education is nowadays opened to everyone who has obtained a secondary school leaving certificate. In the recent years, the number of students at the universities and colleges have been rising, as well, the proportion of the population having a university degree is getting higher and higher. Just in USA, the percentage of the population who have a Bachelor degree has moved up to around 30% within the last 20 years (U.S. Census Bureau, 2015).

This rightfulness of this investment could not be more valid in nowadays labor market. The proportion of job advertisement which demands a university or college degree is growing rapidly (Carnevale and Desrochers, 2003). In the same time, e.g. in the USA, the income for a person with an obtained bachelor degree is double as much as for someone without any tertiary education degree (U.S. Census Bureau, 2015; OECD, 2016). Besides that, the unemployment rate is also much lower for people with any university degree. Because of all these reasons, the incentive to go into tertiary education level is quite high.

Not just the number of students, but also many studies show that the number of students who are working alongside their study is growing (Hall, 2010; Broadbridge and Swanson, 2005; Robotham, 2009). This results in diverse kinds of atypical form of employment contracts (e.g. part-time-, freelancer-, limited- and internship contracts) offered by the companies which are suitable for (and searched by) the students.

According to the new capitalism theory (Sennet, 1998), where an increase in human capital from the applicant is demanded, working alongside studies could be considered as an indicator of motivation, ambition, discipline, ability to manage time and other qualities that do not directly associated with specific job skills. So, in this case not just education, but its combination with employment could also be considered as an investment in human and social capital.

Many studies showed so far (Häkkinen, 2006; Light, 2001) that student employments at the tertiary education level has a later positive effect on the labor market outcome, e.g. lower unemployment rate, higher earnings and proof for faster track promotion was also found. Besides these positive factors, the work experience also helps the student in building skills and in personal growth.

On the other hand, most of the studies regarding the effect of student employment on university achievement have found no (Nonis and Hudson, 2006; Richardson et al., 2013) or rather negative evidences (Haultain, 2009; Wenz, 2010). Not just the student's university performance (e.g. worse GPA, longer duration of the study) could be negatively influenced, because these working hours interfere with the attendance at lectures, but it could also interfere with the time spent on studying for the exams or on preparing quality assignments for the university (Callender and Kemps, 2000). Moreover, student employment correlates with higher dropout rates at the universities (Beffy et al., 2013). Another important aspect, the personal well-being can also be negatively affected (Curtis, 2007; Warren, 2002), because the students are more stressed to perform simultaneously at various places and they have also less time to spend with friends, family, or to do any extracurricular activities (Deros and Ryan, 2008), which are the main sources of recreation.

If the work of the student is related to the study then there should also be less of a conflict (Deros and Ryan, 2008) between the time spent on studying and on working, because the student "learns by doing". Likewise, the weekly working hour could also make a difference (Applegate and Daly, 2006; McVicar and B. McKee, 2001), whether the effect of employment on the academic achievement is positive or negative. As in this study, only full-time students, to whom the lectures take place usually throughout the day in the weekdays, were questioned, a weekly higher working hour could easily hinder the attendance at lectures, which should result in an even more unfavorable effect. Because of all these reasons, diverse types of work and study combination could affect university performance differently, thus a reliable research in this field should minimum consider these characteristics of the employment.

The internship is one form of student employment, which is offered by the companies or by the government mostly for students at the tertiary education level to work for them for a limited period of time. This working opportunity was originally meant to put the theoretical knowledge learned during the studies into the practice; therefore, these positions were used to be given for students at their end of their studies, prior to graduation. Nowadays, however, the tendency is that, on one hand, students are applying for internships in much earlier stages of their studies; and on the other hand, most of the students are completing more than one internship throughout

their studies (Stolz, 2005). It could also happen that one or more is completed even after the graduation before the student obtains a regular full-time employment contract.

The direct positive effect of the internship experience on the grades and on the GPA has been widely studied in past (Gomez et al., 2004; Mandilaras, 2004; Rawling et al., 2005), however some other papers (Narayanan et al., 2010; Cook et al., 2004) question the causal link between these variables and only acknowledge the positive career related one. Unfortunately, there is still a gap in the literature that would explain whether completing more than one internship during university studies is advisable for the students; or to recommend a number of completed internships and/or a length of this experience per level of education. One goal of the current study is to try to draw a possible framework that could be used and further developed by future studies.

Up until now, most of the researches have not distinguished between the forms of the student employment (or only the *per se* employment) when it comes to its effect on university performance. This is the first study that takes into account the nature of the job (related-unrelated), the working hours per week (part-time or fulltime) and separately (and together with the overall work experience too) examines the effect of the internship as a form of employment.

To test the hypotheses developed in this study, different types of work, study and internship experience combinations were identified. For the testing purposes, both descriptive statistics and regression analyses were used. The sample of the study only consist of students enrolled at one of the three participated faculties of the University of Vienna in winter semester 2016. The participation was only considered high in case of the Business, Economics and Statistic Faculty where two separate e-mail were sent to the students. Meanwhile, the students at the Mathematic Faculty (only the BSc and MSc) received only the first mail, while the notification about the open-survey in case of the Chemistry Faculty was put on their homepage; this resulted in a low participation rate in both cases.

The paper is structured as follows. Right in the next chapter there will be an analysis of the tertiary education situation in Austria. After that in one-one chapter, data and researches regarding the student employment and internship will be analyzed and summarized. In later chapter, the methodology with the conceptual model, the hypotheses and the variables will be

explained in detail. At the end, the result of the survey will be presented, followed by the discussion, further implications and limitation of this current study.

Tertiary Education in Austria

1. Overall picture

As was mentioned in the introduction, the incentive to go to the tertiary education is strong. In the labor market, the employment rates for the population (the 15-64 years old age group) with tertiary-education degree are more than 30 percentage points more than for the population with below upper secondary education. Therefore, as we would expect, the number of students subscribed at the universities or colleges in Austria has also risen from approximately 200 000 to over 300 000 in the last 12 years (Studierenden- Sozialerhebung, 2015). This of course also means that more people are graduating with an academic degree. From the above-mentioned number of students, more than 75% are going to one of the public universities and the rest 25% to diverse kinds of colleges, private universities or teacher's colleges. The distribution of genders is just slightly noticeable, with 54% (women) to 46% (men). The average age at the higher education level is 26.1 years, whereby the average age of men is 1-year more than the average age of women. There is also an 80%-20% distribution of native Austrians to foreigners at the tertiary education in Austria. The OECD database¹ also shows that 41% of the youth are expected to enter the tertiary education before turning to 25, and 39% of the young people of 2012 are expected to complete a university programme in their lifetime.

As the University of Vienna is a public university, Austrian and EU citizens do not need to pay tuition fees to start a higher education programme, although there is a contribution of 19.20 Euro/Semester² to the ÖH "Official representation of university students of Austria". The minimum duration of any programme at the University of Vienna considers an achieved 30 ECTS (one ECTS equals to 25 working hours including the attendance at lectures and other preparation time) per semester. For the semesters exceeding the minimum duration of the programme (in case of Bachelor level degree six-, in case of Master level degree four-, in case of PhD six semesters) by two semesters (the first semester is named as tolerance semester) then

¹<https://stats.oecd.org/>

²<http://studentpoint.univie.ac.at/en/financial-matters/tuition-fee/>

there is a tuition fee of 363.36 Euro (data for the schoolyear of 2016/2017) to be paid. The tuition-free number of semesters could be even prolonged when a student submits an application for remission of the tuition fee. There are 10 varied reasons a student could be eligible (e.g. above marginally employed; participated in student exchange programme) for such a remission. The Non-EU citizens, on the other hand, must pay tuition in the amount of 726.72 Euro/semester from the beginning of their studies, besides that, they have no right for the remission of the tuition fee.

In the Austrian education system, the students are evaluated on a scale from 5 to 1, whereby the 5 is the lowest possible, also meaning that the student failed the exam and/or the course. With a grade 4 (usually given for reaching minimum 50% or 60% of the total score) and above, the student passed. Because of that, a lower value on the university success index presented in this study also represents a better performance.

a. The three-observed university faculties

In this subchapter, the main characteristics of the faculties will be presented one after another. This data will also be used for comparison with the survey sample. The University Vienna itself does not collect data regarding the employment status of the students, however the following statistics separately for each faculty were provided upon request: 1. the number of students; 2. the distribution gender; 3. nationality distribution; 4. the number of students (only for BSc and for MSc level) clustered in three age groups (below 21; 21-24; above 24); 5. the average number of started semesters to finish the studies; 6. the drop-out rate, which in all cases also includes the students changing between programmes or students doing more programme at the same time, but only finishing one; and 7. the average of grades only for BSc and MSc students, because PhD students are not or in just some cases graded.

Depending on the availability, the data was provided either for the last three semesters or in other cases for the last three years. The data usually differentiates between actual and active students. The first term basically means all enrolled students at a faculty, meanwhile a student only considered as “active” in case minimum one course was accomplished either in the given or in the previous semester. All students in their first semester are counted as active. At the University of Vienna, a student can be enrolled at more than one programme at the same time,

which could mean that one student is counted more than once. Because of this reason, only the data regarding the active students will be further analyzed.

The university generally distinguishes between Austrian, German, other EU and Non-EU nationalities. In this survey and so in the descriptive statistic, German citizens will be counted as other EU nationalities. Because of availability, the given distributions related to nationalities are based on the total number of actual students.

As the invitation e-mail for the Mathematic Faculty was only sent to the Bachelor and Master students, only the data regarding these two educational levels will be considered in the corresponding subsections.

i. Number of students

Even though the Business, Economics and Statistics Faculty offers no Teacher training course programme, it still hosts the most students among the three-observed faculties. In the winter semester 2016, 2500 BSc students whereof 52.6% were women, 1392 MSc students with a 57.69% share of women, and 231 PhD students (22.5% women) were counted as active. Still 1869 BSc, 880 MSc and 93 PhD students were within the minimum duration plus the extra tolerance semester of their programme. Seemingly, the number of students as well as the gender distribution have not changed over the three-examined semesters. At BSc level, more than 25% of the active students were already in one extra semester exceeding even the tolerance semester of their studies (at MSc level it is even higher). From that we can conclude that many students cannot finish their studies within the minimum duration of the programme.

At the Mathematic Faculty in the winter semester 2016, there were 588 BSc (37.2% women) and 131 MSc (42.7% women) active students. This faculty, unlike the other two faculties, is more men dominated. Within the minimum duration (plus considering the extra tolerance-semester) of the programme were BSc 504 and MSc 95 students, with similar gender distribution. At this faculty, examining the data from the last three semesters, the number of students as well as the gender distribution have not significantly changed.

At the Chemistry Faculty in the winter semester 2016, 1206 BSc (54.5% women), 251 MSc (55.77% women), 520 Teacher training course (58.46% women), which includes both Bachelor

and Diploma programme, and 176 PhD students (52.84% women) were counted as active. From them 1107 BSc, 201 MSc, 451 Teacher training course, and 125 PhD students were still within the minimum duration of the programme (counting the extra tolerance semester). There is a slightly increase in the number of students across the Chemistry Faculty over the semesters, however no real difference can be seen in the gender distribution.

ii. Age of the students

As was mention in the introduction of this section, the statistics regarding the age of the students was only available for BSc and MSc students, with the number of students given in three predefined categories. For an approximation of the average age (more categories would bring a better-quality result), the weighted average was used. The corresponding mean of each category: 18.5, 22.5 and 26.5.

36% of the Bachelor students were under 21 years old at the Business, Economics and Statistic Faulty. Besides that, 29.33% were within 21 and 24 years old, and 34.68% were above 24 years old. The average age across the BSc programmes were 22.45. At the MSc level, 3.72% were under 21 years old, 30.92% belonged to the middle category, and 65.37% were older than 24 years old. The average of 24.97 makes this faculty the “oldest” from the three observed faculties at MSc level.

From all of the BSc students, 42% were under 21 years old, 22% were between 21 and 24 years old, and 36% were above 24 years old at the Mathematic Faculty. By calculating the weighted average age of the BSc programmes, we got a value just a bit below 24. As we can see, it is actually higher than the average age of the MSc students at the Chemistry Faculty. Meanwhile at the MSc level, the distributions of age categories were: 11.88%, 36.25% and 51.88%. The overall average age with 24.1 is just slightly above the BSc level.

At the Chemistry Faculty, 66.3% of the BSc students were under 21 years old; 18.1% were between 21 and 24 years old; and 15.6% were over 24 years old. In that case, we get 20.47 as average age for the BSc students. At MSc level, only 7.7% were younger than 21 years old, 47.6% were between 21 and 24 years old, meanwhile the rest 44.7% were older than 24 years old. The average age at the MSc studies is 23.98. At both BSc and MSc level, the Chemistry Faculty has the lowest averages.

iii. Distribution of nationalities

The Business, Economics and Statistic Faculty has a high nationality diversity. Less than 50% of the BSc students were Austrian (exact value 43.9%), 32.9% were from other EU countries, and 23.2% were from Non-EU countries. At Masters, it is even more valid, whereas almost as many students were Austrians (37.9%) as other EU citizens (35.6%). The Non-EU nationalities are also highly represented with 26.6%. At PhD programmes, the Austrian took up exactly the half of the population. In this case, the share of the Non-EU citizens was even higher than that of the other EU citizens (26.96% to 23.04%).

When it comes to nationality diversity, the Mathematic Faculty seems in the overall picture the less diverse compared to other examined faculties. 76.9% of the students were Austrian, 14.3% were from other EU country, and 8.8% were from a Non-EU country at the Bachelor programmes. At Masters, the corresponding distributions were 65.4%, 22%, and 12.6%.

At the BSc level at the Chemistry Faculty, 75% of the students were Austrian, 15.2% were from other EU country and 9.5 % were from a Non-EU country. At MSc studies, the percentage of Austrian citizens were much lower (62%), meanwhile the other EU citizens and the Non-EU citizens were approximately equally represented (with 18.8% and 19.2%). Across the Teacher training course programmes, the proportion of Austrian is the highest with more than 92%, meanwhile not even 3% were from a Non-EU country and about 5% were from other EU countries. PhD students were, as well, more likely to be Austrians (with 53.4%), followed by other EU nationalities (26.9%) and Non-EU nationalities (19.7%). The distributions across the three semesters are showing quite equivalent results.

iv. Average grade

The average grade of the students was also only given for Bachelor and Master students. Hereby, mainly the data for the winter semester 2016 is analyzed. Statistics regarding the number of students in the 5-different predefined average categories (1-1.9, 2-2.9, 3-3.9, 4-4.9 and 5) were given. There was an extra category for students without any received grades, which could easily happen, because on one hand, this statistic examined the actual number of students and on the other hand, students in their first semester could easily have no grades. The percentages mentioned in the analyses are already excluding this extra category. The average grades for the

BSc and MSc programmes are calculated similarly as the average age, so by using a weighted average. The means of each category that are used for the calculation: 1.5, 2.5, 3.5, 4.5 and 5.

2.93% of all students, at their Bachelor studies at the Business, Economics and Statistics Faculty, were just having the lowest possible grade, 14.71% had it lower than 5 but not better than 4, 41.8% managed to have an average between 3 and 3.9, while more students' average was in the best category than in the second-best (23.09% to 17.46%). The average grade of all students was 3.1106. At their Masters, the students performed better. Only 2.83% belonged to the worst possible category, 5.73% to the second-worst, 23.11% were mediocre, 35.33% did above mediocre, and 33% did really well. By that, 2.59 was the overall average grade at this level of education.

At the Mathematic Faculty, 5.14% of the students at Bachelor level got only five(s), 4.41% had their average between 4 and 4.9, 26.28% had it between 3 and 3.9, 37.30% had it between 2 and 2.9, and 26.87% belonged to the top of their class. The average grade of all BSc students was 2.71. At the Master level, only 1.67%-1.67% were in the lowest and in the second-lowest categories, 5% had a moderate performance, but on the other hand 20.83% had a good and 70.83% had a superior performance. The overall average grade of the Master students was relatively high, considered overall a very good performance (1.92).

At BSc level at the Chemistry Faculty, 14.54% had an average of 5, 17.89% were between 4-4.9, 39.03% belonged to the middle category, 21.23% to the 2-2.9 category, and only 7.05% to the upper category. The average grade of the BSc students was in this case 3.54. At MSc level, only 2.53% had the lowest grade average, 2.11% were between 4 and 4.9, 8.02% belonged to the middle group, 22.78% to the second-best group; and more than half of the students (64.56%) to the best possible group. It is therefore not unexpected that the average of the MSc student (2.04) were much better than that of the BSc students. Across all faculties, the performance of the MSc students was minimum 0.5 better than that of the BSc students.

v. Average study duration

The average number of semesters spent to finish the studies was the only data given in school years and not in semesters. The base of the calculation was the number of started semesters used by the students who graduated in that particular year. Unfortunately, in many cases the data for

2016 was not available or complete. Because of that, hereby only the data for 2015 will be further analyzed. Not forgetting here that the minimum duration at BSc level is six-, while at MSc level is four semesters.

At the Business, Economics and Statistics Faculty, the data for BSc and MSc levels are further clustered into 4 subgroups with notable differences between these subgroups. In general, over the given years, the BSc students are using fewer semesters to graduate, however at Masters and at PhD (the data is not complete), the contrary phenomena are detectable (a slight increase in the study duration). Notable gender distribution differences are only in some cases observable: e.g. in the Business Administration programmes at BSc level, women usually needed more semesters, however this difference have been seemingly disappearing over the years.

At the Bachelor level of the Mathematic Faculty the same phenomenon as at the previous faculty is observable, so students spend fewer and fewer semesters to finish their studies, starting with 10.8 semesters in 2012 and ending with 8.2 semesters in 2015. Differences between the distributions of gender are notable, however no stable relationship can be drawn, because it hugely deviates year by year. At Master level, the numbers of semesters spent to graduate are fluctuating, therefore we cannot come to a conclusion. However, in this case, there is no real difference between the study duration of men and of women.

At BSc studies at the Chemistry Faculty, it took in average 8.4 semesters in 2015 to finish the programme, whereas for women it took 1.5 semesters in average more than for men. It is also noticeable here, that in 2012 the men needed more time, however in each later year it was the women who took longer to graduate. The data also shows a slightly increase in the average study duration in the previous 2 years (not taking into consideration the value from 2012, which had the highest across all years). At Master studies, the raising durations to finish the studies shows a much more consistent graph. Starting with 5.1 semesters in 2012, though the latest shows 5.8 semesters in average. A similar phenomenon is observable for PhD students (in 2012 it took in average 6.6 semesters, in 2015 it took 8.5 semesters to graduate). On the contrary, at the Teach training course programmes, the graph shows an overall decrease (from 14.3 semesters in 2012 to 12.9 semesters in 2015).

vi. Drop-out rate

The last analyzed data is the drop-out rate in each semester. As the winter semester 2016 was not finished at the time of the data-taking, the winter semesters 2015 together with the summer semester 2016 will be described together (as number of yearly drop-out of a school year) in this section. To have an even clearer insight, a comparison of the drop-out numbers of one semester (the summer semester 2016, which is the last where we have full data for both statistics) with the numbers of active students of the corresponding semester is also included.

At the Business, Economics and Statistics Faculty, 325 BSc, 106 MSc and 31 PhD students quitted their studies in 2015. When we compare the drop-outs with the active students in the summer semester 2016, we have 177 BSc, 68 MSc and 15 PhD students who finished their studies without graduation and 1580 BSc, 855 MSc and 242 PhD active students. This would mean that approximately 10% of the students gave up on their studies in the semester.

In 2015, 133 BSc and 5 MSc students left a programme at the Mathematic Faculty. As men are more represented at the faculty, there were also more men who did not make to graduation. In summer semester 2016, we speak about 59 BSc and 5 MSc dropouts compared to the 516 and 122 active students respectively.

In general, it can be stated, that more women quitted their studied at the Chemistry Faculty, however that roughly corresponds to the overall gender distribution. In 2015, 274 BSc, 12 MSc, 67 Teacher training course, and 8 PhD students quitted their studies. By only examining one semester, we have 860 BSc, 252 MSc, 426 Teacher training course, and 184 PhD active students compared to the 155 BSc, 10 MSc, 18 Teacher training course, and 7 PhD dropouts. Only at the BSc level we could speak about a relatively high percentage of drop-out rate (18.2%).

We could also state that the drop-out rates across the faculties are almost only at Bachelor is significant (min. 10%), in other level of education it is barely 5% in a semester.

The meaning of university success

Throughout the academic literature, there has been many terms used as a synonym of university success like academic achievement, academic success or student learning. These terms are sometimes used interchangeably even within one study. Kuh et al. (2006, p. 7) reviewed the

literatures in this area and came up with the following definition: *“is defined as academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competences, persistence, attainment of educational outcomes, and post-college performance”*. Thus, it is a much more complex than simply paying attention to the grades or to the GPA as one would expect. Last year, York et al. (2015) published a research, where they also reviewed this very topic, revised the whole concept and build a new conceptual model of academic success (Figure 1). This model is mostly based on Austin’s (1991), Trenezini and Reason’s (2005) and the above-mentioned Kuh at al.’s conceptual model. According to this very new model, the academic success has six aspects: academic achievement, satisfaction, career success, persistence, acquisition of skills and competencies, and attainment of learning.

As the target group of this research was current students at the University of Vienna, the university success is defined by the academic achievement as the measurable outcome of the students’ performance and ability. It is operationalized then as an index consisting of the current performance, the expected graduation grades, and the predicted duration of the degree. Unless not written otherwise, any combination of success, achievement or performance with university, education, student, etc. mentioned in this paper will solely corresponds to the above-mentioned term and its operationalized form.

Student employment

One of the reasons for the rising number of students employed during term-time is the even higher and higher tuition fees at the universities. This is especially true for USA and for UK, but this trend can be examined in other countries as well. Along with the even fewer government funding possibilities, the cost of the family spent on education raises, therefore the most important reason for the students to take up a job is to cover the living expenses (OECD, 2016). In the context of this study, tuition fees (only the Non-EU citizens must pay tuition throughout their studies) do not play a huge role; still this statement is most mentioned reason in the survey of the Studierenden- Sozialerhebung (2015), which was conducted to understand the student employment- and internship situations in Austria. Nonetheless, this is not controversial with the findings of other studies (e.g. Hodgson and Spours, 2001) showing that students from high social class families (still fewer compared to the students from low social class families) are as well

taking up jobs. They have distinct reasons (e.g. to gather work experience) to do so, but still, the financial reason is the mostly named across them as well. The biggest difference is that students from low class families are usually “forced” to work, which means that they are mostly working not related to their studies (e.g. as waiter), though the majority of the students work quite in unrelated fields (Ford et al., 1995; Hunt et al., 2004).

Because of the higher proportion of the population holding a university degrees, the real work experience could be valuable for the student, thus we could think about the student employment and the internship experience as an opportunity to stand out of the crowd. Nevertheless, through this experience the person is able to obtain many good qualities, such as better time management, better understanding of the theoretical concept or increased self-confidence (Manthei and Gilmore, 2005; Robotham, 2012).

According to these previous arguments, we could easily come to the conclusion that it is advisable for any students to work alongside their studies. However, most of the studies in this topic are rather mentioning negative than positive effects considering the academic value of student employment. We all have 24 hours in a day to distribute between various activities. Because of that, in case of a full-time student, a term-time job does not just interfere with learning but also with attending lectures (Callender and Kemps, 2000) and in the involvement of campus activities (Furr and Elling, 2000). This could result in longer study durations or in worse grades and/or GPA, because of the less available time that could be spent on studying (Canabal, 1998). Other study also showed that the dropout rate for employed students is higher than for students only concentrating on their studies (Horn and Malizio, 1998). This effect is then again mitigated by the motivation of work (Callender, 2001). If a student’s main reason to start working was to gather work experience and not the stress to cover the living expenses, this employment could even have a positive effect on the motivation to learn.

Nevertheless, other types of extracurricular activities are also unfavorable influenced by the student employment (Deros and Ryan, 2008), thus it could negatively affect the personal wellbeing (Curtis, 2007; Warren, 2002; Watts, 2002). Students have reported (Curtis and Shani, 2002; King and Bannon, 2002) difficulties to balance between their responsibilities at their studies, at their workplace and at other activities (e.g. family, friends) by having an occupation with over 10 hours per week. It should also be mentioned here, that students usually cut down

more time spent on “non-useful” activities such as watching TV than they cut down on studying (Ruhm, 1997; Kalenkoski and Pabilonia, 2012). Because of this very reason, the negative effect of the term-time employment on the university studies is not clearly stateable and other circumstances must also play decisive role.

1. The effect of student employment on the academic success

There is still a dispute in the literature whether student employment has positive, negative or no effect at all on the academic achievement. To be able to settle this issue, we also need to look more in the details of how this academic achievement in each study were defined, but in most cases the academic performance is operationalized as grades, GPA, or as a post-college performance.

According to some studies, student employment has in general no effect (McInnis and Harley, 2002; Nonis and Hudson, 2006; Richardson et al., 2012), however almost as many research papers argue that it does have an effect and this effect is purely negative (Haultain, 2009; Hunt et al., 2004; Wenz, 2010).

McKechnie et al. (2010) claims that the question is not that simple as the effect is mediated by several factors like the scope of work or the time spent on working. These factors are in other studies as well taken into consideration. Some work on part time employment (Volkwein and Struus, 2002; Ma, 1984) found positive effect; meanwhile other authors found evidence in their research that only above a certain number of working hours per week e.g. 22h (Applegate and Daly, 2005) or 15h (McVicar and B. McKee, 2001), or 16 h (Body et al., 2014) is this effect simply negative. However, not just these researchers, but many argues that the negative effect of student employment is more likely to occur with higher working hours (Metcalf, 2003; Moreua and Leathwood, 2006).

In the recent years, whether the work is related or not, was also considered as a decisive factor which could influence the effect of student employment. With a field-related work, the conflict of juggling with the responsibilities at work place and at university should be not as big as with an unrelated employment, because on one hand the student could acquire skills that could facilitate the success at the university (Meng and Heijke, 2005), and on other hand, the student could also learn in practice (Deros and Ryan, 2008), thus could have a better understanding of

the theories learned at the university. Unfortunately, as was already mentioned, most students cannot really find a job related to their studies. The work of Yanbarisova (2015) is one of the closest to this current study, as it examined the student employment's effect in the context of field related and unrelated work and as well considered whether the work is part-time or fulltime. According to the findings, part-time related student employment affects the students' university achievement positively and only fulltime unrelated affects it negatively.

Apart from that, the job flexibility could also play a significant role. The study of Body et al. (2014) shows that a more flexible job could be beneficial for the student because less conflicts between work and study should arise. Even in the context of this study, where the courses, lectures and exams are mostly scheduled on the weekdays and the timetable could also differ in each week, a flexible job would be more eligible for the students to meet the numerous different requirements at the university and at the workplace.

This study incorporates all these aspects of the employment to be able to better understand the real effect of student employment, whether this is part-time or full-time one, related to the studies or not, and how flexible it is. Moreover, the combination of the aforementioned factors is as well possible, and by that an even clearer insight could be gained.

2. Student employment situation in Austria

Unfortunately, the University of Vienna does not collect any data on the students regarding their employment status; therefore, the only reliable, up-to-date source is the data found in the Studierenden- Sozialerhebung (2015). This data is later also used to estimate the distribution in the survey population. The survey collected data from Bachelor-, Master- and Diploma students, so there is no information regarding PhD or Teacher training course students. It could happen that in some cases the percentages do not add up 100, but only because these percentages were given in integer, so they were in each time rounded up from a fractional number. In the study (differentiates between 10 fields of study at public universities), the chemistry and the mathematics programmes were listed under the natural sciences, and the business, economics and statistics programmes under the social- and economic sciences. Most of the data were further categorized separately for public- and private universities, as well as for colleges.

Firstly, to get an overview of the current student employment situation in Austria, general statistics are provided:

- 61% of the students in the tertiary education level worked occasionally or regularly. There wasn't any noticeable difference between women (62% worked) and men (60% worked).
- Under 21 years old 36% of the students were working, meanwhile above 30 years old 76%. The average working hour per week also highly depends on the age of the student. Students under 20 years old are working 11 hours per week in average, meanwhile for students above 30 years old this is 31 hours per week.
- By having an employment with more than 6h/week starts to drop the time spent on the studies, while above 10h/week this effect is even more significant. So, as it could be expected, with higher working hour per week it gets harder to balance between the employment and the university. When students worked between 5h-10h a week, 38% of the them reported difficulties, but this is 66% in case of students who worked 20-25h a week.
- During Bachelor studies, 56% of the students were working, which is 16% more in case of Master students. Students doing master degree were working in average 3.5 h/week more than students doing a bachelor degree.
- In the examined semester of the study, fewer students from high social class than students from low social class took up a job (59% to 66%). The highest accomplished degree of the parents makes also a difference: 57% of the students whose parents have university degree were employed; meanwhile it is 68% of the students whose parents had only compulsory schooling.
- There is also an observable difference between "Bildungsausländer", so students who did not obtain their school-leaving certificate ("Matura") in Austria, and "Bildungsinländer", who did so. In the latter case, 63% (working) to 37% (not working), in the former case, this is 55% to 45%. So, students with Austrian school-leaving certificate are less willing to take up a job.

- 60% of the students, who do not have children, were working. This is much higher for students who have children with no or minimal support needs (79%), but only slightly higher for students who have children with support needs (63%).

According to the EUROSTUDENT V Database³ (the data collection could vary from country to country, but all were taken within the interval of 2010-2014), Austria with these student employment rates belongs to the upper third of Europa. In Armenian, only 18% of students work alongside their studies, while in Ireland 85% of the students do so. Surprisingly, Germany with a proportion of 25% employed students belongs to the lower third. Not just the proportion of students who work, but with the average working hour per week belongs Austria to the upper third, well above Bosnian (3,1h/week), but behind Poland (26h/week).

i. Social- and economic sciences at public universities

According to the survey, 65% of the students at social- and economic public universities worked in the summer semester of 2015 with a 20.44 h/week in average. So, besides the 36% of the students who did not take up a job during the semester, 22% worked less than 10h/week, 20% worked between 10h and 20h/week, 11% worked between 20h and 35h/week and 11% worked more than 35h/week.

The motives of the students to take up a job are also various. The survey offered three possibilities: 1. I took up a job because it is indispensable to cover my living expenses; 2. to gather work experience; 3. to be able to spend more on shopping, travelling, etc. 70% of the student mentioned the first motive, 56% the second motive and 65% the third motive.

Students were also asked to prioritize the importance of their studies and their employment. 43% of the students rated themselves in the first place as a student who works alongside; meanwhile 21% rated themselves in the first place as employed who studies besides. The rest 35% are the ones who were not working. The first 43% could also be separated into two groups: 23% who worked less than 10h/week and 21% who worked more than 10h/week.

Some questions regarding the evaluation of the current employment came as next. According to the answers: 43% of the students stated that their employment is related to their studies; 64%

³ <http://database.eurostudent.eu/>

said that they could plan their working time freely with regard to the requirements of their studies; for 51% were the content of the employment demanding; only 29% would reduce their working hours so that they would have more time for their studies (lowest across all fields of study at public universities); 52% found it hard to balance between their studies and their employment; and 69% were in general satisfied with their current employment.

Besides these data, social- and economic public universities were mentioned in this survey as one of the fields of study with the lowest proportion of “Bildungsausländer” (27%) and was also named as one of the less demanding field of study, where students need to invest in studying on average less than 10 hours a week.

ii. Natural sciences at public universities

At natural sciences at public universities, 56% of the students worked in the summer semester of 2015, so about 10% less than at social- and economics sciences with also a much lower average in working hour per week (16h). Here, next to the 45% who were not working, 25% were working less than 10h/week, 17% between 10h and 20h per week, other 9% between 20h and 30h per week and the rest 5% more than 30h per week. This around four fewer worked hour per weeks comes from the fact that almost 10% fewer were working in general and also fewer students were working above 10h/week.

In the motives for taking up a job, only in one category there is a salient contrast. 39% of the students started working to gather work experience compared to the 56% of the students at the social- and economics sciences. For 75% of the students the job is indispensable to cover their living expenses, and for 63% working allows to spend more on shopping, travelling, etc.

As at the natural sciences fewer students were not working and as well fewer were working above 10h week, it is not surprising that a smaller percentage (13%) rated themselves in the first place as employed who studies besides, while the same percentage of students as at social- and economics sciences (43%) rated themselves in the first place as a student who is working alongside. Within this 43%, 26% were working less than 10h a week, besides the 17% who were working more than 10h. The not-mentioned 44% were the rest not working students in the population.

When it comes to the evaluation of the employment, 32% of the students at natural sciences rated that their employment are related to their studies (lowest across all fields of study at public universities); 58% could plan their working time freely with regard to the requirements of their studies; 44% felt that the content of the employment is demanding (lowest across all fields of study at public universities); 33% would reduce their working hours so that they would have more time for their studies; 51% found it hard to balance between their studies and their employment; and 64% were in general satisfied with their current employment (which is with the students at human- and cultural sciences the lowest value). From these statistics, we could state that students at natural sciences are, in comparison with students of social- and economics sciences, less happy with their student employment situation.

Furthermore, the natural sciences is a field of study with a high proportion of women (58%) and besides that, at these programmes students cannot really find an employment related to their studies. This statement is true for all fields of study with higher proportion of women, so generally saying, women are less fortunate in terms of finding an employment related to their studies.

Internships

According to Taylor (1988, p. 393) the internship is a “*structured and career relevant work experience obtained by students prior to graduation from an academic program*”. So, the main purpose of doing an internship is to earn relevant experience during the studies and/or after graduation, thus to put the theories learned into the practice. That would mean that internship gives a learning experience for the students (Callanan and Benzing, 2004). In many graduate degree programmes (e.g. in medicine or in law), internship is even an integrated part of the studies and a student is only able to graduate in case one or more internships have been done during the programme. In the United States, the majority of the students are doing internship as a compulsory element of the studies (Cook et al., 2004; Zawel, 2005). In Europe, internships are usually done in voluntary bases; the duration of the internships varies, but it usually lasts between 1-3 month(s), but in some cases, it could last up to 6 months.

Although the internship, as a form of employment, does not have a long history, it has changed the labor market both in the public and in private sector. Not just the labor market, but also the

real meaning behind the internship has significantly changed just within 50 years (the term was firstly used in the 60's in relation with medical student apprentices). In recent years, the number of offered internships both in Europe and in USA has been growing rapidly by every year. For example, in the USA, only the Washington's government departments employ between 20 000 and 40 000 interns in each summer or the "Big four" audit companies employed more than 30 000 interns in a 2014 (The Economist, 2014).

Nowadays, it is common for graduates to do internship during their studies as well as after graduation. Students also tend to apply for an internship earlier, even in their freshman year. Thus, it could happen that prior to graduation somebody has already gained 1 year of experience from various internships. In 2005, Stolz used firstly the term "Generation Praktikum", which was meant to capture this tendency of the internship phenomenon. It was addressed to the graduates (in the DACH region), who are doing more than one internship prior as well after graduation before obtaining a regular form of employment contract. This tendency is also visible in the USA, where, per the America's National Association of Colleges and Employers (2014), more than 60% of the students are doing at least one internship before graduating.

A completed internship could be a high value in the CV, thus it could have a positive impact on the future career advancement. This experience increases the chances on the job market (Gault et al., 2000), but nowadays the common belief is that without the internship experience, a graduate has a disadvantage over the ones who have done so. In the USA, about 60% of the internship turns later into job offers from the host organization. For example, the research from Gerdes (2009) found that J.P Morgan's and Goldman Sachs' hired mostly from their former interns (89% of the new hires) between 2008 and 2009. Other study suggests that internships became the first step into an entry-level position (Perlin, 2012).

The internship experience gives both the intern (Resick et al., 2007) and the company (Coco, 2000) a unique opportunity to learn about each other and evaluate the other party before committing for a long-term relationship. For the students, internship could be a way to try out different job functions and working methods before choosing a specific one. This contractual status could also be beneficial for the employer. As the competition for talent between the companies is getting fiercer (Schuler et al., 2011), internship gives the opportunity for the company to find and attract the best students still in their studies, who will most likely consider

applying for a job at the company after graduation. It is also a good possibility for the company to identify the best performing students (Deloitte, 2014), and to see how they can adopt and fit to the requirements and to the image of the company.

Unfortunately, some companies are using this possibility as a way to hire cheap but relatively good and motivated workforce (Conlin, 2009; Lucas, 2012) without considering hiring later anyone. This is possible, because there is such a big pool of candidates that they are able to fill the positions afterwards with new interns. Not to mention that unpaid internships in many fields is not just a rare phenomenon, but a widely-accepted, widespread practice (Greenhouse, 2010), e.g. in media, in public sector or in fashion industry. The problem with the large-scale usage of unpaid internship is that only students from the high social class families can afford to do it. By that talented, but not so wealthy students are missing out on this opportunity, which could lead to fewer chances on the job market after graduation.

Other belief about internships is that students are not doing any real work (thus not gaining any meaningful experience), but are only allowed to do assistant or auxiliary activities. The other side of the story mentions interns doing the job of regular employees and doing overtimes just for almost no money. Sometimes the labor condition is almost “illegal” (Perlin, 2012;). To regulate it, some countries created new governmental regulations (higher minimum wage, anti-discrimination rules, etc.) targeting the contractual status of internships and other atypical form of employments (e.g. freelancer) that companies are using because of the lower cost for the company.

1. The students’ perspective

As was mentioned already, the internship gives the student the opportunity to use the theories in the real life, so it could enhance the learning effect for the student. Various kinds of benefits (directly and indirectly related to the studies) of the internship experience were explored by the researchers: it enhances interpersonal communication (Beck and Halim, 2008), leadership skills (Cook et al., 2004), written communication (Knemeyer and Murphy, 2002), improve self-evaluation (Taylor, 1988), problem solving and critical thinking (Molseed et al., 2003). Many others (e.g., Gault et al., 2000; Brumm et al., 2006) found an increase in job related skills, but also better understanding of theoretical knowledge (Hynie et al., 2011).

2. The effect of internship on the academic success

Koehler (1974) examined the cumulative as well as the accounting averages before and after completing an internship. According to the findings, there was a positive correlation between participating in an internship and in both averages of the students. In the past 10 years, many other studies (Gomez et al., 2004; Mandilaras, 2004; Rawling et al., 2005; Reddy et al., 2006; or Mansfeld et al., 2011) found positive relationship between internship and final grade. Another research from 2001 from Nnadozie et al. also found proof of the effect between these two variables. The interpretation of success in this paper, however, has another definition: the ability to obtain an admission, to secure a funding, and to complete the programme. Additionally, their target group was the first-generation college students, meaning students without any parents with tertiary education degree. They wanted to focus on this group, because in each year the proportion of first-generation college students is getting higher, but only a few researches have addressed any explorative study regarding their achievement at the university. According to the findings, internship has a positive effect on their meaning of academic success.

Binder et al. (2014) in their recent study also found evidence of the positive effect of internship but argues that previous researches did not take into consideration all the control variables, e.g. ethnicity, gender or academic aptitude. Even with the included variables, positive relation between the completion of an internship and academic benefits was found. Some other studies (Narayanan et al., 2010; Cook et al., 2004; Cannon and Arnold, 1998), however, question the academic value of the internship experience as there is only a little evidence for a causal link between these variables. On the other hand, they all argue that there could be substantial social and carrier related one.

In Austria, most of the studies regarding internship so far examined the overall internship situation (Eichmann et al., 2011); the students' satisfaction with their internship, like Amann (2007); or the legislative side of the internship (Pratscher, 2006). However, no research in Austria has been conducted to understand the effect of internship on the university studies.

Internship, in the original setting (Taylor, 1988), is a study relevant work experience, so it could be considered as a field-related work, therefore they should also have similar effect on the university studies. In the current study, internship experience will be examined on top of the

student employment. By that we could examine if the above-mentioned statement is valid or not, because there will be many groups to compare with each other: there will be students who are not working during term-time, but have internship experience; and as well students who are working during term-time (could be further distinguished as unrelated or related), but haven't completed any internship.

Moreover, the value of learning experience and other skill improvement in this case should be reflected on a learning curve, meaning that in the beginning there should be a steep learning effect which should slow down after a while. As the internship will be examined as an overall internship experience, we should be able to find the threshold level, so the number of completed internship and/or the length of such experience, which could facilitate the student's university performance. Above that threshold level, however, the internship (as it usually means a full-time employment in Austria) will rather hinder the progress of the studies, thus it could lead to worsening university achievement.

3. Internships in Austria

The Studierenden- Sozialerhebung (2015) in the survey considered only internships that lasted more than one week and was completed after the first enrollment at a tertiary education institution in Austria. Hereby, the data regarding the findings will be presented briefly:

- 44% of all students have minimum once completed an internship during their studies in Austria. From this 44%, 25% were compulsory internships and 28% were voluntary internships. 9% of the students have even completed both kinds of internships.
- The average duration of an internship is 3 months.
- Approximately one fifth more internships are completed by women that could be explained by the choice of the field of study, because more women choose one in which internship is an obligatory part of the programme.
- Students from high social class families are doing internships more regularly than students from low social class families (51% to 44%), whereas this difference is more notable in case of voluntary internships (35% to 23%). This phenomenon could be

explained by the fact that approximately half of the internship are unpaid, therefore students from low class families are less likely to afford to do it.

- 25% of the students with a completed internship have done this internship abroad.
- Students are mostly completing their internship at the first three school years. In the first school year, barely more than 10% of the students have a completed internship; meanwhile it is almost 40% of the students in the third school year. After the fifth school year, this percentage is stagnating a bit below 60%.
- At Master studies, 58% of the students have a completed internship; on the other hand, at Bachelor studies this is only 38%.
- Higher share of the “Bildungsinländer” have completed internship than of the “Bildungsausländer” (45% to 39%).
- Students without children have also most likely a completed internship (45%) than students with child with support needs (42%) or students with child without support needs (34%).

i. Social- and economic sciences at public universities

At the social- and economic sciences, there are only a few programmes in which the completion of internship is required. Therefore, it is not surprising that only 6% of the students have completed a compulsory internship (lowest value across all fields of study at public universities), however 30% of students have completed a voluntary internship (highest percentage) and only 4% have done both voluntary and compulsory one (second lowest value). As five times more students completed a voluntary internship than a compulsory one, only the statistics for the voluntary internship is analyzed further.

There is not a big contrast to the other fields of study in the location of the completed internships. 26% of the students have only done internships in Austria, 7% have only done it abroad and 6% have done internships in both Austria and abroad.

Considering the length of internship: almost none (0,1%) lasted 1-2 week(s); 27% lasted between 2 weeks and 1 month (second lowest among all fields of study at public universities);

26% lasted more than 1 month but less than 2 months (second highest); 25% between 2 and 4 months (second highest); 14% between 4 and 6 months (second highest); and 8% more than 6 months. With a 3.4 month of average length, internships at this science field has one of the longest average length.

Last but not at least, six statements regarding the internship experience were evaluated: 1. I could work independently; 2. I have not learned anything relevant; 3. I could apply the theories learned at the university; 4. My work was paid appropriately; 5. I often had to work overtime; 6. I was only allowed to do auxiliary activities. 82% of the students gave a positive feedback for the first statement (the highest value with two other fields of study) and 64% for the forth statement (second lowest); however, 21% were for the second statement (highest value) and only 40% for the third statement (lowest value). With the fifth and sixth statements, 20% and 19% has agreed with respectively. So, in general, students could work independently, which was paid appropriately, however they did not feel that it had real academic value. Interestingly, “Bildungsausländer” are more convinced by the learning effect of the internship and also more of them considered it as educational than “Bildungsinländer”.

ii. Natural sciences at public universities

At natural sciences, there are some programmes, in which internship is an integrated part. Therefore, almost as many students have done a compulsory internship as voluntary one (15% to 16%) and also more students chose to do both (10%). Overall, 3% more students chose to complete internship than at social- and economic sciences. In this case, as the distribution between compulsory and voluntary internship is almost the same, both data for the length of the internship will be taken into consideration.

There is no real difference in contrast with the other field of study in the distribution of the location of the internship: here, 29% chose to do the internship only in Austria, 7% did it only abroad and 5% did internships both in Austria and abroad.

Only a few internships lasted 1-2 week(s) (0.1% and 1%), however almost double as many voluntary internships lasted between 2 weeks and 1 month than compulsory one (43% to 24%). In each of the next three categories (1-2 month(s), 2-4 months and 4-6 months) were then more

compulsory internship done: 31% to 23%, 28% to 18% and 11% to 7%. Interestingly, again more students were doing a voluntary internship that lasted more than 6 months (9% to 7%).

When it comes to the evaluation of the internship, the feedbacks from the students were mostly in relation with the overall averages of the other field of study at public universities (not like in the case of social- and economic sciences). According to the results, 79% of the students could work independently, 53% could apply the theory learned at the university, for 61% the work was paid appropriately, and 18% was only allowed to do auxiliary activities. Only in case of two statements were the distributions close to the extremes (second lowest values): only 15% had not learned anything relevant and only 12% needed to work overtime. It can be said that in both cases, we speak about a positive assessment. Women in case of voluntary internships, in contrast with men, gave a more negative feedback on the internship experience. More reported that they had not learned anything relevant, worked more overtime and were only doing auxiliary activities, as well fewer felt that they could apply the theory learned at the university at the workplace.

Methodology

1. Definition of internship

Internships are fixed short-term contracts. In this study, only internships lasted more than one week and were completed after the first enrollment at a degree programme were taken into consideration. These conditions were taken from the Studierenden- Sozialerhebung (2015) with only a minor change: As the goal of this research is to understand the academic value of the overall internship experience completed during the tertiary education level, all internship completed after the first enrollment of a degree programme are counted, regardless if this enrollment was done in Austria or in any other foreign country. The students were informed about these conditions in the questionnaire right in the beginning of the section about the internship experience. There was neither any difference made whether this internship was paid or unpaid, because no literature has so far examined, whether there exists a difference in the learning effect considering amount of the salary of the internship.

2. Conceptual Model

This conceptual model presented here is based on the works of Geel and Backes-Gellner (2012) and Yanbarisova (2015). Both studies were already mentioned shortly in the previous chapters. Geel and Backes-Gellner (2012) in their longitudinal study examined the causality between field-related work during term-time and later labor market outcome, so they were more focused on the post-college career performance. They have found positive correlation, however according to their study, unrelated work is also a better choice than not working at all during the higher education. On the other hand, the focus of Yanbarisova's research (2015) was closer to the current study, as it examined the relationship between academic achievement and student employment. It also took into consideration whether the work is in academic field and whether this work is part-time or full-time. Working "in academic field" and "outside academic field" was distinguished for the same reason as Geel and Backes-Gellner (2012) did with field-related and unrelated employment. Five groups were so identified: "study only", "part-time work in academic field", "full-time in academic field", "part-time outside academic field" and "full-time academic field". The model presented in the current study uses the designations of related and unrelated work, because many students at social and economics sciences pursue their carrier outside of the academia. However, in the operationalization form of "field-relation" of the work, whether the students' work is in the academic field or not is also included.

The biggest different from these researches is that the proposed model (Figure 2 and Figure 3) incorporates the internship experience. It basically means that we have the double number of categories, because two subcategories are added to every five previously mentioned categories from Yanbarisova's research (2015): "has completed internship", "has no internship experience". By that, we should be able to arrive at multiple conclusions: 1. whether student employment has a positive or negative effect on university success; 2. whether there is a difference in the effect if we speak about related or unrelated work; 3. whether this effect differs considering the working hour per week; and finally, 4. whether internship has itself an academic value or not.

3. Hypotheses

1. *Students, who are working alongside their studies, have worse university performance than non-working students.*

In the first hypothesis, we are only looking at working as a dummy variable: is the student working alongside the studies or not. In general, so far most of the findings mentioned earlier expected rather a negative effect of the term-time employment, therefore without looking more into details (working hour per week or related-, unrelated employment), a negative effect is anticipated.

2. *The working hour per week highly moderates the effect of student employment on the university studies.*

The working schedule of a student with higher working hour per week (so as for full-time working student) most probably conflicts more with the attendance at lectures, and the student should also have less time to prepare for exams and tests, thus besides worse GPA, more used semesters to graduation are likewise expected. Consequently, full-time employed students achieve worse than then non-working as well as part-time employed students.

In this current study, part-time employment was also divided into four subcategories: “less than 10h/week”, “between 11h-20h/week”, “21h-30h/week” and “above 30h/week”. In the literature, several different threshold levels are mentioned (mostly between 15h and 22h). Based on the above-mentioned findings and the categorization of the current study:

- a. *There is no significant effect on the university achievement till the student's work takes a maximum of 19h/week;*
 - b. *The term-time employment with over 20h/week has a negative effect on the university achievement.*
3. *There is a difference in the effect of student employment on university studies depending on whether the work is field-related or unrelated.*

The current state of the researches on the field-unrelated student employment is that it has a negative effect on a student's university performance (as was mentioned in the previous

chapters), but at the same time field-related work should have a rather positive one, but it should be mostly visible in contrast with unrelated work.

- a. Students working field-unrelated to their studies are achieving worse at their studies than students with a field-related job, as well as non-working students;*
 - b. The success at the university is as good for students with field-related employment as for non-working students.*
- 4. The positive mitigating effect of field-related work depends on the working hour per week.*

According to the literature, if the work is related to the studies, then there is less of a conflict with the time spent on learning. Despite this reasoning, above a certain working hour per week, this conflict should be too big that the positive mitigating effect of field-related work on the university success wouldn't appear anymore.

Therefore, we expect:

- a. Field-related employment has a positive mitigating effect when the student' work takes up to 19h/week;*
 - b. In case the student is working over 20 hour/week (so as well for a full-time employed student) the field-relation makes no real difference.*
- 5. The effect of internship experience on university studies depends on whether the student is working related or unrelated to the studies.*

We have already argued that the internship should be considered as a study-related work experience. Because of that, for someone with an unrelated work, this experience should be more helpful than for someone who is working in a related-field. This should be then reflected on the university achievement. We would therefore expect that:

- a. Internship experience has no mitigating effect when the student is working related to the studies;*
- b. Internship experience positively mitigates the negative effect of field-unrelated employment.*

6. *The extra internship experience's positive mitigating effect also depends on the working situation of the student.*

We have so far anticipated worse performance in case of a work with more than 20h/week workload as well for unrelated work. These negative effects should be mitigated by the internship experience. However, this mitigating effect is questionable when the term-time employment takes more than 20h/week, because the internship as a full-time form of employment could prolong the study duration, which is included in the university success index. Moreover, if the student is not working during term-time, the motivation to complete an internship should be to gather work experience and not to cover the living expenses. As was cited before, this kind of motivation leads to higher learning effect. Per these facts:

- a. *Internship experience has a positive effect on the university achievement when the student does not work during term-time;*
 - b. *For students, whose work is in an unrelated field and takes up a maximum of 19h/week. the extra internship experience has a positive effect on the university achievement;*
 - c. *For students, whose work takes up more than 20h/week (and similarly for full-time workers), this mitigating effect doesn't occur anymore. Furthermore, in this case, it doesn't matter how related this employment is.*
7. *After a length of overall internship experience and/or number of completed internships, but depending on the level of education, the internship experience has no or rather a negative effect.*

In this case, no research could give any guidance, however in accordance with the learning curve (positive relation between learning and experience in the beginning, which slows down after a length of experience), there should be a margin of experience where above the positive relationship between the gathered experience and the learning effect is significant not anymore. This should though, depends on the level of education. During the second year of master studies, a student should have more opportunities to do various internships, as well as internships completed at later stages should come with more responsibility, less auxiliary activities and by

that it should result in higher possibility of applying the theories at work. On the other hand, for a student in the bachelor studies a longer internship experience should result rather in prolonged graduation in which case the positive effects are diminishing. Additionally, we need to take into consideration that most of the internship opportunities are full-time contracts with the approximate average length of the 3 months and that the university success index incorporates the duration of the study. Based on these information, the following hypotheses were formulated:

- a. During Bachelor studies, having more than 6 months of overall internship experience (so approximately having more than 2 completed internships) should result in a negative effect.*
- b. During Master studies, this effect is anticipated with a more than 9 months of internship experience (so approximately having more than 3 completed internships).*

4. Method

The goal of the research is to test various hypotheses; therefore, a quantitative method was used. An online questionnaire was constructed and then was made available for the students for a one-month period. The SoSci Survey⁴ free online survey tool was used for the survey creation, as it allows the implementation of filter questions; and the combination of different kind of question types. With this tool, it is possible to conduct a pretest that does not only collects data, but also gives the possibility for the respondent to comment on each question during the survey taking. This data is then available for the survey creator to analyze. Furthermore, the data could be exported in Excel as well as in SPSS format, which makes the evaluation and analysis easier. This platform also makes sure that the same IP address is not allowed to open the link again after completing the survey, thus it highly reduces the possibility that someone participated more than once.

The students received the link to open the questionnaire through the email server of the faculties. So, all the student, who were enrolled at these university faculties at the time of the announcement, got access to the questionnaire. After the first mail about the opened portal about

⁴ www.soscisurvey.de

the questionnaire, a reminder was sent to the students one-week before the closure of the survey. Unfortunately, the Mathematic Faculty only allowed the first mail to be distributed among the students, meanwhile the Chemistry Faculty only allowed the text to be posted on their faculty's homepage. Because of that, the participation at these faculties was much lower than at the Business, Economics and Statistics Faculty.

The analyses of the results were done with the IBM SPSS Statistics 24 program, which is available for the students in the University's computer labs. Besides that, each table and figure found in this paper (unless otherwise indicated) was created in this program, which was then exported to this document.

i. Sample

The target group was all enrolled students at the University of Vienna, particularly the students of three faculties: The Mathematics, the Chemistry, and the Business, Economics and Statistics Faculty. Altogether, at these faculties 9 Bachelor, 11 Master or Magister, 6 Teacher's training course and 8 PhD programmes are offered. All of these programmes (like most of the programmes at the University of Vienna) are full-time where no part-time possibility is offered. In Austria, these part-time student programmes are generally offered by the colleges. In neither of these faculties is the completion of a long-term internship a compulsory part of the programmes, so the sample mainly consists of students who have done internship on voluntary basis, so they could have chosen to do one or more internships or they could have chosen not to do any internship at all.

ii. The questionnaire

The questionnaire prepared for the students contained 39 questions (distributed on 19 pages), however no-one needed to give answer to all of them. Some filter questions were implemented to avoid asking students e.g. about their current employment status if they had not had one or about the internship experience if no such experience existed. In case a student was not employed and/or had no internship experience, a question regarding its reason was still to be answered. Besides that, any question that was not filtered out for the students needed to be answered, so that the item non-response problem would not occur. This could have though raised the number of participants who did not finish the questionnaire; however, as we can see

from the received data (Table 1), most of the participants, who quitted, have done it right in the beginning of the questionnaire (more than 60%), thus the forcing method itself did not dramatically influenced the drop-out rate.

A survey from ISSP Research Group (2013) was mainly used for the orientation of the style and design of the survey and the questions. Besides that, many questions (mostly the questions regarding the employment- and internship status) were based on the questionnaire of the Studierenden- Sozialerhebung (2015). In addition, some questions from other researches (e.g. Yanbarisova, 2015; Haultain, 2009) were also used, but they were all altered to meet the needs of this study.

As we want to test hypotheses, no open-ended question was asked, however in some cases the respondents had the possibility to add an extra item at the end of a question. The questionnaire was itself divided into four sections: 1. Questions regarding current studies; 2. Information about student employment; 3. Questions regarding the internship experience; and 4. Personal information. In the beginning of each section, a brief explanation regarding the orientation of the forthcoming questions was given. The first page that opened in the survey was a short text, summarizing: the reason of the survey; the possible length; and it also reassured the participants that all the information given in the survey is anonymous, and is regarded as confidential and would be used for the purposes of this research only.

iii. Pretest

As was mentioned previously, the SoSci Survey tool offers a pretest possibility, for which a separate link is created. Those, who obtained the link could have accessed the survey and gone through like it were a normal survey (e.g. with filter questions in place). They could have left then comments for each question.

Two separate pretests were conducted in order to avoid questions that could be misinterpreted or misunderstood, thus to improve the quality of the questionnaire. In both cases, current students of the University of Vienna were approached, firstly via the usage of social network, and secondly students at the faculty of Business, Economics and Statistics were personally approached to participate in the pretest. Altogether 19 participants completed the questionnaire

in this form. As it was anticipated some questions needed to be fine-tuned, however no big issue related to the wording (or other problems) were identified.

iv. Bias

The online form of the questionnaire could bring some problems, which could even influence the quality of the result. A problem with the self-reporting form of some questions could come up (e.g. the perceived current performance), which should be mitigated by the fact that the participation was anonymous, besides that, the usage of questions from other researches as well as the two completed pretests should have reduced any formulation problems. Moreover, according to some studies (e.g. **Pike, 1996**) self-reporting is a reliable method, therefore it should not have an impact on the quality of the analyses.

Other issue with the self-selection of the sample, meaning that students with more interest in the topic (e.g. who are working and/or completed internship are over-represented), could also arise. As we can compare the data of the survey with two other sources (one received directly from the University and the other data from the Studierenden- Sozialerhebung, 2015), we can easily judge whether the sample of the current study in every aspect represent the population or not.

As was already previously mentioned, as all the questions were forced to be answered and besides that, in the analysis only completed cases were taken into consideration, the problem with item non-response was not an issue to be controlled.

5. Variables

i. Dependent variable

University success (index): As was written in the beginning, the university success is measured in an index that contains three different items, which were simply added together. The scale of the index was from 3 to 16, whereas the value of 3 was the best possible to obtain.

1. *The perceived performance*. The students needed to finish the sentence “Regarding my performance within my studies, I receive ...” by choosing from five different possibilities: “Mostly ‘excellent’ grading”; “Mostly ‘good’ grading”, “Mostly ‘moderate’ grading”, “Mostly ‘satisfactory’ grading”, “Mostly ‘not satisfactory’ grading”. The question was formulated this

way, because the survey was online and anonymous; therefore, the comparison between the participants and their actual grades was not possible. Furthermore, students do not know their actual average by heart and any complex calculation would have just overwhelmed the participant, thus could have led to higher dropout rate and to a lower quality. It would have also been necessary to define which average is meant here: the cumulative average or the weighted average based on the subjects' ECTS.

2. As the participants of the survey were current students, only *the expected graduation level* was possible to be asked, for which a Likert-scale was offered: “excellent”, “very good”, “good”, “fair” and “poor”.

3. The last item considered here is *the expected time of graduation*. For the following question “Regarding the time until your expected graduation, what would you say is the most likely scenario?” these possibilities were given to choose from: “I will finish within the minimum duration of the degree programme”, “I will probably not finish within the degree programme” and “I will definitely not finish within the minimum duration of the degree programme”. In case one of the last two options were chosen, another question “If you think you will not finish within the minimum duration of the degree programme, how many extra semesters do you think you will need?” was asked with the possibilities “1”, “2”, “3”, and “4 or more”. In case, the student chose the second option (probably not finish), the exact value of the last question was multiplied by 0.5, so that probability was also taken into consideration.

ii. Independent variables

Field-relate-, unrelated work (index): To define whether a work is related or not, an index containing three variables was created. The student needed to evaluate various statements on a five-level Likert scale (“Strongly agree”, “Agree”, “Neither agree nor disagree”, “Disagree”, “Strongly disagree”, additionally an “Undecided” option was also given) regarding their current employment. The ones considered in the index were: “I can apply the theories learned at the university in my work”, “Most of the tasks at my work are intellectual, not physical”, “I work in the academia”. The index's scale was from 3 to 15, where the higher value meant less related work.

Working hour per week (working situation): The students who worked alongside their studies had five different options to choose from: “I work less than 10h per week (marginally employed)”; “I work 11-19 h per week”; “I work 20-29 h per week”; “I work at least 30 hours per week”; “I work full time”; “I am self-employed”. In this sense, the part-time workers could be put in four subcategories and so statement for an optimal working hour per week can be established. In the detailed analyses, the per se employed students were excluded.

The internship experience variable: Is a dummy variable: 0-has no internship experience; 1–has completed internship.

Number of completed internship and length of the internship experience: Related to the internship experience, the number of completed internships (“1”, “2”, “3”, “4” and “more than 5”) and the overall length of the internship experience (“Less than one month”, “1-2 month(s)”, “3-4 months”, “5-6 month”, “7-9 months”, “10-12 months” and “More than 1 year”) were also separately asked.

iii. Control variables

The first college generation was also identified. The students had the question whether one or both of their parents have a university degree or they do not have at all.

Student aptitude (index): This index refers to *student’s attitude towards learning*. For the question “How important are the following aspects in your studies?” on a five-level Likert scale “Very important” to “Not important” (also with an extra possibility of “Not applicable”) the following items were graded: “Striving for the highest grade”, “Passing all the courses and exams that were taken in each semester”. The participants were also asked to *rate their last accomplished degree* (or in case they do not have any, then the grade level of the Secondary School Leaving Qualification) on the same scale as in the question regarding the expected graduation level (“excellent”, “very good”, “good”, “fair” and “poor”).

Nationality: The data from University of Vienna mainly distinguishes between Austrian, Other EU and Non-EU nationalities, therefore the students had also these possibilities (except that there was no separate field for German nationalities, so in this current study they are included in the other EU nationalities) to choose from.

Flexibility of the job (index):

1. The first part of the variable was an altered version of the question of Haultain (2009): “*How often has your term-time job/s meant that you have missed lectures?*”. The modification was that the students rated six items on a five-level Likert-Scale (“Always”, “Often”, “Sometime”, “Rarely” and “Never”) for the question “How often has your term-time work meant that you have:”. These six items were listed: “Missed lectures”, “Missed seminars/classes”, “Missed deadlines for university assignment”, “Produced poor quality university assignment”, “Did not have enough time to prepare well for an exam”, “Had difficulties to access the university’s facilities (library, computer rooms, etc.)”. This is an important aspect to see in which magnitude the student employment interferes with the schedule at the university.
2. The second part of the index contained two variables. Firstly, choosing the most suitable statement for the question: “Which of the following statements best describes your working schedule?”. These three statements were: “The starting and finishing times are decided by my employer and I have no influence to change them”, “Within a certain limit I am able to decide the starting and finishing times”, “I can freely decide when I am starting and finishing”.

Financial reason to take up a job (index): As was mentioned in the introduction, there could be many reasons for a student to take up a job alongside the studies and it could even influence the university achievement. Therefore, in the questionnaire the participants needed to rate nine (+1 optional) varied factors on a five-level Likert-scale (from “Very important” to “Not important”). There were five different *financial reasons* that together added up the index: “Regular funding sources (including financial aid from government, scholarship etc.) are not sufficient”, “I want to avoid taking bank loan”, “My family cannot support me financially”, “I have to work to pay the tuition fee” and “I need money for essentials (clothing, food, etc.)”. Beside the financial reasons, two carrier-related and three “other” reasons were also rated.

iv. Other variables

1. Social-demographic data

Age: seven age categories were given: “under 16 years old”, “17-19 years old”, “20-23 years old”, “24-26 years old”, “27-29 years old”, “30-32 years old”, and “over 33 years old”.

Gender: Besides the male and female possibilities, an extra field “Prefer not to answer” was also given.

Having children: This question was altered from the usual form, in such way as whether the student has a child or sibling under the age of 18 in his/her household who needs to be taken care of.

2. Data regarding current education

Level of education: The following levels of education are offered by the faculties: “Bachelor”, “Master”, “Teacher training course (Lehramtstudium)” and “PhD”.

Faculty (field of study): The mentioned three faculties of the University of Vienna took only part in the survey: “Business, Economics and Statistics”, “Mathematics” and “Chemistry”.

Current semester: The students needed to indicate which semester of their current studies they are currently in. The possibilities were given from 1st to 7th and lastly “8th or higher”.

Reasons to study at the faculty: Students were asked to assess on a five-level Likert-Scale the reasons they pursue their current studies: “It will help me find a job corresponding to my interest”, “It will help me find a high paying job”, “This programme is within my family’s budget”, “Because of the good reputation of the university”, “Because of the quality of the academic facilities”, “I am interested in the subject(s)” and “Recommended by someone”. Another self-written reason could have also been added.

Longer stay abroad: Students have many possibilities to go abroad, e.g. to do a semester in another university abroad and/or to gather experience in a form of training or internship. Apart from a yes or no option, there was another possibility to choose: “not yet, but planning to do one”.

Chance to find a job: On a five-level Likert scale the respondents needed to estimate their chances to find a job after graduating from their current studies.

3. Information about the current employment

Length of being employed during university studies: Variable to know how long (in semesters) the students have been employed during their university studies.

How much overall work experience a student has: Students needed to choose from one of the six answer possibilities regarding their gathered overall work experience: “0-1 month”, “2-5 months”, “6-11 months”, “1-2 year(s)”, “2-4 years”, or “more than 4 years”.

How much related work experience a student has: Students needed to estimate of how much of their work experience they perceive is related to their studies: “No work experience”; “up to a quarter of my work experience”; “up to half of my work experience”; “more than half of my work experience”; and “all of my work experience”.

Job satisfaction: Some statements were given to identify the satisfaction level of the students with their current employment. It does not cover the complete scope of a real job satisfaction questionnaire; however, the results could be used to gain an insight of a general satisfaction level.

Reasons not to work: As was cited before, not-working students still needed to rate several factors regarding their decision not to take up a job alongside their studies. These reasons could be categorized similarly to the reason to take up a job: financial, related to studies, difficulties to find a job, and other reasons.

4. Information about the internship experience

First accomplished internship: This variable meant to find out whether students are completing their first internship in even earlier stages of their studies as the literature also foresights.

Where were the internship mainly completed: “In Austria”, “Outside of Austria”, and “Both in and outside of Austria” were given as possibilities.

In which period was the internship mainly done: With this question, we can find out when students are focusing to complete the internships: throughout the semester or during holiday; at

the beginning or at the end of the studies. This was a multiple-choice question, in which minimum one option needed to be chosen.

Would you do one again? If yes, in which company, in which field?: Students were asked whether they would consider doing an internship again. In that condition, would they do it in the same subject field; and/or in the same or in a different company. Like in the previous example, this was a multiple-choice question.

Chance to get a job where an internship was completed: On a five-level Likert scale, the students needed to estimate their chances to get a job at a company in which they have completed an internship.

If no internship experience, what are the reasons: Ten (+ one optional free-text) different kind of reasons were mentioned, from which the students could choose which one they could relate to. This was a multiple-choice question where minimum one statement needed to be checked. These reasons cannot really be clustered in subcategories; however, some questions aimed the nature of the internship (e.g. it is not well-paid, it is only something temporary not permanent, prefers other type of employment status), meanwhile other were imposing that the student was already considering doing one (e.g. couldn't find something suitable or interesting, haven't got accepted so far).

Results

Before testing the hypotheses, general descriptive statistics will be analyzed. At first statistics regarding the questionnaire itself (e.g. completion time, number of participants) and later on for all question a brief statistic will be presented.

1. General data

Altogether 414 students started the questionnaire, however only 294 of them finished the whole survey. The average time to complete the study was 8.55 minutes, which was a bit below of the anticipated 10-15 minutes. However, the completion time highly depended on the characteristics of a person (e.g. have completed internship or not; working alongside studying or not), thus the number of questions needed to be answered. As was already mentioned before, almost two third of the quitters did it right in the first two pages of the questionnaire, therefore we can assume

that the ones who left the survey lacked the intrinsic motivation. On the other hand, the ones who finished it, had interest in the topic and took the time to give the best answers possible, and by that giving the necessary quality to the survey and to the analyses of the results.

It is not surprising that the response rate was the highest right after the first days of sending the e-mails to the student, so firstly, right after the announcement of the open survey and secondly, after receiving the reminder (Table 2). Unfortunately, only in case of the Business, Economics and Statistics Faculty we have enough participants to be able to reach statistically reliable conclusions. Because of that, comparisons (e.g. with the data from the university or with the Studierenden- Sozialerhebung, 2015) and deeper analyses followed here will only take into consideration either the different levels of education; or will handle the 294 students together. In this sense, it is regrettable that it was not possible to send the reminder to students at the Mathematic Faculty or even to distribute the emails at the Chemistry Faculty.

2. Descriptive statistics

i. Personal information

36.1% of the participants were male, meanwhile 62.9% were female, and only 1% did not prefer to answer. We could recall, at Mathematics and Business, Economics and Statistics Faculty, women took up a bit more than the half (ca. 52-53%), while at the Chemistry men take up more than half of the population. According to these distributions (Table 3), women were overrepresented in the sample of the survey.

No student was under the age of 17, so that column is taken out of the further analyses. As we would expect, the average age of the students gets higher with the level of education. At the BSc level, most students were between 20 and 23 years old, and approximately the same amount were in the categories of 17-19 years old and 24-26 years old (17.1% and 15.9%). Students older than 33 years old were also represented. The overall average age at BSc level was 22.83. At MSc level, most of the students were between 24-26 years old, meanwhile the average age in the sample of the MSc students was 25.73. The data here (Table 4) is hardly comparable with the data from the University, because in the current study we had seven different age groups compared to the three given by the University. One category, however, the distribution of students over 24 years old at the Business, Economics and Statistics Faculty (34.68%) could be

examined in contrast to a cumulative sum of all the categories over 24 years old from the survey, which is 31.8% at BSc studies. These two values are quite close to each other, so we could speak about a good representativeness. At Masters 65,37% were over 24 years old in the statistics of the University. In this sample this is 76%, so the older generation were in this case overrepresented.

As reported by the statistics (Table 5), less than half of the participants were from Austria (42.2%), followed by students from other EU countries (35%) and students from Non-EU countries (22.8%). There is almost no difference between the distributions across the BSc and MSc levels. At BSc level, according to the statistics made by the University of Vienna, these are almost the same distributions (44.3%, 33.5% and 22.2% at Bachelor, whereas 40.1%, 34.2% and 25.7% at the Masters); therefore, the survey sample is accurately representing the survey population in terms of the distribution of nationalities.

This study also shows (Table 6) that many students at the tertiary education level belongs to the first college generation. 41.2% of the students who participated in the survey did not have any parents who had university education degree. If we look at the MSc level, we found that 46.3% belonged to the first college generation. Therefore, we can assume that many of them are not giving up studying after the getting the first degree, but they even further pursue their education.

The last personal information asked was whether the student has a child or a sibling in the household who needs to be taken care of (Table 7). Only 20 people has indicated so, whereas there were not more students at MSc level with a child than at BSc level, which would be expected. Half of the students who stated so were over 33 years old, however there was also a student between 17-19 years old.

ii. Information regarding the studies

From the 294 participants, 164 belonged to a Bachelor, 121 to a Master, 8 to a PhD and only one to a Teacher training course programme. The distribution across the faculties (Table 8): 260 students from the Business, Economics and Statistic, 23 students from the Mathematics and only 11 students from the Chemistry Faculty. As was cited, the lower participation in case of Mathematics Faculty was due to that only the first e-mail was distributed via the email server of

the faculty, and in case of the Chemistry Faculty because the invitation for the survey was only posted on the homepage of the faculty.

When it comes to which semester the students were currently in (Table 9), almost 1/3rd of the students indicated the first semester of their current studies. On the other hand, it is notable to mention that about 23% of them were in the 7th or in an even higher semester. That would mean that min. 23% of the participants were already in a semester exceeding the minimum duration of the programme. If we look more into the levels of education, then according to the data, 27.5% of the BSc students are certainly not finishing their studies within the minimum duration of the programme, meanwhile this is a bit more than 32.3% in case of the MSc students. It is even more attention-grabbing that 11.6% of the MSc students were already in the 8th or in even higher semester of their studies, which would mean that they need minimum 2 times more semesters to finish (if they finish) than the minimum duration of the programme.

If we have a look at the frequency analysis of the reasons why the students choose their current studies (Table 10), we could easily state that the most important reason is the interest in the subject(s) with a mean over 4.33 followed by “its help to find a job corresponding to the interest” (mean 4.15) and the help to find a high paying job (mean 3.82). The least important reason was the recommendation by someone (1.9). As was mentioned previously, it was possible in this case to name another reason as well. Altogether nine extra statements were given by the participants, which could be clustered as locational (Vienna); other educational purposes (e.g., it is a good additional qualification); the quality of the university and/or the faculty; and one other reason was named the “acquiring the residence permit”, which could only be applicable to a Non-EU citizen. Moreover, the frequency tables for the different levels of education are showing quite equivalent results.

Most of the students (62.2%) did not participate in any exchange programme during their current studies (Table 11), only 14.3% have done so. However, 23.5% were planning to do in the future. This is also do not really differs between the different levels of education.

Table 12 shows that the majority of the students (40.8%) rated their performance at their current studies as “good”, followed by the “moderate” performance (37.8%). There are approximately the same number of person who perceived their performance as “satisfactory” as “excellent”.

Only a limited number (4 people) gave the “not satisfactory” option. The overall picture of the distributions across the levels of education only differs at the extreme point. More MSc students perceived their performance as “excellent” and less as “satisfactory”. That more or less reflects the average grade data received from the University, in which generally the MSc students had better averages than BSc students; as well there were also only a few with a really bad result.

As we would expect the statistics for the expected graduation grade (Table 14) is somewhat similar to the perceived current performance. Small difference could have been caused since an “I do not know” option was also offered here. According to another table (Table 13), almost half of the students (45.2%) expected to have a good grade, another ca. 31% expected to have a bit above the average, meanwhile only 12.6% thought that they will graduate with a fair or a poor result. MSc students were more likely to expect a better than good performance (38.8% to 23.2%) and also less likely to expect a bad performance (6.6% to 17.7%).

The next question was mostly implemented to find out the students’ aptitude (Table 15) for the later analyses. As we can see from the statistics, the key objective for the students is to acquire different skills and knowledge, closely followed by the “passing courses and exams that were taken in each semester”. Striving for the highest grade was only named as the least factor. One thing is notable comparing these responses between the levels of education. For 95% of the Master students it is rather or very important to pass all the exams and courses.

When it comes to expected-time needed to graduation (Table 16), more than 72% of the students rated that they are not sure that they will finish within the minimum duration of the degree program, which is quite a high number. Even when we consider that around 30% of the students were already in a semester exceeding these minimum durations, more than the same number still within did not believe to do so. Master students were a bit more optimistic about finishing on time, however almost the same number of students definitely expected to use some more extra semesters to finish their current studies as Bachelor student.

Many students believed (Table 17) that for finishing the studies, a maximum of one more extra year (so one or two semesters) than the minimum duration of the programme would be needed. This corresponds with the university data showing that the average number of started semesters

spent to finish the studies is in all cases about 1-2 semester(s) more than the minimum duration of the programme.

The last question in this section was regarding the perceived chance to find a job after graduating from the current studies (Table 18). Many students (64.2%) were positive about the future and rated their chance above the average and barely anyone thought truly negatively (1.4%). MSc students were seemingly more optimistic with their attractiveness on the job market than BSc students (71.3% to 57.9%). Nobody from the small number of participated PhD students perceived their chance as bad. The expected graduation grade somehow corresponds with the rating for finding a job, meaning that students expecting higher grade rated a good chance, mediocre student's rather rate average chances, meanwhile students expecting a lower graduation grade were also more pessimistic.

iii. Information regarding the employment

In the questionnaire, students working alongside studies were almost equally represented (Table 19) as the students only focusing on studying (53.4%-46.6%). Students at higher level of education were more engaged to take up a job. The not-working students are a bit overrepresented though when we compare this data with the Studierenden- Sozialerhebung (2015), which predicted a more than 60% of working student ratio. It is also conspicuous that with the age of the student, a bigger proportion in the distribution turns from not working to working. The turning point, when the working students take more than half of the subpopulation, is at the age group 24-26 years old.

From the ones who were working alongside their studies, only one stated per se employment (Table 20). It is clear that at MSc level, the students are engaged, in general, in an employment with a higher weekly working hour. We could also easily calculate the weighted average working hour per week (excluding the per se employed student) of all students, for which we could use the mean of each group (which is accordingly 5,15,25,35 and taking 40 for the full-time as it is per the Austrian labor law⁵) and the corresponding distributions. This is 21.49

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<https://wien.arbeiterkammer.at/beratung/arbeitsrecht/arbeitszeit/normalarbeitszeit/Normalarbeitszeit.htm>
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h/week, which is one hour more than the corresponding statistic stated in the Studierendensozialerhebung (2015).

For the question “How long have you been employed since you started your university studies?” a wide range (from 0 to 22) of answers were given by the students (Table 22). The mean is 4.01 semesters, however the standard deviation of 3.653 in comparison with the mean is considered rather high.

The possibilities for the question regarding the overall work experience were offered in terms of months and/or years categories (Table 21). Interestingly, around 60% of the students indicated having more than 2 years of work experience, while the most selected category was the over 4 years (also among the BSc students). However, digging deeper into in this work experience (Table 23), we can see that most of this experience is not related to the studies. Even at BSc level, where around 70% stated that no or only up to the quarter, meanwhile only 4% believed that all of their work experience is related to their studies. At Master level, students were more optimistic about this figure, and more than 50% declared having minimum a quarter till up to half of their work experience related to their studies.

When it comes to the different factors (Table 24) why students took up a job alongside their studies, two of the financial reasons were rated the highest: “the regular funding sources are not sufficient” and “to avoid taking bank loan”. After them, two carrier-related reasons were mentioned. Among the less important reasons we find “the paying of tuition fees” (not surprising, because almost only Non-EU citizens are obliged to pay it) and “my family encouraged to me to take up a job”. The sequence of the importance (financial → job-related → other reason) correspondence to the findings of the Studierendensozialerhebung (2015). Altogether five other reasons were named by the students: “Better job”, “hands on skills”, “I love my job”, “I need the money” and “own company – startup”.

Table 25 shows how the term-time employment conflicts with the schedule at the university. Student mostly find it hard to have enough time preparing themselves well for exams, and secondly to attend lectures. However, it hardly happens that somebody misses a deadline for a university assignment because of their occupation alongside their study. The other question examining the job flexibility shows that a high number of student can decide within a certain

limit or even freely when to start and finish their work (Table 26). The same result is shown in the Studierenden- Sozialerhebung (2015), in which 64% of the respondents declared to have freedom in their planning of work time with regards of the requirement of their studies. All in all, per these statistics, many employers apparently understand the needs of their student employees and they let them enough freedom not to hinder their performance at the university.

The first question measuring the level of job satisfaction is the perceived complexity of the work (Table 27). At BSc level around 50% perceived that their job would not require a university degree; meanwhile at MSc level the majority (ca. 73%) would rate that a Master or a Bachelor degree is required. The few PhD students, who participated, were seemingly doing a job that in complexity corresponded to their educational level. The other part measuring the job satisfaction (Table 28) were the rating of various aspects of the working conditions. Among the highest three rated statements, we find two related to relationship with the team and supervisor. We could as well deduce that students are rather neutral when it comes to the hardness to juggle the responsibilities at the university and at the workplace (34.3% found it rather hard), as well when it comes to reducing working hours in order to have more time to study (42.1% would rather reduce). In the Studierenden- Sozialerhebung (2015) the corresponding statistics were more extreme (52% found it rather hard and only 29% would have reduced working hours). However, the data about the general satisfaction with the current occupation is almost the same (68.8% - 69%), as well the data regarding the demandingness of the tasks at the workplace also shows quite equivalent results (58.6% - 52%).

The other part of these statements was implemented to find out whether students are working related to their studies or not. Clearly not so many students have a job with purely physical work, however most of them think rather neutral with the possible usage of the theories learned at the university and their application in their current employment. Beside that, not so many students work in the academia (lowest mean across these statements).

The last statistics (Table 29) in this the section of the questionnaire show the main reasons for the students not to take up a job alongside their studies. From the data, we can conclude that many students have enough support from the family, as well a great deal of them are concerned that they could not cope with the extra responsibility, which would only lead to worse university performance. Apparently, only a limited number of students receives any other funding sources

(e.g. grants, scholarships) and students also do not like to consider the option to take bank loan (lowest mean) to cover the expenses. On the other hand, many students would work if they could find any job at all (the factor of finding a job that would fit the university schedule does not play a leading role in that, but rather to find something related to the studies). Seven other reasons were also mentioned by the students: two of them mentioned the hardness to find a job (for undergraduates and for Non-EU citizens); other three stated concentrating on studies; one is actively doing sport; and one cannot work because of having a small child in the household.

iv. Information regarding the internship experience

Almost the half of the students have ever completed an internship (Table 30), which is a quite accurate representation of the survey population (Studierenden- Sozialerhebung, 2015 showed 44% at the tertiary education level and 40% for social- and economic sciences). The different education levels also demonstrate quite identical results. It is good (Table 31) that in the sample working students with internship experience, but also students neither working during term-time nor having any internship experience are also represented.

Apparently, there is not so much difference (Table 32) in the number of completed internship between the different degree levels. The one and two completed internship(s) were the mostly mentioned in both cases (at BSc and at MSc). There is, though, a difference in the length of work experience gained only through internships (Table 33). BSc students have mostly gained up to four months of experience, however the mostly mentioned category in the case of MSc students was the 5-6 months. Because of that, BSc students have in average of 5.65 months of internship experience compared to the 7.17 months in case of MSc students. Interestingly, there are many students with more than 1 year of internship experience, however only one person indicated having less than one month. The average length of an internship, according to the data, is approximately 3.17 months, so a bit below of the statistic mentioned in the Studierenden- Sozialerhebung (2015). The half of the students who had internship experience would consider doing another one in the future (Table 34). The students with less internship experience are more in favour doing so; only 37% said that they would not do one; and 27% would consider it. Apart from that, from those, who would do or consider doing another internship, the larger part would do it at another company in a different subject field (Table 39).

Seemingly, the ones who haven't done any internship so far, will maybe apply for an internship only later when they are more progressed with their studies (Table 35). Besides that, on the second place, the students considered the low payment of internships, closely followed by the time limitation of the contract as third when it came to most crucial factors in the decision not to do any internship. On the other hand, students do not really believe that other form of employment status (such as Werkstudent) would be more beneficial for them; and they neither question whether it would help their personal development. According to the statistics, students have hardly ever heard any negative feedback from their surroundings regarding internships. In total ten persons took the opportunity to give a self-written reason. Among them, some wrote that they are not interested (would only do if it would be mandatory; it is paid poorly; or just simply not interested); others are rather concentrating on the studies and only after graduation would consider doing one; having a current occupation was also mentioned (which was an existing item in the questionnaire); here, like in the case of the reasons for not taking up a job, the issues with the work permit for the Non-EU citizens also came up.

Looking more in the detail of the internship experience, the students have mainly completed internships in the holiday breaks (Table 36), however on the second place the "throughout the term-time" was mentioned. Three other options were also given by the participants: "it was part of my studies", "through two semesters" and "Urlaubssemester" (without more reasoning, most probably this would mean that the student took a semester off to complete an internship). It seems that almost 1/3rd of the students had done their first internship before the first semester had even started (Table 37), leading by the BSc students. According to this data, it is clear that the first internships are completed in even earlier stages of the studies and not prior to graduation when internships were originally meant to be done.

More internships were done abroad (Table 38) than it is stated in the Studierendensozialerhebung (2015). In the current survey sample, 36.9% have done only internships abroad and additionally 10% have done internships both in Austria and outside of it. More than half of the students rated their chances relatively high (Table 40) to get a job at the company where they have completed an internship. Per many studies (e.g. Gerdes, 2009) already mentioned in previous chapter, this positive thinking rather reflects the real-life situation than it should be considered as an overoptimistic attitude.

Only one question from the survey is left for the descriptive statistics, which was the rating of nine different statements regarding the overall internship experience (Table 41). The most valued statement was “the consideration of the internship experience as a good learning experience”. Secondly, students believed that this experience will make them a stronger candidate for their career, which was closely followed by the consistency of the performed work with the ability of the intern. On the other hand, students are not certain of any improvement in grades as a result of this experience. The general working conditions are seemingly rather good: students do not need to do many overtimes, likewise they are not only there to do secondary or auxiliary activities. It is also worthwhile to mention that, according to the students, this experience cannot really be accounted for better understanding of theories learned during the studies and vice versa the possible application of these theories at work is also questionable.

3. Testing of hypotheses

1. *Students, who are working alongside their studies, have worse university performance than non-working students.*

In the first hypothesis, we will only look at the employment status of the student as a dummy variable: is the student working or not alongside the studies. The comparison of these two groups, firstly will be done considering only the university performance in terms of an index, in which the value is the sum of the perceived current performance and the expected graduation grade of a student. After that, the expected duration of completing the degree (also index) will be added to the index and by that finalizing the operationalized form of university success.

Per the first analysis (Table 42), the mean of the performance of the working students is slightly above that of the non-working students. Statistically, however, this difference between the performances is seemingly rather a coincident (with a p-value of almost 1) than coming from the fact that somebody is working or not alongside the studies.

When we include the expected study duration index, the negative effect of employment is more visible (Figure 4, Table 43). The p-value of just below 0.1, nonetheless, would only be acceptable with a lower confidence level (e.g. 90%). Because of these reasons, we need to reject the first hypothesis.

2. *The working hour per week highly moderates the effect of student employment on the university studies.*

The analyses for the second hypothesis look more promising. By looking at the figure (Figure 5) about the mean of the university success index in each category of working situation, it is clearly observable that the mean steadily increases with the higher working hour per week. The only exception is the difference between full-time employment and the working at least 30 hours per week; however, it must be stated that the latter category had the lowest sample size of 15 and in all the other categories we have a minimum sample size of 25. Just like with the case of the first hypothesis, the p-value is just above 0.1 (Table 44), so we could only consider accepting this hypothesis with a 90% of confidence level.

We could merge the group of “working at least 30 hours per week” and the one “working in full-time” into one category. In one hand to have nearly similar group sizes across the categories, and on the other hand we can as well presume, related to this data, that it only slightly matters whether a student works more than 30 hours per week or in full-time. By doing so, the tendency of worsening performance is even more apparent (Figure 6). The p-value, in this case (Table 45), is just between 0.05 and 0.1, so the result would still be rejected with a 95% of confidence level; however, at no rate could this be neglected.

a. *There is no significant effect on the university achievement till the student's work takes a maximum of 19h/week;*

Interestingly, the mean of the university success index for students who are working up to 10 hours a week is lower (mean: 7.7308) than for the students who do not work alongside their studies (mean: 7.9051). This is yet not significant (P-value close to 0.7). Students working between 11 and 19 hours per week have a mean of 7.9074, which is quite similar to non-working students, hence no further analyses are required to determine that no significant difference exists.

Moreover, if we examine the working situation groups separately on the expected extra semester needed for graduation and on the performance indexes, we can conclude (Figure 7) that students, who are working more than 20h/week, are starting to anticipate more needed semesters to graduate (Table 46). Here, we even speak about a highly significant effect (P-value below 0.05).

Besides that, as we can see, the mean of university performance index (Figure 7) when somebody is working more than 10h, largely drops from 4.6 to 5. Although, beyond that level, it is more or less stagnating; therefore, across the groups no significance was found.

All in all, we can state that students, who do not spend more than 20 hours a week working, have similar university achievement as non-working students. Hence, the first part of the hypothesis is not rejected.

b. The term-time employment with over 20h/week has a negative effect on the university achievement.

In spite the category 20-29 hours per week has a university success index mean of 8.58, statistically with a 0.1772 two-tailed P value (Table 47), the difference is not considered to be statistically significant. Only by comparing the values of the non-working students' group with the last group (working at least 30 hours a week), we get a P value below 0.05, which shows a very significant effect. By grouping further the "20-29 h/week" group with the "least 30 hours a week group" (by that getting the "working more than 20h/week" group), we get a two-tailed P value of 0.0105, which is also a significant outcome.

From the aforementioned figures and tables, it is obvious that most likely somewhere above 20 hours of weekly work, the effect of student employment on the university success turns into a clearly negative one. Undoubtedly, students spending weekly more than 20 hours at the workplace are not counting with finishing within the minimum duration of the programme, but rather with spending more and more extra semesters to graduate.

3. There is a difference in the effect of student employment on university studies depending on whether the work is field-related or unrelated.

For this hypothesis, we will look at the difference in the effect of field-related work compared to less related one. As we could recall, "field-relation" is as well an index, including three rated statements about the employment: "I can apply the theories learned at the university in my work", "Most of the tasks at my work are intellectual, not physical", and "I work in the academia". The statistics shows that the majority of the students work medium-related or unrelated to their studies.

As from the corresponding figure (Figure 8), it looks quite unmistakable that with a lower score on field-relation, a worse value on the university success index is anticipated. As we can see, from a score 2 to 6 on field-relation, the university success value is quite stable. Then there is a big jump on this score, which is showing for a while improving values. However, above a score of 10 on field-relation, again a worsening on the university success index is detectable. The statistic here (Table 48) gives a p-value of 0.106, which would only be taken into consideration with a $\alpha=10\%$.

Based on the observation on the figure (Figure 8), we could cluster the student employment, based on the field-relation score, into three subcategories: High/related (score between 2 and 6), Medium-related (7-10), and Low/unrelated (11-15) work. By that, not only the worsening university success value is observable (Figure 9), but the statistics (Table 49) also gives a p-value of 0.000; so, the certain negative effect of less related work on the university success is undeniable. Going more deeply in the analyses of this effect (Table 50), unlike the weekly working hours, it indisputably occurs on the performance and not on the duration of the studies. In summary, we have found evidence proving the 3rd hypothesis.

- a. Students working field-unrelated to their studies are achieving worse at their studies than students with a field-related job, as well as non-working students;*

This part of hypothesis was partially confirmed by the previous statistics and figures. However, we still need to compare the data of “low/unrelated” group firstly with the “high/related” group, and secondly with the group of non-working students. Only by looking at the mean scores in all cases (Field-unrelated=9.5532; Non-worker=7.9051; Field-related=6.9079), we could easily conclude that unrelated work is not beneficial for the student. In the statistics (Table 51), for both parts of the statement noteworthy evidence were found; thus, working in an unrelated field results in worse university success compared to working field-related to the studies; and also, worse compared to not-working alongside the studies.

As it was possible to distinguish between three distinct categories, the “medium-related” category was as well separately examined. The mean of the university success index is clearly not as good as it is for the non-working students. The statistics (Table 53) confirms the negative

effect with a quite significant result. Therefore, not just working unrelated, but also medium-related is showing negative effect on the university studies.

- b. The success at university is as good for students with field-related employment as for non-working students.*

Like in the previous example, the university success mean-values of the field-related work group and non-working students group are set against each other. The statistics, in this case, show that field-related work has a better score, but with a P value of 0.566 (Table 52), it is not considered to be statistically significant. Therefore, this part of the hypothesis is seemingly also confirmed.

Briefly saying, there is a considerable difference in the university achievement, when someone is working related to the studies or when somebody is working in a medium-related, or even in an unrelated field. This difference is mostly visible on the academic performance (actual performance and expected graduation grade) rather than on the expected duration of the studies.

- 4. The positive mitigating effect of field-related work depends on the working hour per week.*

As was written before, most of the students' jobs are only moderately related to their studies, meanwhile related and unrelated employments are approximately equally represented in the survey sample. The data (Table 54) related to the different working situation categories shows that in the groups with more than 20 hours a week, the distributions of the field-relation groups (related, medium-related, and unrelated) are nearly alike. Only in the group "working less than 20 hours a week" are the students with related work as much represented as students with medium-related one. In that group, students with unrelated work are the mostly represented category.

Surely, the clustered box-plot figure (Figure 10) shows that the effect of field-related work depends on the weekly working hour. Seemingly, by working less than 19h/week, it does not really matter whether the work is related or not to the studies. However, it shows significance when working 20h to 30 hours per week or working more than 30 hours a week. When the work is less than 19 hours per week, the mean of the university success index (the boxplot averages exclude the extreme cases) is going up from related work (mean: 7.21) to unrelated (mean: 8.26), meanwhile the difference between related and unrelated work, in both other cases, almost

doubles (from 6 to 11.5 when working between 20-30 h/week and from 7 to 12.5 in case the work takes up minimum 30 h/week).

Because of the above-mentioned results, there is certainly a difference in the effect of student employment, not just considering how much time the work weekly consumes, but also how related this employment is to the studies.

- a. Field-related employment has a positive mitigating effect when the student' work takes up to 19h/week;*

The Table 55 does not show any significant effect (P value close to 0.5) of the field-related work on the university success when the students are working up to 19h/week. As a result of that, this part of the hypothesis is rejected, thus field-related employment under these circumstances does not have a positive mitigating effect. It could be that up till 19 h/week, the time spent on working does not really interfere with the time that could be spent on studying, thus the academic performance of the student does not really depend on how related this job is to the studies. Therefore, the effect is only visible when a student works more than 20 hours per week.

- b. In case the student is working over 20 hour/week (so as well for a full-time employed student) the field-relation makes no real difference.*

The next table (Table 56) demonstrates a completely different picture. Here we have a very significant effect, and because of that, this part of hypothesis is as well rejected, so there is a positive mitigating effect of field-related work compared to field-unrelated one.

This is an unexpected turn of events, where the effects of field-related work depending on the weekly working hours on the university success were misjudged. It seems unlikely that students with related work are performing twice as well as students with unrelated one, only because of the closer relation of this employment to the studies. We could argue that field-related work does have a positive effect, which is mostly compelling after a certain number of working hours (around 20h/week), but there could be other reasons why it turns from no effect to a highly significant one. It is possible that only good performing students could find an employment related to their studies, meanwhile the others could only find less related employments. Furthermore, finding a job with over 20 hours per week workload, which is at the same time

field-related, is rather difficult, therefore these jobs are taken by the top-performers. Unfortunately, as the questionnaire was created to measure the effect of student employment on the university studies, it is not possible to do any analyses that would prove a positive correlation between university performance and getting a more field-related employment.

Based on the aforementioned reasons, the results in connection with field-related employment need to be handled with caution, thus we should not allow ourselves to jump right away into conclusion, even though significant results in some cases were found.

5. The effect of internship experience on university studies depends on whether the student is working related or unrelated to the studies

As was mentioned in the hypotheses explanation, the internship as related work experience should have different effect based on how related the student's term-time employment is. The positive mitigating effect should be visible in case of unrelated work, however when the student's work is related then this effect should not be any more significant. The Figure 12, at first glance, shows some differences. Only for students working medium-related is the mean of university success higher for the group of having internship experience than for the group without completed internship. These boxplots otherwise look quite similar, so for a better understanding of the effect further analyses are required.

a. Internship experience has no mitigating effect when the student is working related to the studies;

The previous figure (Figure 12) for related-work showed that the mean of university success is lower for students who have completed internship during their studies. The statistics (Table 58), however are not showing any significance. Because of that, the prior assumption for this part of the hypothesis looks valid.

b. Internship experience positively mitigates the negative effect of field-unrelated employment.

Firstly, as we were able to distinguish three different types of field-relation groups, the medium-related work will also be separately analyzed. The figure (Figure 12) shows worse results for students with internship experience, but the statistics (Table 58) in this case are demonstrating

an even less significance than in the prior example. As a result, under these circumstance, internship experience shows no positive mitigating effect.

For the last case (unrelated employment) looks the figure (Figure 12) the most promising. The means of university success was 2.5 less for the students working unrelated to their studies and having completed internship than the for the ones not having this experience. The statistics (Table 58), even though having the lowest P value compared to the other previous two, still shows no real significance. Consequently, the internship experience does not appear to have a positive mitigating effect in case the student has an unrelated employment.

To sum up the findings of this hypothesis, having internship does not have any different effect based on how related the student's work is. It must be added though, that the group sizes are starting to shrink to a level (10-15 or even below), where it is going to get hard to find any noteworthy evidence.

6. The extra internship experience's positive mitigating effect also depends on the working situation of the student.

At first, we should look at the effect of internship only considering the working hour per week of the current employment before we combine it with the field-relation of the work. If we look at the statistics (Table 59), we can see two totally different pictures. In case a student works less than 19h/week then the completed internship shows almost none significance, however in the other case (working more than 20h/week) we speak about a highly significant effect. That means that those who have internship experience besides their current employment have better university performance. Only by means of these statistics, this huge contrast is not yet explained.

a. Internship experience has a positive mitigating effect when the student does not work during term-time;

The corresponding figure (Figure 11) shows a bit of difference between the mean of university success value of the two groups, however the statistics showed in table (Table 57) tells us that this effect is yet not significant. So, despite, seemingly students who have completed internship have better overall performance than students without, this part of hypothesis needs to be rejected.

- b. For students, whose work is in an unrelated field and takes up a maximum of 19h/week, the extra internship experience has a positive effect on the university achievement;*

We have already misjudged the effect of field-related employment. In this case, each of the statistics (Table 60) for the three groups (related, medium-related, and unrelated work) with the combination of an employment of maximum of 19h/week and internship dummy variable shows no significance. Moreover, the unrelated employment with internship experience group had even worse university performance value than the one without any completed internship. Therefore, this part of the hypothesis is rejected.

- c. For students, whose work takes up more than 20h/week (and similarly for full-time workers) this mitigating effect doesn't occur anymore. Furthermore, in this case, it doesn't matter how related the current employment of the student is.*

Just as before, the expected effect was incorrectly evaluated. Two from the three statistic tables (Table 61) show a significant, positive mitigating effect. The only one, not showing any significance, is the one for field-related work. By these facts, this part of the hypothesis is as well rejected. Therefore, the internship experience does have a mitigating effect when the student works more than 20h/week during term-time, but only if it is medium-related or unrelated to the studies.

To summarize the findings in this hypothesis, the positive mitigating effect of internship experience depends on the weekly working hours and as well with its combination of the field-relation (on which alone does not show any significance). In both cases, this effect is only considerable when the student works more than 20h/week. Nevertheless, it also needs to be taken into consideration, that these subgroup-sizes are in most cases around 10, where the representativeness could be questioned.

- 7. After a length of overall internship experience and/or number of completed internships, but depending on the level of education, the internship experience has no or rather a negative effect.*

First of all, we should have a look the statistics regarding the correlation between the two variables. The Table 62 shows a positive, highly significant, and medium-strong correlation between the length of internship experience and the number of completed internship. This would basically mean what we would expect: the more completed internships a student has, the longer experience is anticipated.

By comparing the mean plot graphs (Figure 13) of university success depending on the abovementioned variables, at first glance, it shows some resemblance. In the beginning, they both show performance improvement, but after that, the university success seems to worsen. It happens in the first case after two completed internships and in the other case after 5-6 months in length of experience. As we could recall, the average length of internships is about three months, thus these numbers are seemed to be in correlation. According to that, there appears to be a threshold level till the positive mitigating effect of internship experience exist, however above that it does not occur any more, but rather turns to a negative one. That occurs around two completed internships or 5-6-months length of such experience.

- a. During Bachelor studies, having more than 6 months of overall internship experience (so approximately having more than 2 completed internships) should result in a negative effect.*

The graphs (Figures 14) for the degree levels separately, does not look as clear as before. At BSc studies regarding the length of the internship, there seemed to be improved performance till 5-6 months, which stagnates till 10-12 month, when the performance largely drops. However, it must be stated that the deviation of the performance values in each group are high. The graph for the number of completed internship shows till 3 completed lowering values, which declines afterwards. All in all, internship, in both cases, seems to have a positive mitigating effect in the beginning, however unlike before, no clear level as the predicted 6 months' experience and/or 2 completed internship could be determined.

- a. During Master studies, this effect is anticipated with a more than 9 months of internship experience (so approximately having more than 3 completed internships).*

It is even harder to draw a clear line at MSc level. Even though, the graph about that length of the internship suggests that having maximum of 3-4-months of experience is good for the student, the other boxplot graph (Figures 14) with the number of completed internships does not illustrate the same picture. In accordance with the boxplot graph, the university success values get only worse and worse. By that we need to reject this part of the hypothesis.

All things considered, the effect of internship on university success is influenced by the length of the experience. Generally, it can be stated that till around 2 completed internships and so around 5-6 months' experience it could have a positive mitigating effect, however the university achievement only suffers by having more of it. We could even see the difference between this effect and when we talk about overall work experience. That graph (Figure 15) basically demonstrates a worsening line, hence the internship experience as such is a unique work experience.

4. Control variables

1. *Does financial reason matter? More students, who are under financial stress, are working in unrelated field?*

According to the analyses (Table 63 and Table 64), no figure about the financial reasons show any significance, therefore we can neither state that more financial stress of a student is associated with a less related job, nor that the financial reason directly influences the university performance of the students.

2. *Does it matter if someone belongs to the first-college generation? Are they performing worse due to being more engaged in unrelated work? Is the main reason for taking up term-time employment financial consideration?*

As predicted, the statistics (Table 65) for the first-college generation show that they took up a job during term-time mostly because of financial reasons. This is a highly significant effect. On the other hand, there is no tangible evidence found (with a p-value 0.103) that they are more engaged in less related employments to their studies. The reason for it could also be explained by the small number of students with field-related employment, which would also mean that students not belonging to this group have also difficulties to find a study-related employment.

Per these analyses, the first-college generation shows some differences in the statistics, therefore it is worth to investigate this subpopulation when it comes to university performance or generally to behavior towards learning.

3. *Does the job flexibility matter? Does a more flexible job leads to better performance because it is easier to handle with the university studies?*

The statistics (Table 66) as before shows the predicted outcome: the more flexible the job is, the better performance the student has. Besides, the negative impact of employment also shows high significance (Table 67). In other words, if the work interferes more with the learning (e.g. the attendance at lectures, or the time preparing for exams, etc.) then the university performance suffers. These two variables (job flexibility and negative effect of employment) also have a positive, not so strong, but highly significant correlation with each other (Table 68). The graph (Figure 16) demonstrates that the positive effect of the job flexibility mostly matters when the employment takes more than 20h/week. In case the work takes less than 20h/week, the job flexibility hardly shows any difference.

4. *Does the student aptitude have the main effect on university success?*

In this case as well, the anticipated results were proved. When we observe Table 69 about the relationship between the last accomplished degree and the university success, a clearly stateable, high significance is found. Besides that, the student aptitude index shows a high significance on the university success (Figure 17 and Table 70). In both cases, we speak about high statistically significant effects (the p-values are below 0.01). It is also not surprising that the previous performance is as well highly correlated with the student aptitude (Table 71), so the students who had good grade at their previous degree, are more engaged in striving for the best grades at the university and finishing within the minimum duration of the programme.

5. *Are there any gender differences?*

The statistics (Table 72) regarding the genders does not show any significant differences. It is not obviously observable that women are more engaged in unrelated fields, and besides that, the university success also only shows a slightly better result for women, which is not found to be statistically significant.

6. *Does the nationality of the student make any difference?*

Ethnicity itself as in America should not make a substantial difference, however, the nationality of the student could lead to one: first of all, only Non-EU citizens need to pay any tuition fee; besides that, unlike Austrian students, it is less likely that students with other nationalities have the possibility to live with their parents. Therefore, there is a higher possibility that they need to pay rent to live somewhere, which would lead to higher financial needs. It is then not surprising that the statistic (Table 73) shows a significant outcome. However, considering the academic performance, the Figure 18 shows no real difference between the different nationalities.

5. **Regression model**

The very last table (Table 74) shows the multiple linear regression model for the university success index, considering all the variables (independent and control) that were tested in the context of this research. With this model, based on the characteristics of a student, an approximation of the university success index value could be estimated. As we see, only five variables were found to be significant in the model: Age, Level of education, Weekly working hour, and the Field-relation- and Student aptitude indexes. Worsening value is anticipated for older students at lower level of education, who are working in higher weekly hour, less related to their studies and have a lower academic aptitude. According to the table, more than 40% of the cases could be explained by the model, besides that the predictions on the dependent variable by the regression model is also significantly good. The figure (Figure 19) about the Normal P-P plot shows no strong deviation, however in some cases the values in the histogram do not fit the model. All things considered, the regression model could be quite well used to determine someone's university success value.

Conclusion

The research and additional analysis show that there are many students at the tertiary education level, which are working alongside their studies with over 60% in Austria. In the sample, each one in two of participants had done so and approximately 60% of them indicated having more than two years of work experience. The students primary goal being financial independence or additional income, they did not directly focus on establishing a career in a select field and seemed satisfied with their current financial situation. The students who are not employed showed to have enough support from family or were not comfortable with taking on additional responsibility that would come with a professional position.

Working experience helps the students to improve their time management skills and to have better understanding of different theoretical concepts learned during the studies (Manthei and Gilmore, 2005; Robotham, 2012). Furthermore, there is a substantial career advantage for students, who have accumulated working experience over the years and their professional profile becomes more competitive, in contrast to those who are solely concentrating on their studies (Geel and Backes-Gellner, 2012; Häkkinen, 2004). Per this reasoning, we could conclude that working alongside your studies can be highly favorable for any student pursuing an academic degree programme and subsequently, a successful career.

On the other hand, many researches have shown (Haultain, 2009; Wenz, 2010) that student employment could have negative effect on students' performance (e.g. on GPA). This negative effect is mainly the result of the less available time a student has for studying or for preparing for exams (Callender and Kemps, 2000). In this research, the highest interference with the studies was found with "not having enough time to prepare for an exam", although it still happens less often than not. These negative impacts are occurring with higher weekly working hours, which in this research was found to be at a level of over twenty hours per week employment. Although, it is clear that not too many students would reconsider their working hours in order to have more time for the studies.

The statistics of the current research correspond with the findings of other papers (Metcalf, 2003; Moreua and Leathwood, 2006), in which also only in case of higher working hour per week were the occurrence of these negative effects rather forthcoming. Many other studies were

trying to find the threshold level till the student employment does not affect negatively the university performance. These were found to be the followings: 22h/week (Applegate and Daly, 2005), 15h/week (McVicar and B. McKee, 2001), and 16h/week (Body et al., 2014). In the current study, statistically significant negative effect compared to not working students was only found with an employment over 30h/week. However, deteriorations in the university achievement was found with already lower weekly working hour: worsening actual performance (e.g. grades) with over 10/week (which however stagnated afterwards); and longer duration of study with over 20h/week (which got worse with even higher weekly working hour). Moreover, working more than 30h/week or working in fulltime does not make a substantial difference.

Secondly, the “field-relation” of the work, so how related this employment was to the studies, was examined separately and as well in combination with the average weekly working hour. This characteristic of the employment was as well examined in paper of Yanbarisova (2015), because a more field-related employment should result in less of a conflict with the university studies as it should allow the student to use the theories learned during the studies at work and by that also have a better understanding of these theoretical concepts. In this current study, based on the statistics, “field-relation” of the employment was clustered into related-, medium-related, and unrelated. Evidence was found that generally, students with field-related employment are performing as well as students who are solely concentrating on their studies and besides that, they have better university performance than those with less related employments. Meanwhile, students with both medium-related and unrelated employment achieve worse than non-working students.

The magnitude of this effect, however, highly depends on the weekly working hours. When a student is working less than 20 hours per week then the difference is not significant, however over this limit, it becomes a highly significant one. This huge contrast was not previously anticipated. We could argue that as the social and economics sciences is one of the less demanding field of study (Studierende- Sozialerhebung, 2015), the field-related employment only makes a difference when the employment is over 20/week; however, it seems unconvincing that somebody performs twice as better with an over 20h/week related employment than somebody with an unrelated one, only because of the closer field-relation of this employment. A plausible explanation could be that, as most of the students are working medium- and

unrelated to the studies, the few related employments are taken by the top performer students and this is then mostly reflected in the statistics. Because of that, even though, high statistically significant effect in some cases was found, the true positive effect of related employment over the less related one is not clearly stateable.

In this research, the effect of an existing internship experience on the university performance was also examined separately and with the combination of the term-time employment. Internship is part of the conceptual model as a form of employment intended to be a study-relevant work experience for the student. In the recent years, the proportion of students with internship experience as well the number of completed internships have been rising (Stolz, 2005). For many students, the completion of an internship is even a prerequisite for graduation (Cook et al., 2004; Zawel, 2005). Many other studies (Narayanan et al., 2010; Cook et al., 2004; Gault et al., 2000) showed that this experience has a positive effect on the post-college performance. Furthermore, other researches (e.g. Gomez et al., 2004; Mandilaras, 2004; Rawling et al., 2005) have found a positive impact of the completed internship on the final grade.

Around 44% of the students in the sample have completed internship, even though for most of the students it is not a mandatory part of the degree programme. One internship and 3-4 months' length of such experience were the mostly mentioned categories, however students at a higher level of education tend to have more of this experience.

Most students, who have completed at least one internship, would even consider doing one in the future, however they would choose another company and a different subject field. From those, who haven't done any so far, many will consider applying for one at later stage of their studies. Moreover, students are not sure, whether through this experience they have a better understanding of the theories learned during their studies or that they have any improvement in their grades. Although, they believe that it will have a later carrier-related benefit.

The extra internship experience showed statistically significant positive mitigating effect on the university performance, in case the student was working more than 20h/week in a medium-related or unrelated employment. Otherwise, in general students with completed internship are not performing better than students who do not have such experience. From the last hypothesis,

we have learned that it is generally advisable to have two completed internships with an overall duration of 5-6 months, however by having more of such experience the university performance shows deterioration. Unfortunately, there was no proof found that this would differ with higher level of education, however, in these latter cases the group sizes shrank to a quite inadequate level.

Furthermore, many control variables were taken into consideration: The first-college generation' and the not-Austrian citizens' main motivation to take up a job during term-time is mostly financial consideration; meanwhile, the job flexibility only shows importance when the employment takes more than 20h/week; besides that, academic aptitude has one of the highest influence on the university achievement; however, there was no differences found between the genders, nor any proof found for the correlation between higher financial stress and less related employment.

Discussion and future implications

All in all, we could state that till the term-time employment of a student takes a maximum of 20/h week, the student does not need to fear worsening university success, besides that, it does not matter if this employment is related to the studies or not. However, above that level, the effect of the employment could be negative on the university performance, which is mainly reflected in longer duration of the study. In this case though, with a more related and flexible job this negative effect could be mitigated. Moreover, students could consider completing two internships and having 5-6 months of internship experience during their studies, which is more advisable for students who are working more than 20h/week during term-time in less related to their studies.

From this study, it looks clear that there aren't so many part-time, field related employment available for the students. The small number of them are then taken by top-performer students. Because of that, it is hard to find any evidence whether the effect of term-time employment on the actual university success depends on the "field-relation" of this employment or not. This effect needs to be controlled in future studies.

Internship rather shows no effect than a positive one on the university achievement. This is, as we see from the corresponding figures also depends on how many internships were completed

during the studies. As this was the first study trying to find the advisable length of such experience, further studies could also focus on identifying a level till the internship has this positive effect, if such does exist. With a bigger sample size, even different levels for BSc and for MSc studies could be determined. This level of experience could be as well true for related work-experience. However, this could be better determined with a longitudinal study taken at various stages in the progress of the students' studies. By that, the abovementioned effect of better performing students getting more related employment could be mitigated.

Limitation

The biggest problem encountered while doing this research was to find a suitable sample of participants. Even though students from three different faculties had access to the survey and could participate, only students from the Business, Economics and Statistics Faculty actively completed the survey online, so that a minimum number of participants were achieved; on the contrary, from the other two faculties only a limited number of students completed the survey (the reasons of it were already mentioned). We would have needed approximately the same number of students from the other faculties to be able compare the results and see if there are differences depending on chosen scientific field. Besides that, Teacher training course (Lehramtstudium) and PhD students were also not well represented. Because of that, we cannot generalize the findings for all fields of study and for all levels of education. This would mean that these findings only describe the situation of the students at the Faculty of Business, Economics and Statistics of the University of Vienna, who are studying at BSc and/or MSc level.

One other limitation of this study is that all the expectations (e.g. expected graduation grade and used semester to graduate) regarding the studies made by the students were based on the current living- and working situation, which could however change over time (even for the students in the beginning of their studies). This could mean that the workplace could be changed; new internship could be completed; as well it could also happen that the student quits or changes programme. However, we argued that all the assumptions about the future are made in consideration of the current circumstances, therefore they could be used for the analyses to reach reliable conclusions.

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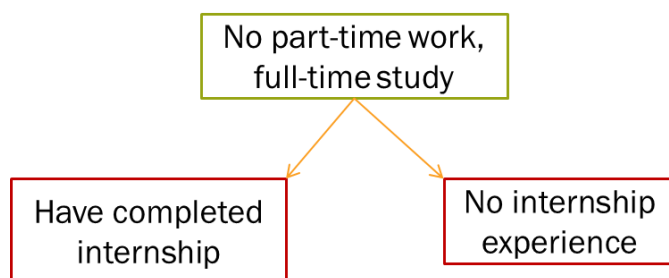
Figures

Figure 1: Conceptual model of academic success



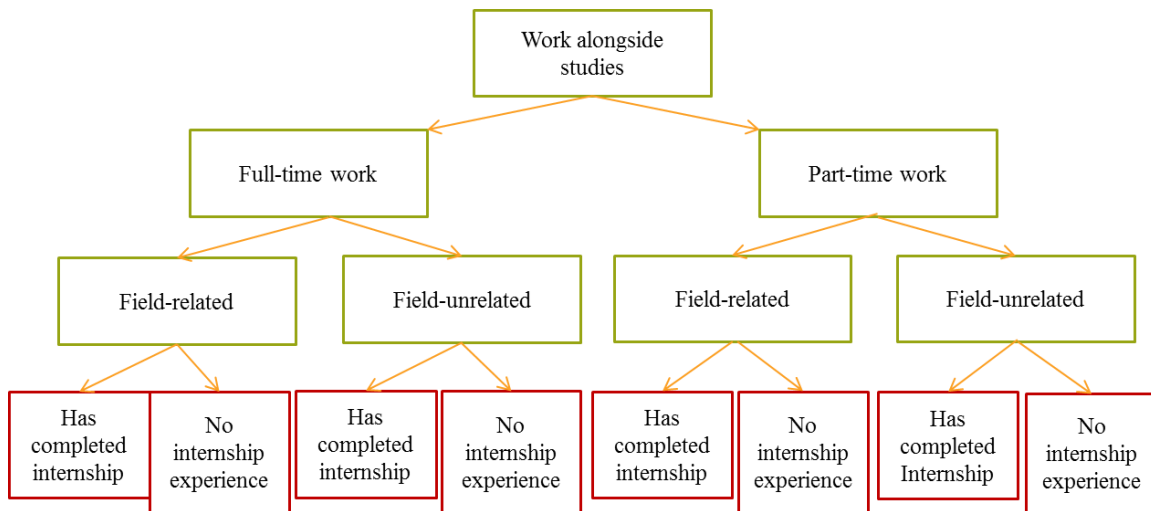
Source: York et al., 2015, p. 5

Figure 2: Conceptual Model 1st part



Source: Author's own illustration based on Yanbarisova (2015)

Figure 3: Conceptual Model 2nd part



Source: Author's own illustration based on Yanbarisova (2015)

Figure 4: Boxplot: University success * Working dummy variable

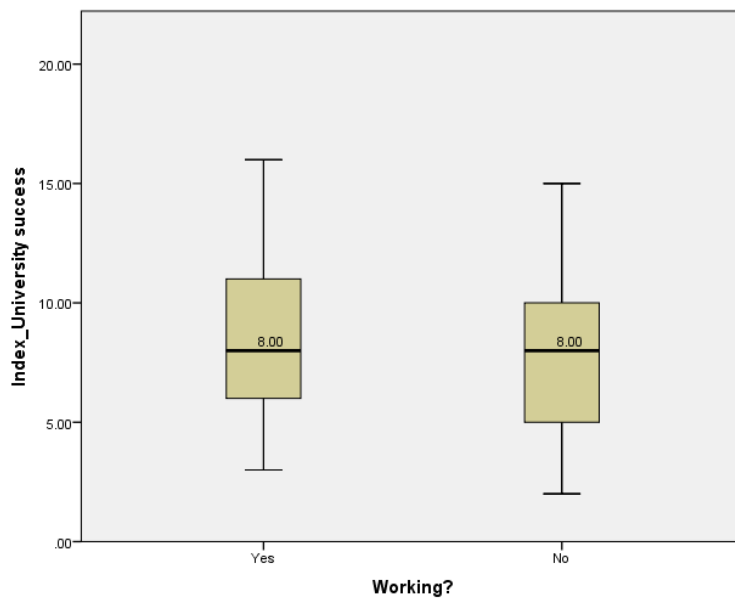


Figure 5: Mean plot: University success * working situation

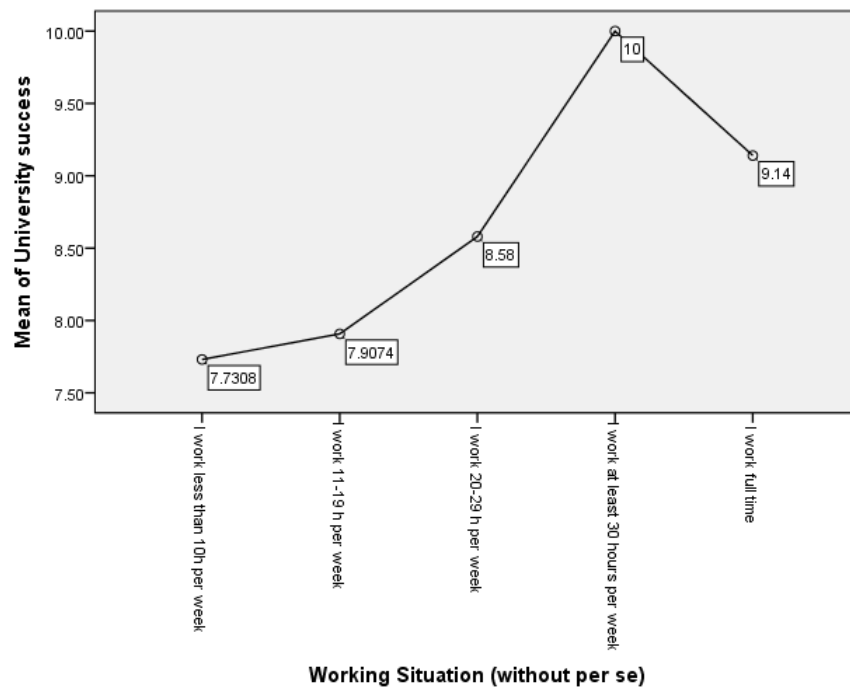


Figure 6: Graph: University success * working situation (with grouping)

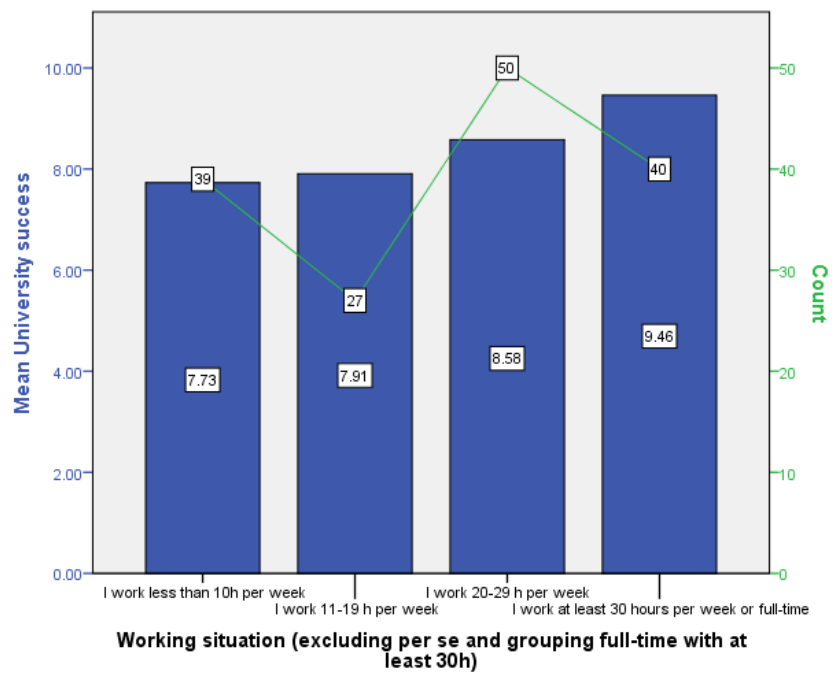


Figure 7: Mean plot: Expected extra semester needed for graduation and Performance * working situation

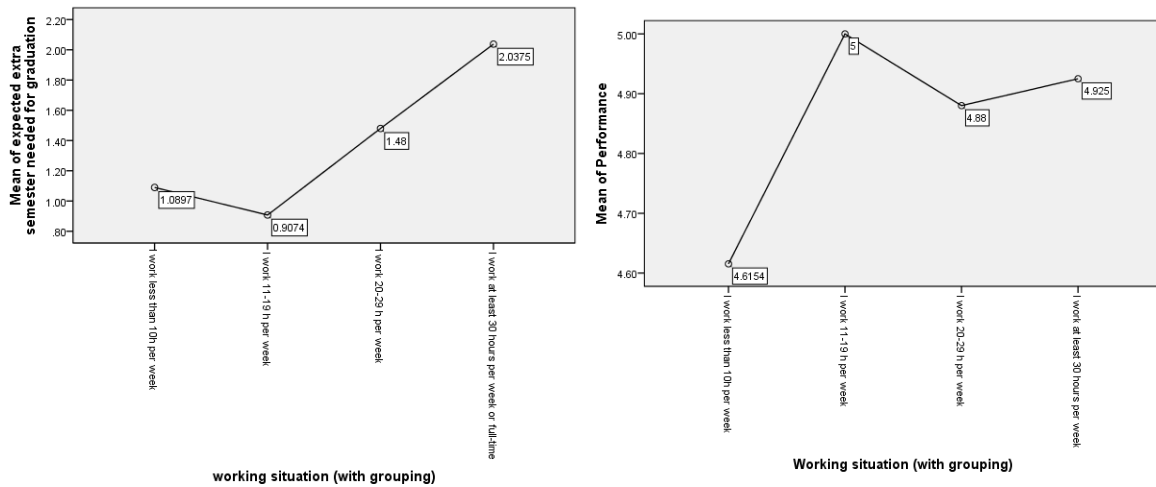


Figure 8: Means plot: University success * Field-relation index

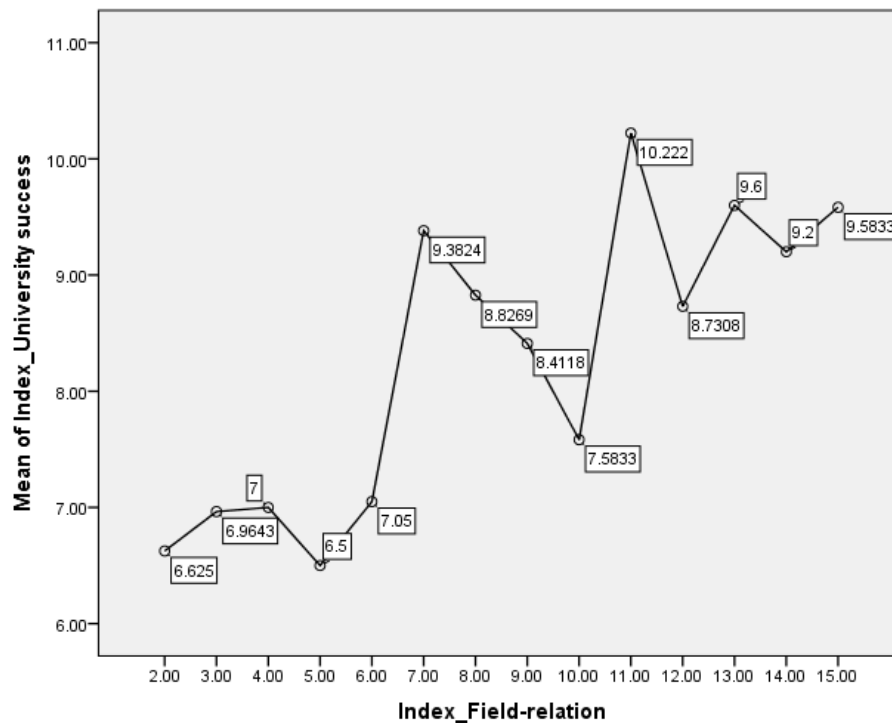


Figure 9: Mean plot: University success * Field related work (grouped)

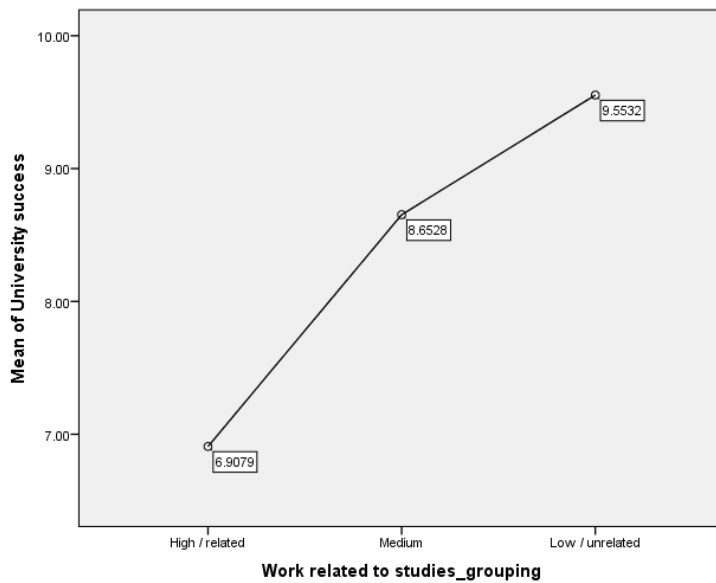


Figure 10: Clustered Boxplot: University success * Working situation * Field relation

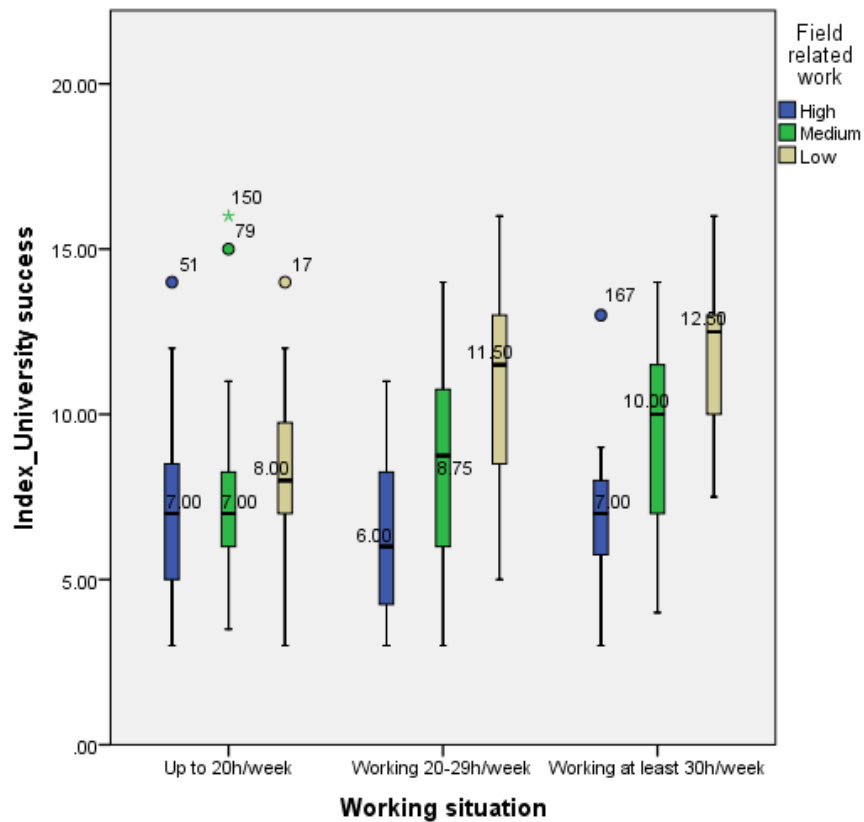


Figure 11: Boxplot: University success * Internship variable

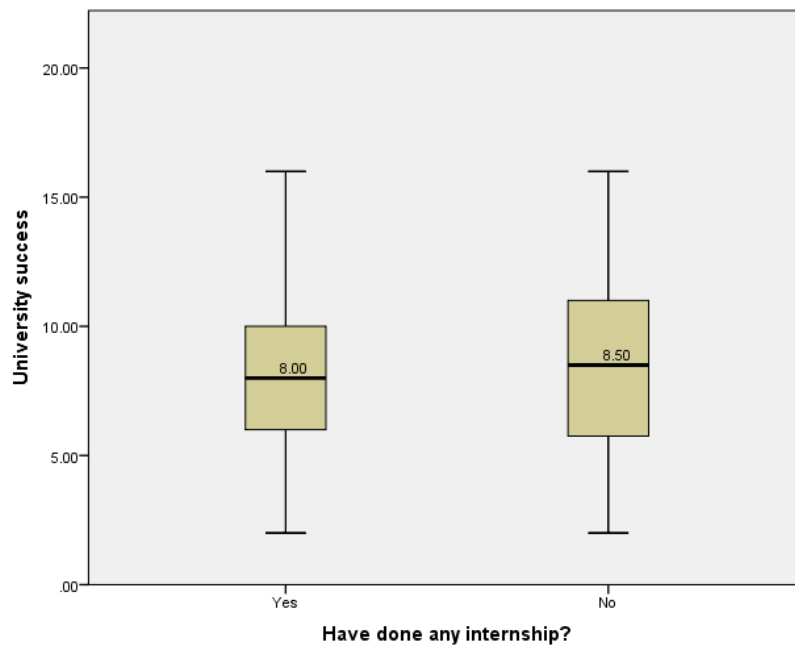


Figure 12: Clustered Boxplot: university success * field relation * internship variable

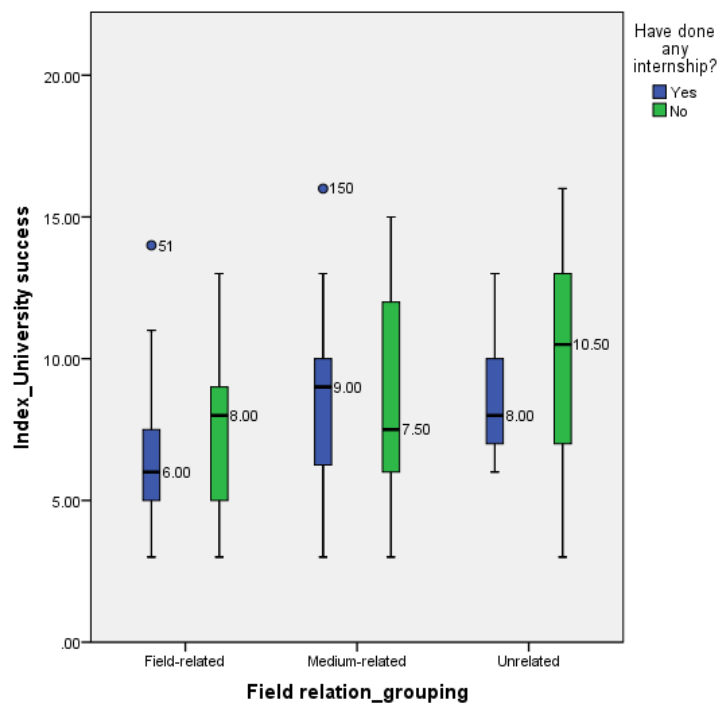


Figure 13: Mean plot: University success * (Length of the internship experience + Number of completed internship)

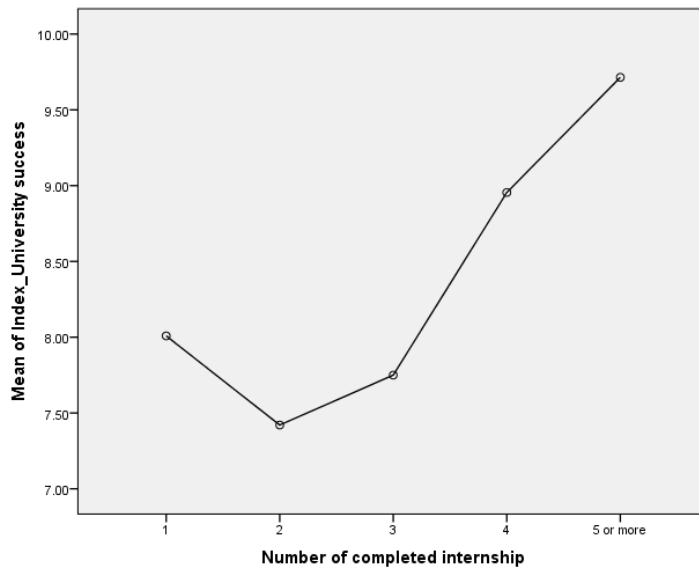
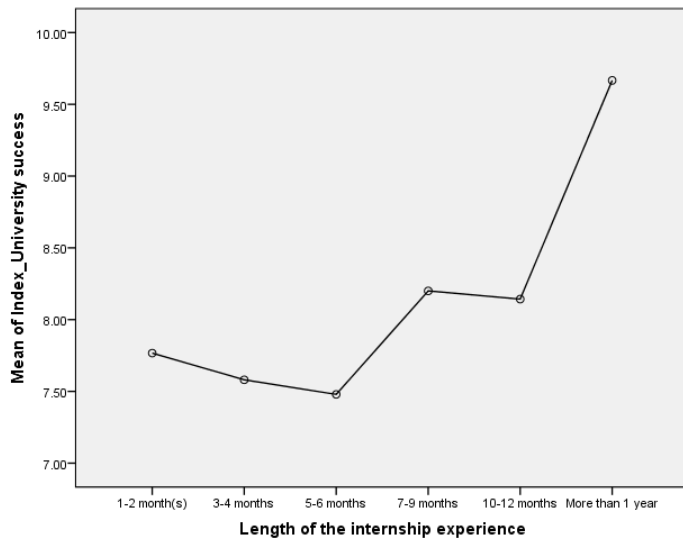


Figure 14: Clustered Boxplot: University success * level of education * (Length of the internship experience + number of completed internship)

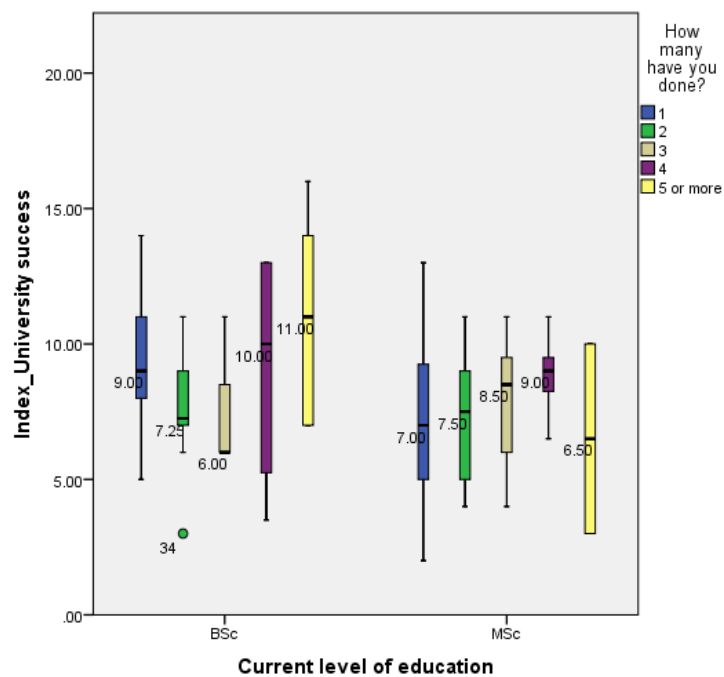
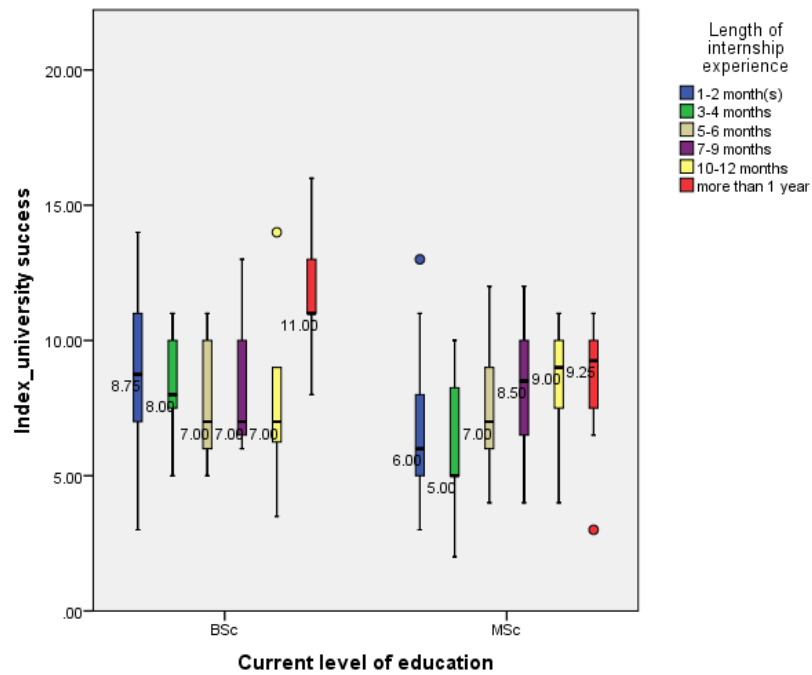


Figure 15: Mean plot: University success * Length of overall work experience

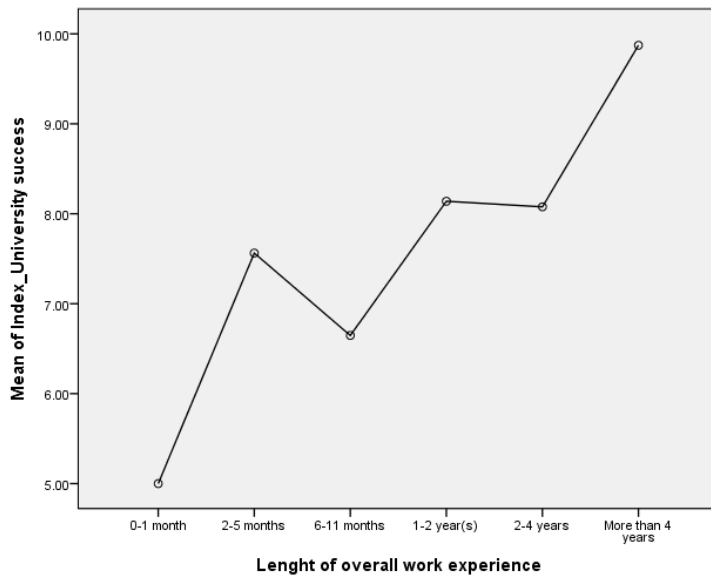


Figure 16: Clustered Boxplot: University success * Weekly working hour * Working schedule

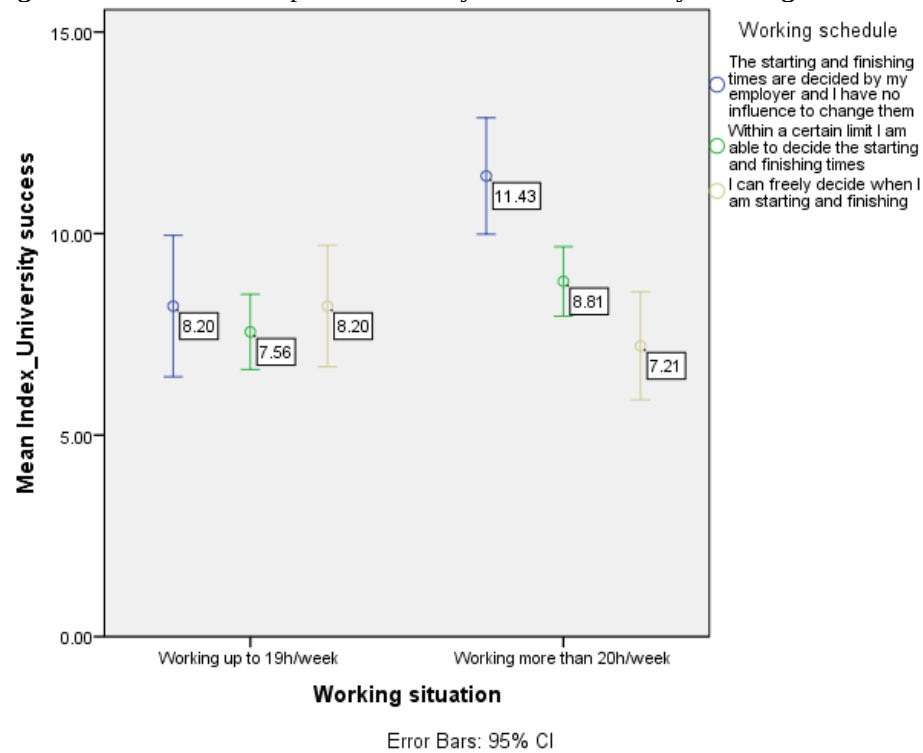


Figure 17: Mean plot: University success * student aptitude

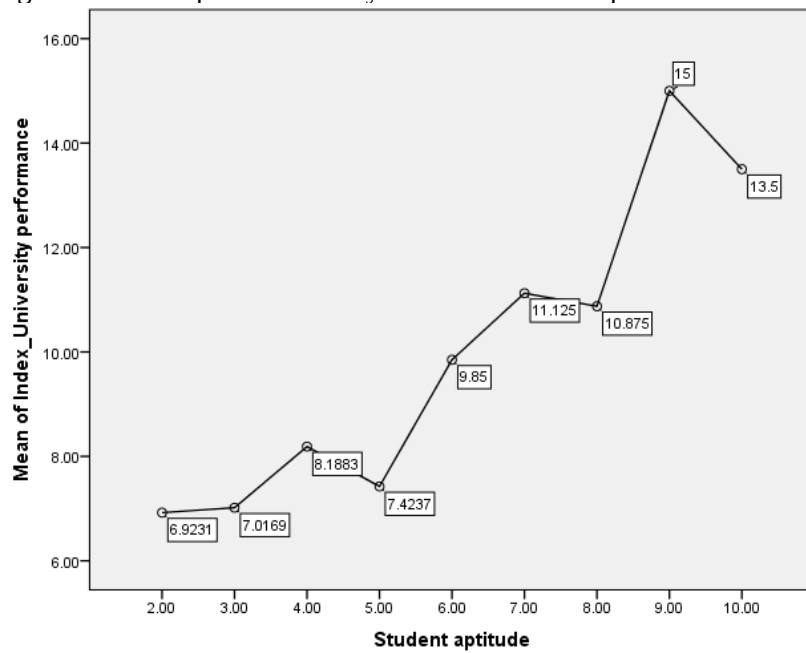


Figure 18: Boxplot: University success * Nationality

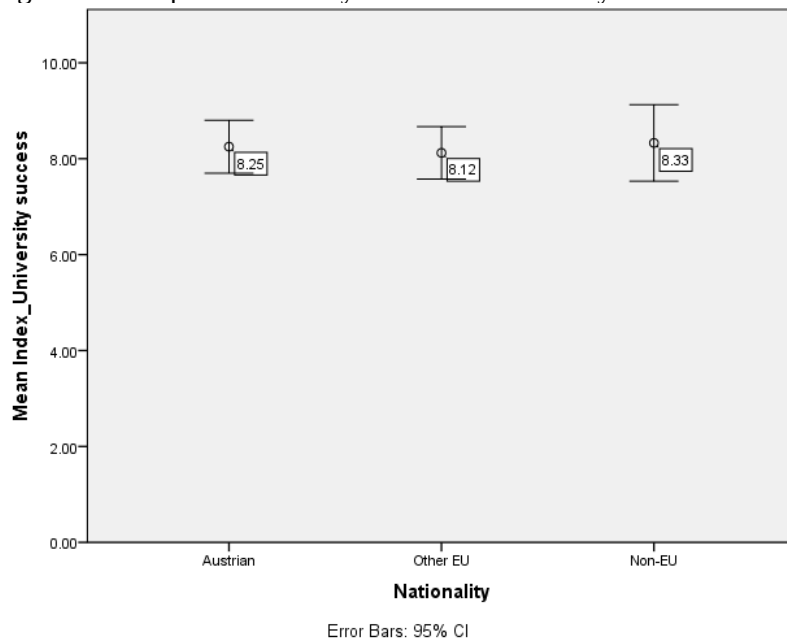
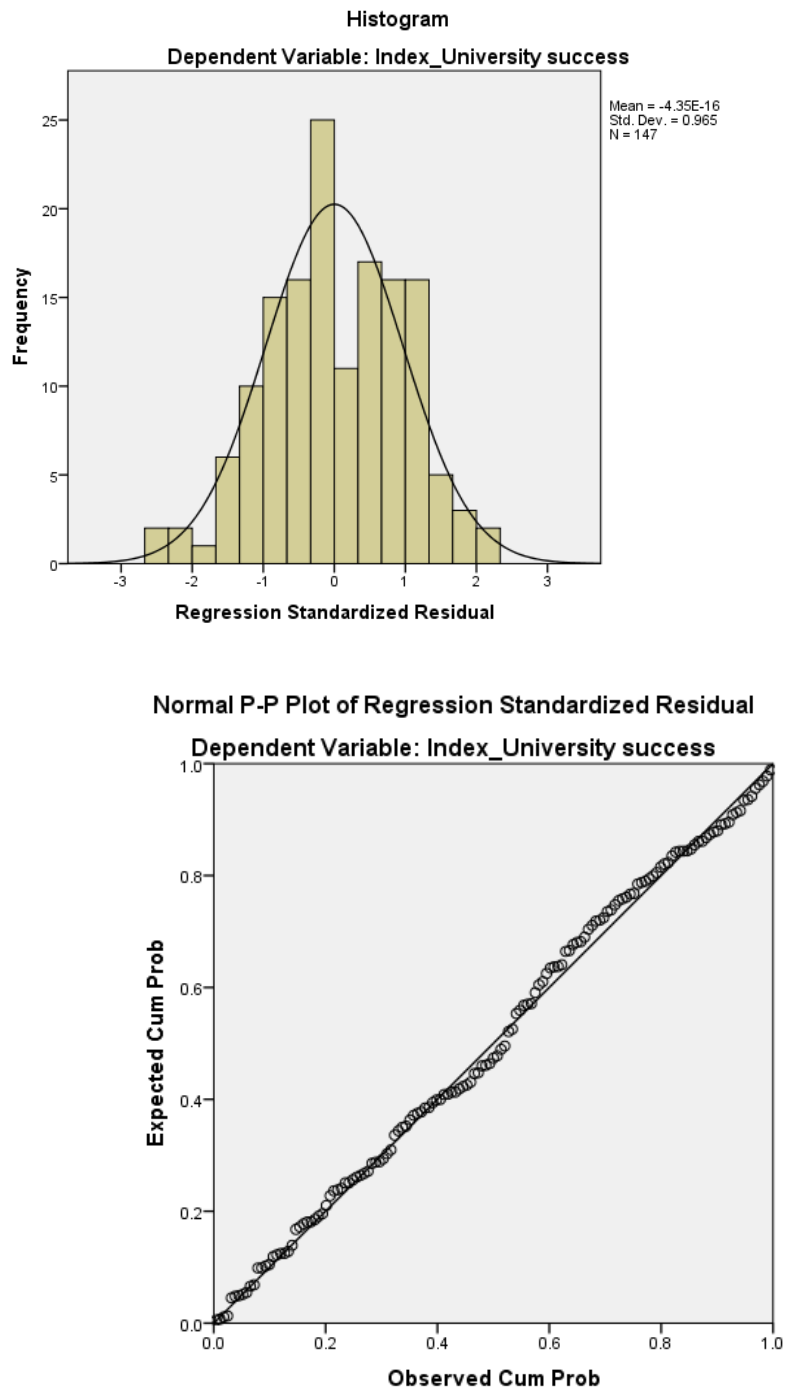


Figure 19: Histogram and Normal P-P plot: Multivariable linear regression model



Tables

Table 1: Detailed statistics about exit pages

Detailed Statistics About Exit Pages

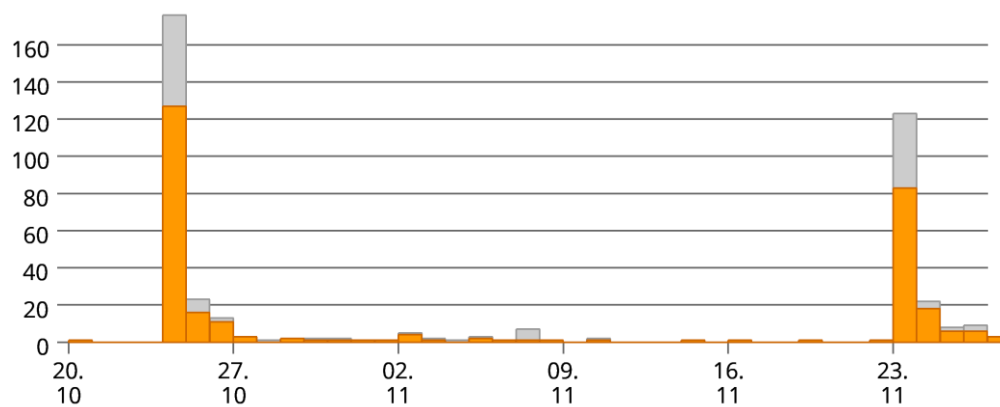
Please click the appropriate questionnaire above

Questionnaire

Last handled page	Data sets finished / total / cumulative			
Page 19	130	131	131	
Page 16	0	1	132	
Page 15	164	164	296	
Page 14	0	1	297	
Page 12	0	2	299	
Page 11	0	1	300	
Page 10	0	2	302	
Page 9	0	4	306	
Page 8	0	11	317	
Page 7	0	8	325	
Page 6	0	3	328	
Page 5	0	2	330	
Page 4	0	7	337	
Page 3	0	22	359	
Page 2	0	55	414	
Overall	294	414		

Source: SoSci Survey

Table 2: Return over time



Source: SoSci Survey

Table 3: Crosstabulation: Level of education * Gender

		Gender				
		Male	Female	Prefer not to answer		
Level of education	BSc	Count	60	102	2	164
		% within Level of education	36.6%	62.2%	1.2%	100.0%
	Teacher training	Count	1	0	0	1
	course	% within Level of education	100.0%	0.0%	0.0%	100.0%
	MSc	Count	39	81	1	121
		% within Level of education	32.2%	66.9%	0.8%	100.0%
	PhD	Count	6	2	0	8
		% within Level of education	75.0%	25.0%	0.0%	100.0%
Total	Count	106	185	3	294	
	% within Level of education	36.1%	62.9%	1.0%	100.0%	

Table 4: Crosstabulation: Level of education * Age

			Age						Total
			17-19 years old	20-23 years old	24-26 years old	27-29 years old	30-32 years old	33 years old or older	
Level of education	BSc	Count	28	84	26	16	3	7	164
		% within Level of education	17.1%	51.2%	15.9%	9.8%	1.8%	4.3%	100.0%
	Teacher	Count	0	0	1	0	0	0	1
	training	% within Level of education	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	course								
	MSc	Count	2	27	55	17	11	9	121
		% within Level of education	1.7%	22.3%	45.5%	14.0%	9.1%	7.4%	100.0%
	PhD	Count	0	0	1	2	2	3	8
	% within Level of education	0.0%	0.0%	12.5%	25.0%	25.0%	37.5%	100.0%	
Total	Count	30	111	83	35	16	19	294	
	% within Level of education	10.2%	37.8%	28.2%	11.9%	5.4%	6.5%	100.0%	

Table 5: Crosstabulation: Level of education * Nationality

			Nationality			Total
			Austrian	Other EU	Non-EU	
Level of education	BSc	Count	69	59	36	164
		% within Level of education	42.1%	36.0%	22.0%	100.0%
	Teacher training	Count	1	0	0	1
	course	% within Level of education	100.0%	0.0%	0.0%	100.0%
	MSc	Count	52	40	29	121
		% within Level of education	43.0%	33.1%	24.0%	100.0%
	PhD	Count	2	4	2	8
		% within Level of education	25.0%	50.0%	25.0%	100.0%
Total		Count	124	103	67	294
		% within Level of education	42.2%	35.0%	22.8%	100.0%

Table 6: Crosstabulation: Level of education * Parents

			Parents				Total
			I do not know	Yes, one of them	Yes, both of them	None of them	
Level of education	BSc	Count	2	44	57	61	164
		% within Level of education	1.2%	26.8%	34.8%	37.2%	100.0%
	Teacher training	Count	0	1	0	0	1
	course	% within Level of education	0.0%	100.0%	0.0%	0.0%	100.0%
	MSc	Count	0	26	39	56	121
		% within Level of education	0.0%	21.5%	32.2%	46.3%	100.0%
	PhD	Count	0	3	1	4	8
		% within Level of education	0.0%	37.5%	12.5%	50.0%	100.0%
Total		Count	2	74	97	121	294
		% within Level of education	0.7%	25.2%	33.0%	41.2%	100.0%

Table 7: Crosstabulation: Level of education * Having children

		Having children		Total
		Yes	No	
Level of education	BSc	11	153	164
	Teacher training course	0	1	1
	MSc	8	113	121
	PhD	1	7	8
Total		20	274	294

Table 8: Frequency: Faculty

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Business, Economics and Statistics	260	88.4	88.4	88.4
Mathematics	23	7.8	7.8	96.2
Chemistry	11	3.7	3.7	100.0
Total	294	100.0	100.0	

Table 9: Crosstabulation: Level of education * Current semester

			Current semester								Total
			1st	2nd	3rd	4th	5th	6th	7th	8th or higher	
Level of education	BSc	Count	52	5	21	2	32	7	19	26	164
		% within Level of education	31.7%	3.0%	12.8%	1.2%	19.5%	4.3%	11.6%	15.9%	100.0%
	Teacher training course	Count	0	0	0	0	0	0	0	1	1
		% within Level of education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	MSc	Count	44	4	23	11	8	10	7	14	121
		% within Level of education	36.4%	3.3%	19.0%	9.1%	6.6%	8.3%	5.8%	11.6%	100.0%
	PhD	Count	1	0	2	0	2	2	0	1	8
		% within Level of education	12.5%	0.0%	25.0%	0.0%	25.0%	25.0%	0.0%	12.5%	100.0%
Total	Count	97	9	46	13	42	19	26	42	294	
	% within Level of education	33.0%	3.1%	15.6%	4.4%	14.3%	6.5%	8.8%	14.3%	100.0%	

Table 10: Statistics: Reasons of studying

	It will help me find a job corresponding to my interest	It will help me find a high paying job	This programme is within my family's budget	Because of the good reputation of the university	Because of the quality of the academic facilities	I am interested in the subject(s)	Recommended by someone	other:
N Valid	294	294	294	294	294	294	294	294
Missing	0	0	0	0	0	0	0	0
Mean	4.15	3.82	2.47	3.13	3.29	4.33	1.90	-7.00
Std. Deviation	1.041	1.107	1.701	1.428	1.288	.828	1.406	3.888

Table 11: Crosstabulation: Exchange program * Level of education

		Level of education				Total
		BSc	Teacher training course	MSc	PhD	
Exchange program	Yes	23	0	19	0	42
	No	91	1	83	8	183
	Not yet, but I am planning to do one	50	0	19	0	69
Total		164	1	121	8	294

Table 12: Crosstabulation: Performance * Level of education

		Level of education				Total
		BSc	Teacher training course	MSc	PhD	
Current performance	'excellent' Count	12	0	16	3	31
	% within Level of education	7.3%	0.0%	13.2%	37.5%	10.5%
	'good' Count	60	0	56	4	120
	% within Level of education	36.6%	0.0%	46.3%	50.0%	40.8%
	'moderate' Count	67	1	43	0	111
	% within Level of education	40.9%	100.0%	35.5%	0.0%	37.8%
	'satisfactory' Count	23	0	4	1	28
	% within Level of education	14.0%	0.0%	3.3%	12.5%	9.5%
	'not satisfactory' Count	2	0	2	0	4
	% within Level of education	1.2%	0.0%	1.7%	0.0%	1.4%
Total Count		164	1	121	8	294
% within Level of education		100.0%	100.0%	100.0%	100.0%	100.0%

Table 13: Crosstabulation: Expected graduation grade * Level of education

			Level of education				Total
			BSc	Teacher training course	MSc	PhD	
Expected graduation grade	I do not know	Count	22	0	10	0	32
		% within Level of education	13.4%	0.0%	8.3%	0.0%	10.9%
	Excellent	Count	6	0	9	3	18
		% within Level of education	3.7%	0.0%	7.4%	37.5%	6.1%
	Very good	Count	32	1	38	3	74
		% within Level of education	19.5%	100.0%	31.4%	37.5%	25.2%
	Good	Count	75	0	56	2	133
		% within Level of education	45.7%	0.0%	46.3%	25.0%	45.2%
	Fair	Count	26	0	8	0	34
		% within Level of education	15.9%	0.0%	6.6%	0.0%	11.6%
	Poor	Count	3	0	0	0	3
		% within Level of education	1.8%	0.0%	0.0%	0.0%	1.0%
Total		Count	164	1	121	8	294
		% within Level of education	100.0%	100.0%	100.0%	100.0%	100.0%

Table 14: Crosstabulation: Expected graduation grade * Current performance

			Current performance					Total
			excellent	good	moderate	satisfactory	not satisfactory	
Expected graduation grade	I do not know	Count	1	8	17	4	2	32
		% within Performance	3.2%	6.7%	15.3%	14.3%	50.0%	10.9%
	Excellent	Count	16	2	0	0	0	18
		% within Performance	51.6%	1.7%	0.0%	0.0%	0.0%	6.1%
	Very good	Count	12	55	6	1	0	74
		% within Performance	38.7%	45.8%	5.4%	3.6%	0.0%	25.2%
	Good	Count	1	52	74	5	1	133
		% within Performance	3.2%	43.3%	66.7%	17.9%	25.0%	45.2%
	Fair	Count	1	3	14	16	0	34
		% within Performance	3.2%	2.5%	12.6%	57.1%	0.0%	11.6%
	Poor	Count	0	0	0	2	1	3
		% within Performance	0.0%	0.0%	0.0%	7.1%	25.0%	1.0%
Total		Count	31	120	111	28	4	294
		% within Performance	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 15: Statistics: Importance of factors

	Striving for the highest grade	Passing all the courses and exams that were taken in each semester	Acquiring different skills and knowledge	Establish personal relationships	Other:
N	Valid	294	294	294	294
	Missing	0	0	0	0
	Mean	2.85	1.60	1.52	2.47
	Std. Deviation	1.273	.876	.728	1.167
					3.027

Table 16: Crosstabulation: Expected graduation * Level of education

			Level of education				Total
			BSc	Teacher training course	MSc	PhD	
Expected graduation (likelihood of finishing within the minimum duration)	I will finish within	Count	37	0	40	5	82
		% within Level of education	22.6%	0.0%	33.1%	62.5%	27.9%
	I will probably not finish within	Count	59	0	30	0	89
		% within Current Studies	36.0%	0.0%	24.8%	0.0%	30.3%
	I will definitely not finish within	Count	68	1	51	3	123
		% within Level of education	41.5%	100.0%	42.1%	37.5%	41.8%
Total			164	1	121	8	294
			% within Level of education	100.0%	100.0%	100.0%	100.0%

Table 17: Crosstabulation: How much more semester needed * Level of education

			Level of education				Total
			BSc	Teacher training course	MSc	PhD	
How much more semester needed	1	Count	43	0	29	0	72
		% within Level of education	33.9%	0.0%	35.8%	0.0%	34.0%
	2	Count	51	0	31	2	84
		% within Level of education	40.2%	0.0%	38.3%	66.7%	39.6%
	3	Count	19	1	9	1	30
		% within Level of education	15.0%	100.0%	11.1%	33.3%	14.2%
	4 or more	Count	14	0	12	0	26
		% within Level of education	11.0%	0.0%	14.8%	0.0%	12.3%
Total			127	1	81	3	212
			% within Level of education	100.0%	100.0%	100.0%	100.0%

Table 18: Crosstabulation: Level of education * Chances at job search

			Chances at job search						Total
			I do not know	Very good	Good	Partially good/ bad	Bad	Very bad	
Level of education	BSc	Count	6	22	73	51	11	1	164
		% within Level of education	3.7%	13.4%	44.5%	31.1%	6.7%	0.6%	100.0%
	Teacher training course	Count	0	1	0	0	0	0	1
		% within Level of education	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	MSc	Count	2	25	61	26	4	3	121
		% within Level of education	1.7%	20.7%	50.4%	21.5%	3.3%	2.5%	100.0%
	PhD	Count	0	3	4	1	0	0	8
		% within Level of education	0.0%	37.5%	50.0%	12.5%	0.0%	0.0%	100.0%
Total		Count	8	51	138	78	15	4	294
		% within Level of education	2.7%	17.3%	46.9%	26.5%	5.1%	1.4%	100.0%

Table 19: Crosstabulation: Level of education * Are you working alongside your studies?

			Are you working alongside your studies?		Total
			Yes	No	
Level of education	BSc	Count	76	88	164
		% within Level of education	46.3%	53.7%	100.0%
	Teacher training course	Count	0	1	1
		% within Level of education	0.0%	100.0%	100.0%
	MSc	Count	74	47	121
		% within Level of education	61.2%	38.8%	100.0%
	PhD	Count	7	1	8
		% within Level of education	87.5%	12.5%	100.0%
Total		Count	157	137	294
		% within Level of education	53.4%	46.6%	100.0%

Table 20: Crosstabulation: Working situation * Level of education

			Level of education			Total
			BSc	MSc	PhD	
Working situation	I work less than 10 hours per week (marginally employed)	Count	29	10	0	39
		% within Level of education	38.2%	13.5%	0.0%	24.8%
	I work 11-19 hours per week	Count	17	10	0	27
		% within Level of education	22.4%	13.5%	0.0%	17.2%
	I work 20-29 hours per week	Count	20	29	1	50
		% within Level of education	26.3%	39.2%	14.3%	31.8%
	I work at least 30 hours per week	Count	7	6	2	15
		% within Level of education	9.2%	8.1%	28.6%	9.6%
	I am self employed	Count	0	1	0	1
		% within Level of education	0.0%	1.4%	0.0%	0.6%
	I work full time	Count	3	18	4	25
		% within Level of education	3.9%	24.3%	57.1%	15.9%
Total		Count	76	74	7	157
		% within Level of education	100.0%	100.0%	100.0%	100.0%

Table 21: Crosstabulation: How much work experience do you have? * Level of education

			Level of education			Total
			BSc	MSc	PhD	
How much work experience do you have?	0-1 month	Count	2	0	0	2
		% within Level of education	2.6%	0.0%	0.0%	1.3%
	2-5 months	Count	6	2	0	8
		% within Level of education	7.9%	2.7%	0.0%	5.1%
	6-11 months	Count	9	7	1	17
		% within Level of education	11.8%	9.5%	14.3%	10.8%
	1-2 year(s)	Count	16	20	0	36
		% within Level of education	21.1%	27.0%	0.0%	22.9%
	2-4 years	Count	19	20	0	39
		% within Level of education	25.0%	27.0%	0.0%	24.8%
	More than 4 years	Count	24	25	6	55
		% within Level of education	31.6%	33.8%	85.7%	35.0%
Total		Count	76	74	7	157
		% within Level of education	100.0%	100.0%	100.0%	100.0%

Table 22: Descriptive Statistics: How many semesters have been working

	N	Minimum	Maximum	Mean	Std. Deviation
How long? ... semester(s)	157	0	22	4.01	3.653
Valid N (listwise)	157				

Table 23: Crosstabulation: How much related work experience? * Level of education

			Level of education			Total
			BSc	MSc	PhD	
How much related work experience??	No answer	Count	0	1	0	1
		% within Level of education	0.0%	1.4%	0.0%	0.6%
	No work experience	Count	17	4	0	21
		% within Level of education	22.4%	5.4%	0.0%	13.4%
	Up to a quarter of my work experience	Count	37	25	2	64
		% within Level of education	48.7%	33.8%	28.6%	40.8%
	Up to half of my work experience	Count	11	21	0	32
		% within Level of education	14.5%	28.4%	0.0%	20.4%
	More than half of my work experience	Count	8	14	3	25
		% within Level of education	10.5%	18.9%	42.9%	15.9%
All of my work experience	Count	3	9	2	14	
	% within Level of education	3.9%	12.2%	28.6%	8.9%	
Total		Count	76	74	7	157
		% within Level of education	100.0%	100.0%	100.0%	100.0%

Table 24: Statistics: Importance of factors in deciding to work alongside the studies

	Regular funding sources are not sufficient	I want to avoid taking bank loan	My family cannot support me financially	I have to work to pay the tuition fee	I need money for essentials	I work so that I can afford more leisure time activities	I want to develop specific skills for my future career	The work experience will help me get a job when I graduate	My family encouraged me to take a job	I can establish professional relationships
Valid N	157	157	157	157	157	157	157	157	157	157
Missing	137	137	137	137	137	137	137	137	137	137
Mean	1.79	1.86	2.53	2.70	2.03	2.24	1.86	1.89	2.80	2.25
Std. Deviation	1.633	1.670	1.886	2.235	1.354	1.402	1.163	1.400	1.907	1.385

Table 25: Statistics: Negative impacts

		Missed lectures	Missed seminars/classes	Missed deadlines for university assignment	Produced poor quality university assignment	Did not have enough time to prepare well for an exam	Difficulties to access the university's facilities
N	Valid	157	157	157	157	157	157
	Missing	137	137	137	137	137	137
Mean		3.48	3.87	4.37	3.72	3.24	3.87
Std. Deviation		1.196	1.209	1.140	1.348	1.303	1.395

Table 26: Frequency: Working schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The starting and finishing times are decided by my employer and I have no influence to change them	24	8.2	15.3	15.3
	Within a certain limit, I am able to decide the starting and finishing times	103	35.0	65.6	80.9
	I can freely decide when I am starting and finishing	30	10.2	19.1	100.0
	Total	157	53.4	100.0	
Missing	System	137	46.6		
	Total	294	100.0		

Table 27: Crosstabulation: Level of education * Complexity of work

			Complexity of work					Total
				Master's degree	Bachelor's degree	Matura/ High school degree	Minimum compulsory schooling	
Level of education	BSc	Count	5	13	19	32	7	76
		% within Level of education	6.6%	17.1%	25.0%	42.1%	9.2%	100.0%
	MSc	Count	1	28	27	14	4	74
		% within Level of education	1.4%	37.8%	36.5%	18.9%	5.4%	100.0%
	PhD	Count	5	2	0	0	0	7
		% within Level of education	71.4%	28.6%	0.0%	0.0%	0.0%	100.0%
	Total	Count	11	43	46	46	11	157
		% within Level of education	7.0%	27.4%	29.3%	29.3%	7.0%	100.0%

Table 28: Statistics Statements about work

	I can apply the theories learned at the university in my work	Most of the tasks at my work are intellectual, not physical	I work in the academia	The tasks of my work are demanding	I feel myself as a part of a community at work	I receive support and guidance from direct supervisor	I work under acute pressure to meet deadlines or to perform	I find it easy to combine my responsibilities at work with my university studies	It would be good if I could reduce my working hours so that I would have more time for my studies	Overall, I am satisfied with my current work situation
N Valid	157	157	157	157	157	157	157	157	157	157
Missing	137	137	137	137	137	137	137	137	137	137
Mean	2.85	2.01	3.63	2.33	1.96	2.08	2.80	2.98	2.72	2.21
Std. Deviation	1.265	1.308	1.816	1.100	1.091	1.271	1.361	1.298	1.423	1.138

Table 29: Statistics: Importance of factors in decision not to work

	My family's financial support is enough to cover my expenses	I prefer to take a bank loan rather than working during term time	I get enough money from various funding sources	I do not need extra money because I have enough savings	My academic performance would suffer with a term-time job	I cannot cope with juggling my studies, work and my other social commitments	I prefer to do other things in my free time	I am under a lot of pressure from my family to do well at university	I haven't found a job that fits with my time schedule at university	I haven't found a job that is related to my studies	I haven't been able to find any job at all
N Valid	137	137	137	137	137	137	137	137	137	137	137
Missing	157	157	157	157	157	157	157	157	157	157	157
Mean	3.42	.74	1.23	2.01	3.17	2.88	2.88	2.27	2.77	2.35	1.72
Std. Deviation	1.764	1.619	1.872	2.022	1.630	1.702	1.615	1.696	2.037	2.060	2.100

Table 30: Crosstabulation: Level of education * Have done any internship?

			Have done any internship?		Total
			Yes	No	
Level of education	BSc	Count	56	108	164
		% within Level of education	34.1%	65.9%	100.0%
	Teacher training course	Count	0	1	1
		% within Level of education	0.0%	100.0%	100.0%
	MSc	Count	69	52	121
		% within Level of education	57.0%	43.0%	100.0%
	PhD	Count	5	3	8
		% within Level of education	62.5%	37.5%	100.0%
Total			130	164	294
			44.2%	55.8%	100.0%

Table 31: Crosstabulation: Working? * Have done any internship?

			Have done any internship?		Total
			Yes	No	
Working?	Yes	Count	85	72	157
		% within Working?	54.1%	45.9%	100.0%
	No	Count	45	92	137
		% within Working?	32.8%	67.2%	100.0%
Total			130	164	294
			44.2%	55.8%	100.0%

Table 32: Crosstabulation: Level of education * How many internships have you done?

			How many internships have you done?					Total
			1	2	3	4	5 or more	
Level of education	BSc	Count	26	18	3	4	5	56
		% within Level of education	46.4%	32.1%	5.4%	7.1%	8.9%	100.0%
	MSc	Count	28	25	7	7	2	69
		% within Level of education	40.6%	36.2%	10.1%	10.1%	2.9%	100.0%
	PhD	Count	4	1	0	0	0	5
		% within Level of education	80.0%	20.0%	0.0%	0.0%	0.0%	100.0%
Total			58	44	10	11	7	130
			44.6%	33.8%	7.7%	8.5%	5.4%	100.0%

Table 33: Crosstabulation: Level of education * How much experience through internship?

			How much experience through internship?						Total	
			Less than one month	1-2 Month(s)	3-4 Months	5-6 Months	7-9 Months	10-12 Months		More than 1 year
Level of education	BSc	Count	0	16	19	5	4	7	5	56
		% within Level of education	0.0%	28.6%	33.9%	8.9%	7.1%	12.5%	8.9%	100.0%
	MSc	Count	1	12	11	17	11	7	10	69
		% within Level of education	1.4%	17.4%	15.9%	24.6%	15.9%	10.1%	14.5%	100.0%
	PhD	Count	0	2	1	2	0	0	0	5
		% within Level of education	0.0%	40.0%	20.0%	40.0%	0.0%	0.0%	0.0%	100.0%
Total	Count	1	30	31	24	15	14	15	130	
	% within Level of education	0.8%	23.1%	23.8%	18.5%	11.5%	10.8%	11.5%	100.0%	

Table 34: Crosstabulation: How much experience through internship? * Would you do it once again?

			Would you do it once again?			Total
			Yes	No	Not sure	
How much experience through internship	Less than one month	Count	0	0	1	1
		% within How much experience through internship	0.0%	0.0%	100.0%	100.0%
	1-2 Month(s)	Count	16	6	8	30
		% within How much experience through internship	53.3%	20.0%	26.7%	100.0%
	3-4 Months	Count	21	6	4	31
		% within How much experience through internship	67.7%	19.4%	12.9%	100.0%
	5-6 Months	Count	10	6	8	24
		% within How much experience through internship	41.7%	25.0%	33.3%	100.0%
	7-9 Months	Count	6	7	2	15
		% within How much experience through internship	40.0%	46.7%	13.3%	100.0%
	10-12 Months	Count	7	6	1	14
		% within How much experience through internship	50.0%	42.9%	7.1%	100.0%
More than 1 year	Count	6	6	3	15	
	% within How much experience through internship	40.0%	40.0%	20.0%	100.0%	
Total		Count	66	37	27	130
		% within How much experience through internship	50.8%	28.5%	20.8%	100.0%

Table 35: Statistics: Why have not you done internship so far?

	I want to find something permanent and not temporarily	I cannot afford to do a low- or unpaid job	I think other form of work contract will be more valuable for my carrier	I don't think it will help my personal development	I have mostly heard negative feedbacks about internships from my surroundings	I will apply later when I have progressed with my studies	I couldn't find any interesting so far	I couldn't find any suitable so far	I cannot do any internship because of my current workplace	I have already applied, but never got accepted
N Valid	164	164	164	164	164	164	164	164	164	164
Missing	130	130	130	130	130	130	130	130	130	130
Mean	1.29	1.30	1.13	1.12	1.09	1.52	1.18	1.21	1.18	1.16
Std. Deviation	.454	.459	.335	.328	.280	.501	.383	.411	.383	.366

Table 36: Statistics: In which period have you mainly completed it?

	Throughout the regular semester	During a holiday break	At the beginning of my studies	Towards the end of my studies
N Valid	130	130	130	130
Missing	164	164	164	164
Mean	1.41	1.59	1.08	1.23
Std. Deviation	.493	.493	.268	.423

Table 37: Frequency: When have you done your first internship?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Before the first semester started	38	12.9	29.2	29.2
	In the 1st or 2nd semester	27	9.2	20.8	50.0
	In the 3rd or 4th semester	32	10.9	24.6	74.6
	In the 5th or 6th semester	20	6.8	15.4	90.0
	Later than the 6th semester	13	4.4	10.0	100.0
Total		130	44.2	100.0	

Table 38: Crosstabulation: In which country was the internship done? * Level of education

				Level of education			Total
				BSc	MSc	PhD	
In which country was the internship done?	In Austria	Count		29	39	1	69
		% within Level of education		51.8%	56.5%	20.0%	53.1%
	Outside of Austria	Count		23	21	4	48
		% within Level of education		41.1%	30.4%	80.0%	36.9%
	Both in and outside of Austria	Count		4	9	0	13
		% within Level of education		7.1%	13.0%	0.0%	10.0%
Total		Count		56	69	5	130
		% within Level of education		100.0%	100.0%	100.0%	100.0%

Table 39: Statistics: Where would do another internship

		At the same company	At another company	In the same subject field	In a different subject field
N	Valid	93	93	93	93
	Missing	201	201	201	201
Mean		1.19	1.78	1.39	1.47
Std. Deviation		.397	.413	.490	.502

Table 40: Crosstabulation: Chances to get a job at the company where internship was done * Level of education

				Level of education			Total
				BSc	MSc	PhD	
Chances to get a job at the company where internship was done	Do not know	Count		3	2	0	5
		% within Level of education		5.4%	2.9%	0.0%	3.8%
	Very high	Count		12	19	1	32
		% within Level of education		21.4%	27.5%	20.0%	24.6%
	Rather high	Count		23	19	2	44
		% within Level of education		41.1%	27.5%	40.0%	33.8%
	Moderately high	Count		11	15	2	28
		% within Level of education		19.6%	21.7%	40.0%	21.5%
	Rather low	Count		6	11	0	17
		% within Level of education		10.7%	15.9%	0.0%	13.1%
	Very low	Count		1	3	0	4
		% within Level of education		1.8%	4.3%	0.0%	3.1%
Total		Count		56	69	5	130
		% within Level of education		100.0%	100.0%	100.0%	100.0%

Table 41: Statistics: Overall internship experience

	I have a better understanding of the theoretical concepts which are discussed in class during my study	I could apply the knowledge gained during my studies in my work	I was only allowed to do assistant or auxiliary activities	As a result of my internship, my grades have improved	I consider my internship(s) as a good learning experience	I needed to perform was challenging and stimulating	The work I needed to perform was in consistency with my abilities	Overall I experience: I often had to work overtime	I developed specialized skills for specific job function(s)	I could narrow down my possible future career choices	The internship experience made me a stronger candidate for pursuing my professional career
N Valid	130	130	130	130	130	130	130	130	130	130	130
Missing	164	164	164	164	164	164	164	164	164	164	164
Mean	2.54	2.55	3.14	3.41	1.59	2.32	1.96	3.23	2.08	2.34	1.95
Std. Deviation	1.182	1.043	1.391	1.583	.764	.982	.935	1.466	1.079	1.023	.943

Table 42: Independent Samples t-Test: Performance * Working?

	Working?	N	Mean	Std. Deviation	Std. Error Mean
Index_Performance	Yes	157	4.8471	1.84031	.14687
	No	137	4.8102	1.73007	.14781

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval	
									Lower	Upper
Index_Performance	Equal variances assumed	.098	.754	.176	292	.860	.03691	.20925	-.37492	.44875
	Equal variances not assumed			.177	290.365	.860	.03691	.20837	-.37320	.44703

Table 46: Test of Homogeneity and ANOVA: Expected graduation * working situation (with grouping)

Test of Homogeneity of Variances			
Index_ Expected graduation			
Levene Statistic	df1	df2	Sig.
4.245	3	152	.007

ANOVA					
Index_ Expected graduation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26.774	3	8.925	5.276	.002
Within Groups	257.128	152	1.692		
Total	283.902	155			

Table 47: Independent Sample t-Test: University success * Not working * (working between 20-29h/week + working at least 30h/week + working at least 20h/week)

working between 20-29h/week		t-test for Equality of Means					
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval
							Lower Upper
Index_university success	Equal variances assumed	1.3545	185	.1772	-.67490.	.498	-1.6579 .30811

working at least 30h/week		t-test for Equality of Means					
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval
							Lower Upper
Index_university success	Equal variances assumed	2.9642	175	.0035	-1.5574	.525	-2.5943 -.52044

working at least 20h/week		t-test for Equality of Means					
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval
							Lower Upper
Index_university success	Equal variances assumed	2.5808	225	.0105	1.0671	.413	.25231 1.8819

Table 48: Test of Homogeneity of Variances and ANOVA: University success * Field relation

Test of Homogeneity of Variances			
Index_ University success			
Levene Statistic	df1	df2	Sig.
.469	13	143	.939

ANOVA					
Index_ University success					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	193.458	13	14.881	1.553	.106
Within Groups	1370.542	143	9.584		
Total	1564.000	156			

Table 49: Test of Homogeneity of Variances and ANOVA: University success * field relation (with grouping)

Test of Homogeneity of Variances			
Index_ University success			
Levene Statistic	df1	df2	Sig.
.911	2	154	.404

ANOVA					
Index_ University success					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	150.136	2	75.068	8.177	.000
Within Groups	1413.864	154	9.181		
Total	1564.000	156			

Table 50: ANOVA: Field relation * (Performance + Expected graduation)

ANOVA					
Index_Performance					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	74.432	2	37.216	12.627	.000
Within Groups	453.900	154	2.947		
Total	528.331	156			

Index_Expected graduation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.193	2	7.096	1.609	.203
Within Groups	679.139	154	4.410		
Total	693.331	156			

Table 51: Independent Sample t-Test: Unrelated work * (related work + non-worker)

Related Work		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval	
							Lower	Upper
Index_university success	Equal variances assumed	4.0608	83	.0001	-2.6453.	.651	-3.9409	-1.3497
Non-working students		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval	
							Lower	Upper
Index_university success	Equal variances assumed	3.3286	182	.0011	-1.6481	.495	-2.6250	-.67117

Table 52: Independent Sample t-Test: Related work * non-worker

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval	
							Lower	Upper
Index_university success	Equal variances assumed	1.9194	173	.0566	0.9972	.52	-.02826	2.0226

Table 53: Independent Sample t-Test: Medium related work * non-worker

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval	
							Lower	Upper
Index_university success	Equal variances assumed	1.7521	207	.0812	-.7477	.427	-1.589	.09361

Table 54: Crosstabulation: Field relation* Working situation

		Working situation			Total
		Up to 19h/week	Working 20-29h/week	Working at least 30h/week	
Field relation	High	19	12	7	38
	Medium	20	24	27	71
	Low	27	14	6	47
Total		66	50	40	156

Table 55: Test of Homogeneity of Variances and ANOVA: Field relation * University success (working up to 19h/week)

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.551	2	63	.579

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.346	2	6.173	.773	.466
Within Groups	503.093	63	7.986		
Total	515.439	65			

Table 56: Test of Homogeneity of Variances and ANOVA: Field relation * University success (working at least 20h/week)

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.911	2	154	.404

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	150.136	2	75.068	8.177	.000
Within Groups	1413.864	154	9.181		
Total	1564.000	156			

Table 57: Independent Samples Test: Have completed internship * no internship experience

Group Statistics					
Have done any internship?		N	Mean	Std. Deviation	Std. Error Mean
Index_University	Yes	130	7.9615	2.63740	.23132
success	No	164	8.4299	3.30638	.25819

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval	
									Lower	Upper
Index_ University success	Equal variances assumed	9.885	.002	-1.317	292	.189	-.46834	.35571	-1.16842	.23174
	Equal variances not assumed			-1.351	291.986	.178	-.46834	.34665	-1.15059	.21391

Table 58: Independent Samples t-Test: University success * internship variable * (field-related work + medium-related work + unrelated work)

Independent Samples Test										
Field-related work		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_university success	Equal variances assumed	1.164	.288	-1.131	36	.266	-1.01821	.90039	-2.84428	.80787
	Equal variances not assumed			-1.113	31.884	.274	-1.01821	.91458	-2.88140	.84499
Medium-related work		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_university success	Equal variances assumed	7.479	.008	-.334	70	.740	-.25617	.76741	-1.78671	1.27437
	Equal variances not assumed			-.307	38.943	.761	-.25617	.83524	-1.94568	1.43334
Unrelated work		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_university success	Equal variances assumed	8.757	.005	-1.454	45	.153	-1.37353	.94455	-3.27595	.52889
	Equal variances not assumed			-1.694	44.984	.097	-1.37353	.81077	-3.00652	.25946

Table 59: Independent Samples t-Test: University success * Internship variable * (Working till 19h/week + working over 10h/week)

Independent Samples Test										
Working till 19h/week		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_university success	Equal variances assumed	.446	.507	-.095	64	.925	-.06667	.70150	-1.46808	1.33474
	Equal variances not assumed			-.095	62.415	.924	-.06667	.69981	-1.46538	1.33205
Working over 20h/week		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_university success	Equal variances assumed	8.396	.005	-2.969	88	.004	-2.03704	.68602	-3.40035	-.67372
	Equal variances not assumed			-2.762	56.830	.008	-2.03704	.73761	-3.51418	-.55989

Table 60: Independent Samples t-Test: University success * internship variable * working till 19h/week * field relation

Independent Samples Test										
Field-related work		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_ university success	Equal variances assumed	.004	.951	-1.457	17	.163	-1.90341	1.30640	-4.65966	.85285
	Equal variances not assumed			-1.487	16.249	.156	-1.90341	1.27974	-4.61297	.80615
Medium-related work		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_ university success	Equal variances assumed	.140	.713	1.062	18	.302	1.56250	1.47130	-1.52858	4.65358
	Equal variances not assumed			1.036	13.864	.318	1.56250	1.50834	-1.67553	4.80053
Unrelated work		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_ university success	Equal variances assumed	3.325	.080	.341	25	.736	.32955	.96729	-1.66263	2.32172
	Equal variances not assumed			.379	23.839	.708	.32955	.86869	-1.46399	2.12308

Table 61: Independent Samples t-Test: University success * internship variable * working over 19h/week * field relation

Independent Samples Test										
Field-related work		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_university success	Equal variances assumed	1.052	.319	-.176	17	.863	-.22222	1.26596	-2.89316	2.44872
	Equal variances not assumed			-.172	14.108	.866	-.22222	1.29076	-2.98862	2.54418
Medium-related work		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_university success	Equal variances assumed	1.801	.186	-2.092	49	.042	-1.93725	.92599	-3.79809	.07640
	Equal variances not assumed			-1.806	16.742	.089	-1.93725	1.07259	-4.20286	.32837
Unrelated work		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Index_university success	Equal variances assumed	.007	.936	2.215	18	.040	-3.16667	1.42995	-6.17088	.16246
	Equal variances not assumed			2.324	10.651	.041	-3.16667	1.36285	-6.17830	.15503

Table 62: Correlation: Length of the internship experience * Number of completed internship

Correlations		How much experience through internship	How many have you done?
How much experience through internship	Pearson Correlation	1	.462**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	365.723	116.769
	Covariance	2.835	.905
	N	130	130
How many have you done?	Pearson Correlation	.462**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	116.769	174.808
	Covariance	.905	1.355
	N	130	130

**. Correlation is significant at the 0.01 level (2-tailed).

Table 63: Test of Homogeneity of Variances and ANOVA: University success * financial reason

Test of Homogeneity of Variances

Index_ University success

Levene Statistic	df1	df2	Sig.
1.488	18	136	.103

ANOVA

Index_ University success

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	198.219	20	9.911	.987	.482
Within Groups	1365.781	136	10.043		
Total	1564.000	156			

Table 64: ANOVA: Field relation * financial reason

ANOVA

Financial Reason

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.342	2	28.671	1.082	.341
Within Groups	4079.741	154	26.492		
Total	4137.083	156			

Table 65: Independent Samples t-Test: first college generation * (financial reason + Field relation)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Financial Reason	Equal variances assumed	1.801	.182	2.483	153	.014	2.02781	.81676	.41423	3.64140
	Equal variances not assumed			2.489	152.011	.014	2.02781	.81486	.41790	3.63773
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Field relation	Equal variances assumed	.304	.582	1.639	153	.103	.19187	.11709	-.03946	.42320
	Equal variances not assumed			1.639	152.780	.103	.19187	.11709	-.03945	.42320

Table 66: Test of Homogeneity of Variances and ANOVA: University success * Working schedule

Test of Homogeneity of Variances

Index_University success

Levene Statistic	df1	df2	Sig.
1.320	2	154	.270

ANOVA

Index_University success

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	75.705	2	37.852	3.917	.022
Within Groups	1488.295	154	9.664		
Total	1564.000	156			

Table 67: Test of Homogeneity of Variances and ANOVA: University success * Negative impacts

Test of Homogeneity of Variances

Index_University success

Levene Statistic	df1	df2	Sig.
1.545	17	135	.088

ANOVA

Index_University success

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	411.000	21	19.571	2.292	.002
Within Groups	1153.000	135	8.541		
Total	1564.000	156			

Table 68: Correlation: Working schedule * Negative impacts

Correlations

		Negative Impact	Working schedule
Negative Impact	Pearson Correlation	1	.259**
	Sig. (2-tailed)		.001
	N	157	157
Working schedule	Pearson Correlation	.259**	1
	Sig. (2-tailed)	.001	
	N	157	157

**. Correlation is significant at the 0.01 level (2-tailed).

Table 69: Test of Homogeneity of Variances and ANOVA: University success * Last accomplished degree

Test of Homogeneity of Variances

Index_University success

Levene Statistic	df1	df2	Sig.
.203	3	287	.894

ANOVA

Index_University success

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	141.335	3	47.112	5.295	.001
Within Groups	2553.619	287	8.898		
Total	2694.954	290			

Table 70: Test of Homogeneity of Variances and ANOVA: University success * student aptitude

Test of Homogeneity of Variances

Index_ University success

Levene Statistic	df1	df2	Sig.
.803	7	285	.585

ANOVA

Index_ University success

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	558.839	8	69.855	9.319	.000
Within Groups	2136.318	285	7.496		
Total	2695.157	293			

Table 71: Test of Homogeneity of Variances and ANOVA: Last accomplished degree * student aptitude

Test of Homogeneity of Variances

Student Aptitude

Levene Statistic	df1	df2	Sig.
2.167	3	287	.092

ANOVA

Student Aptitude

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.903	3	9.634	4.170	.007
Within Groups	663.022	287	2.310		
Total	691.924	290			

Table 72: Independent Samples t-Test: Gender * (field relation + university success)

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Field relation	Equal variances assumed	1.078	.301	-1.179	153	.240	-.14636	.12418	-.39169 .09896
	Equal variances not assumed			-1.141	101.305	.257	-.14636	.12827	-.40080 .10808
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Index_University success	Equal variances assumed	.035	.853	-.756	289	.450	-.27917	.36903	-1.00549 .44716
	Equal variances not assumed			-.754	216.759	.452	-.27917	.37017	-1.00876 .45043

Table 73: ANOVA: Financial reason * Nationality

ANOVA					
Financial Reason					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	442.298	2	221.149	9.218	.000
Within Groups	3694.785	154	23.992		
Total	4137.083	156			

Table 74: Linear regression model: University success

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.680^a	.463	.423	2.42946

a. Predictors: (Constant), Financial Reason, Is there completed internship?, Gender, Working schedule, First College Generation, Student Aptitude, Weekly working hour, Field relation, Level of education, Age

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	691.965	10	69.197	11.724	.000^b
	Residual	802.712	136	5.902		
	Total	1494.677	146			

a. Dependent Variable: Index_University success

b. Predictors: (Constant), Financial Reason, Is there completed internship?, Gender, Working schedule, First College Generation, Student Aptitude, Weekly working hour, Field relation, Level of education, Age

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.771	2.112		.839	.403	-2.406	5.948
	Age	.754	.195	.299	3.873	.000	.369	1.140
	Gender	.065	.421	.010	.155	.877	-.767	.898
	Level of education (BSc or MSc)	-1.194	.461	-.187	-2.591	.011	-2.105	-.283
	First College Generation (Yes-No)	-.300	.427	-.047	-.702	.484	-1.145	.545
	Weekly working hour (excluding per se)	.413	.221	.143	1.873	.063	-.023	.849
	Field relation	.783	.305	.179	2.568	.011	.180	1.385
	Job flexibility (working schedule)	-.188	.373	-.035	-.503	.616	-.926	.551
	Is there a completed internship	.290	.431	.045	.674	.501	-.561	1.142
	Student Aptitude	.789	.135	.391	5.845	.000	.522	1.056
	Financial Reason	-.035	.041	-.058	-.853	.395	-.117	.046

Appendix

Appendix 1. Abstract in German

Viele Studierende arbeiten neben ihrem Studium, ihre Arbeitsverträge und ihr Status sind dabei sehr unterschiedlich. Die Literatur, welche sich auf die Auswirkungen der Beschäftigung während der Vorlesungszeit auf den Erfolg an der Universität konzentriert, ist in der Bewertung des Erfolges geteilter Meinung. Die neusten Studien deuten darauf hin, dass das Niveau und die Richtung der Auswirkungen durch mehrere Faktoren, wie z.B. der durchschnittlichen Arbeitszeit pro Woche oder dem Zusammenhang der Arbeit mit der Studienrichtung, beeinflusst werden. Dennoch ist die Auswirkung des Erwerbs oder des nicht-Erwerbs einer Praktikumserfahrung während der Studienzeit noch generell zu beurteilen. Daher berücksichtigt das in dieser Forschung angewandte Konzeptmodell auch diesen Faktor. Es definiert das Praktikum als eine Form der Beschäftigung, die den StudentInnen eine relevante und wertvolle Berufserfahrung bieten soll, wo Theorie in die Praxis umgesetzt werden kann. Basierend auf diesem konzeptionellen Modell hat die Forschung die StudentInnen in 10 Cluster zusammengefasst. Beginnend bei jenen, die nicht regelmäßigen neben dem Studium arbeiten, aber ein einschlägiges Praktikum absolviert haben, bis hin zu jenen, die in Teilzeit arbeiten, was aber nicht im Zusammenhang mit Ihrer Studienrichtung steht. Diese Gruppe hat dazu bisher keine Praktikumserfahrung gesammelt. Die Stichprobe besteht aus VollzeitstudentInnen, die an drei verschiedenen Fakultäten an der Universität Wien, einer öffentlichen Universität in Österreich, eingeschrieben sind. Die Erkenntnisse zeigen, dass sich die Beschäftigung während der Vorlesungszeit in der Regel nur im Falle einer relativ hohen Arbeitszeit pro Woche (mehr als 20h/Woche) negativ auf die Leistungen an der Universität auswirkt, obwohl Studierende, die mehr Studien-relevante Erfahrung erworben haben, eine höhere Leistung zeigen. Darüber hinaus vermindert die Praktikumserfahrung die negativen Auswirkungen der weniger relevanten Beschäftigung während der Vorlesungszeit positiv, wenn es mehr als 20h/Woche sind. Zusätzlich, obwohl bis zu zwei abgeschlossene Praktika (ca. 5-6 Monate Erfahrung), einen positiven Einfluss auf die Leistung an der Universität hat, wirken sich noch mehr abgeschlossene Praktika eher negativ auf die Leistung aus. Von den eingeschlossenen Kontrollvariablen zeigen die Jobflexibilität und die akademische Eignung einen Einfluss auf die studentische Hochschulleistung, während für StudentInnen aus nichtakademischem Familien und nicht-österreichischen Nationen die Hauptmotivation zur Beschäftigung während des Studiums auf finanziellen Erwägungen beruht.

Appendix 2. Questionnaire - variable listing

Variables Listing

Questionnaire - internal data

Apart from your questions, you will find in the data record additional variables, as far as you have not deactivated this option when downloading the data record.

CASE Serial number of the subject

REF Reference, if such has been provided in the link to the questionnaire

LASTPAGE Page number of the questionnaire that has been edited and sent last

QUESTNNR ID of the questionnaire that has been edited

MODE Information if the questionnaire has been started by pretest or by a project member

STARTED Time the interviewee opened the questionnaire

FINISHED Information if the questionnaire has been completed up to the last page

TIME_001... Time that an interviewee has spend on a questionnaire page

Please note that you can not read the internal variables of the questionnaire with the function value(). For interview number and reference there are the PHP functions [getPHPfunction caseNumber\(\)](#) and [getPHPfunction reference\(\)](#)

Details about additional variables can be find in the manual: [Additional Variables in the Data Set](#)

Section Q1: Study

[Q101] Selection

Current study

"What kind of degree will you reach at the end of your current studies?"

Q101 Current study

1 = Bachelor

2 = Teacher training course (Lehramtstudium)

3 = Master

4 = PhD

-9 = Not answered

[Q102] Selection

Faculty

"At which faculty are you currently studying?"

Q102 Faculty

1 = Business, Economics and Statistics

2 = Mathematics

3 = Chemistry

-9 = Not answered

[Q103] Horizontal Selection

Semester

"Which semester of the studies are you currently in?"

Q103 Semester

1 = 1st

2 = 2nd

3 = 3rd

4 = 4th

5 = 5th

6 = 6th

7 = 7th

8 = 8th or higher

-9 = Not answered

[Q104] Scale (extremes labeled)

Reasons of studying

"How important would you rate the following reasons for their role in your decision to pursue your current st..."

Q104_01 It will help me find a job corresponding to my interest

Q104_02 It will help me find a high paying job

Q104_03 This programme is within my family's budget

Q104_04 Because of the good reputation of the university

Q104_05 ■ Because of the quality of the academic facilities

Q104_06 ■ I am interested in the subject(s)

Q104_07 ■ Recommended by someone

Q104_08 other: %Q105_01%

1 - Very Important [1]

2 - [2]

3 - [3]

4 - [4]

5 - Not Important [5]

-1 - Not applicable

-9 - Not answered

[Q105] Text Input

Freely placed input fields

Q105_01 [01]

Free text

[Q107] ■ Horizontal Selection

Exchange program

"Did you participate in any student exchange programme (e.g. Erasmus) during your current studies that lasted..."

Q107 Exchange program

1 - Yes

2 - No

3 - Not yet, but I am planning to do one

-9 - Not answered

[Q108] ■ Horizontal Selection

Performance

"Regarding my performance within my studies, I receive ..."

Q108 Performance

1 - Mostly 'excellent' grading

2 - Mostly 'good' grading

3 - Mostly 'moderate' grading

4 - Mostly 'satisfactory' grading

5 - Mostly 'not satisfactory' grading

-9 - Not answered

[Q109] Scale (extremes labeled)

Importance of factors

"How important are the following aspects in your studies?"

Q109_01 ■ Striving for the highest grade

Q109_02 ■ Passing all the courses and exams that were taken in each semester

Q109_03 ■ Acquiring different skills and knowledge

Q109_04 ■ Establish personal relationships

Q109_05 Other: %Q110_01%

1 - Very Important

5 - Not Important

-1 - Not applicable

-9 - Not answered

[Q110] Text Input

Freely placed 2

Q110_01 [01]

Free text

[Q111] ■ Selection

Expected graduation

"Regarding the time until your expected graduation, what would you say is the most likely scenario?"

Q111 Expected graduation

1 - I will finish within the minimum duration of the degree programme

2 - I will probably not finish within the degree programme

3 - I will definitely not finish within the minimum duration of the degree programme

-9 = Not answered

[Q112] Selection

How much more needed?

"If you think you will not finish within the minimum duration of the degree programme, how many extra semeste..."

Q112 How much more needed?

- 1 = 1
- 2 = 2
- 3 = 3
- 4 = 4 or more
- 9 = Not answered

[Q113] Horizontal Selection

Expected graduation grade

"Overall, what do you think will be your expected graduation grade level?"

Q113 Expected graduation grade

- 1 = Excellent
- 2 = Very good
- 3 = Good
- 4 = Fair
- 5 = Poor
- 1 = I do not know
- 9 = Not answered

[Q114] Horizontal Selection

Chances at job search

"How would you rate your chances to find a job after graduating from your current programme?"

Q114 Chances at job search

- 1 = Very good
- 2 = Good
- 3 = Partially good/partially bad
- 4 = Bad
- 5 = Very bad
- 1 = I do not know
- 9 = Not answered

Section Q2: Student employment

[Q201] Selection

Working?

"Are you currently employed alongside your studies?"

Q201 Working?

- 1 = Yes
- 2 = No
- 9 = Not answered

[Q202] Selection

Working situation

"If yes, please choose one from the following work forms that would best describe your current work situation:"

Q202 Working situation

- 1 = I work less than 10 hours per week (marginally employed)
- 2 = I work 11-19 hours per week
- 3 = I work 20-29 hours per week
- 4 = I work at least 30 hours per week
- 6 = I work full time
- 5 = I am self employed
- 9 = Not answered

[Q203] Text Input

How long?

"Please indicate for how long you have been employed since you started your current university studies?"

Q203_01 ... semester(s)

Free Input (Integer)

[Q204]  Horizontal Selection

How much?

"Overall, how much work experience do you have?"

Q204 How much?

- 1 = 0-1 month
- 2 = 2-5 months
- 3 = 6-11 months
- 4 = 1-2 year(s)
- 5 = 2-4 years
- 6 = More than 4 years
- 9 = Not answered

[Q205] Horizontal Selection

How much related

"How much of your total work experience up until now would you estimate to be related to your current studies?"

Q205 How much related

- 1 = No work experience
- 2 = Up to a quarter of my work experience
- 3 = Up to half of my work experience
- 4 = More than half of my work experience
- 5 = All of my work experience
- 9 = Not answered

[Q206] Scale (fully labeled)

Factors to work

"How important would you rate the following factors regarding taking a job alongside your studies?"

Q206_01  Regular funding sources (including financial aid from government, scholarship etc.) are not sufficient

Q206_02  I want to avoid taking bank loan

Q206_03  My family cannot support me financially

Q206_04  I have to work to pay the tuition fee

Q206_05  I need money for essentials (clothing, food, etc.)

Q206_06  I work so that I can afford more leisure time activities (shopping, travelling, etc.)

Q206_11 I want to develop specific skills for my future career

Q206_07  The work experience will help me get a job when I graduate

Q206_08  My family encouraged me to take a job

Q206_09  I can establish professional relationships ("Networking")

Q206_10 Other reason, namely: %Q207_01%

- 1 = Very important
- 2 = Important
- 3 = Moderately important
- 4 = Slightly important
- 5 = . Not Important
- 1 = Not applicable
- 9 = Not answered

[Q207] Text Input

Freely placed

Q207_01 [01]

Free text

[Q208]  Scale (fully labeled)

Negative impact

"How often has your term-time work meant that you have:"

Q208_01 Missed lectures

Q208_02 Missed seminars/classes

Q208_03 Missed deadlines for university assignment

Q208_04 Produced poor quality university assignment

Q208_06 Did not have enough time to prepare well for an exam

Q208_05 Difficulties to access the university's facilities (library, computer rooms, etc.)

- 1 = Always

2 = Often
 3 = Sometimes
 4 = Rarely
 5 = Never
 -1 = I do not know
 -9 = Not answered

[Q209] Horizontal Selection

Complexity of work

"Regarding the level of complexity of your work, which of the following qualifications do you think would be ..."

Q209 Complexity of work

1 = PhD
 2 = Master's degree
 3 = Bachelor's degree
 4 = Matura/ High school degree
 5 = Minimum compulsory schooling
 -9 = Not answered

[Q210] Scale (fully labeled)

Statements about work

"How much do you agree with the following statements regarding your current employment?"

Q210_01 I can apply the theories learned at the university in my work

Q210_02 Most of the tasks at my work are intellectual, not physical

Q210_03 I work in the academia

Q210_04 The tasks of my work are demanding

Q210_05 I feel myself as a part of a community at work

Q210_06 I receive support and guidance from direct supervisor

Q210_07 I work under acute pressure to meet deadlines or to perform

Q210_08 I find it easy to combine my responsibilities at work with my university studies

Q210_09 It would be good if I could reduce my working hours so that I would have more time for my studies

Q210_10 Overall, I am satisfied with my current work situation

1 = Strongly Agree
 2 = Agree
 3 = Neither agree nor disagree
 4 = Disagree
 5 = Strongly disagree
 -1 = Undecided
 -9 = Not answered

[Q211] Scale (fully labeled)

Factors not working

"If you are not working, how important are the following factors in your decision not to work?"

Q211_01 My family's financial support is enough to cover my expenses

Q211_02 I prefer to take a bank loan rather than working during term time

Q211_03 I get enough money from various funding sources (like Scholarships, Financial aid from government, etc.)

Q211_04 I do not need extra money because I have enough savings

Q211_05 My academic performance would suffer with a term-time job

Q211_06 I cannot cope with juggling my studies, work and my other social commitments

Q211_07 I prefer to do other things in my free time

Q211_08 I am under a lot of pressure from my family to do well at university

Q211_09 I haven't found a job that fits with my time schedule at university

Q211_10 I haven't found a job that is related to my studies

Q211_11 I haven't been able to find any job at all

Q211_12 Other reason, namely: %Q212_01%

1 = Not important
 2 = Slightly important
 3 = Moderately important
 4 = Important
 5 = Very important
 -1 = Not applicable
 -9 = Not answered

[Q212] Text Input

Freely placed 2

Q212_01 [01]

Free text

[Q213] = Selection

Working schedule

"Which of the following statements best describes your working schedule?"

Q213 Working schedule

- 1 - The starting and finishing times are decided by my employer and I have no influence to change them
- 2 - Within a certain limit I am able to decide the starting and finishing times
- 3 - I can freely decide when I am starting and finishing
- 9 - Not answered

Section Q3: Internship

[Q301] = Selection

Done any?

"Throughout your studies have you ever completed at least one Internship (paid or unpaid)?"

Q301 Done any?

- 1 - Yes
- 2 - No
- 9 - Not answered

[Q302] Multiple Choice

Why not?

"If no, what is the reason?"

Q302 Why not?: Residual option (negative) or number of selected options

Integer

Q302_01 I want to find something permanent and not temporary

Q302_02 I cannot afford to do a low- or unpaid job

Q302_03 I think other form of work contract (Werkstudent, etc.) will be more valuable for my carrier

Q302_04 I don't think it will help my personal development

Q302_05 I have mostly heard negative feedbacks about internships from my surroundings (family, friends, schoolmates, etc.)

Q302_06 I will apply later when I have progressed with my studies

Q302_07 I couldn't find any interesting so far

Q302_08 I couldn't find any suitable so far

Q302_09 I cannot do any internship because of my current workplace

Q302_10 I have already applied, but never got accepted

Q302_11 Other reason: %Q303_01%

- 1 - Not checked
- 2 - Checked

[Q303] Text Input

Freely placed

Q303_01 [01]

Free text

[Q304] = Horizontal Selection

How many

"If yes, how many times have you completed an Internship?"

Q304 How many

- 1 - 1
- 2 - 2
- 3 - 3
- 4 - 4
- 5 - more than 5
- 9 - Not answered

[Q305] Multiple Choice

Which period

"In which period did you mainly complete the internship?"

Q305 Which period: Residual option (negative) or number of selected options

Integer

Q305_01 Throughout the regular semester

Q305_04 During a holiday break

Q305_02 At the beginning of my studies

Q305_03 Towards the end of my studies

Q305_05 Other, namely: %Q306_01%

1 - Not checked

2 - Checked

[Q306] Text Input

Freely placed 2

Q306_01 [01]

Free text

[Q307] Selection

First internship

"In which semester did you complete your 1st internship?"

Q307 First internship

1 - Before the first semester started

2 - In the 1st or 2nd semester

3 - In the 3rd or 4th semester

4 - In the 5th or 6th semester

5 - Later than the 6th semester

-9 - Not answered

[Q308] Horizontal Selection

How much experience

"Overall, how much work experience have you gained through internships (paid, unpaid)?"

Q308 How much experience

1 - Less than one month

2 - 1-2 Month(s)

3 - 3-4 Months

4 - 5-6 Months

5 - 7-9 Months

6 - 10-12 Months

7 - More than 1 year

-9 - Not answered

[Q309] Dropdown Selection

Where?

"In which country primarily have you completed the internship?"

Q309 Where?

1 - In Austria

2 - Outside of Austria

3 - Both in and outside of Austria

-9 - Not answered

[Q310] Selection

One again?

"Are you planning to do an internship again in the future?"

Q310 One again?

1 - Yes

2 - No

3 - I am not sure

-9 - Not answered

[Q312] Multiple Choice

Do again, where?

"If yes, where would you do it?"

Q312 Do again, where?: Residual option (negative) or number of selected options
Integer

Q312_01 At the same company

Q312_02 At another company

Q312_03 In the same subject field

Q312_04 In a different subject field

1 - Not checked

2 - Checked

[Q311] Horizontal Selection

Chances at the company

"How high would you rate your chance to get a job in a company where you already have completed an Internship?"

Q311 Chances at the company

1 - Very high

2 - Rather high

3 - Moderately high

4 - Rather low

5 - Very low

-1 - I do not know

-9 - Not answered

[Q313] Scale (fully labeled)

Overall experience

"Please rate the following aspects about your overall Internship experience:"

Q313_01 I have a better understanding of the theoretical concepts which are discussed in class during my study

Q313_02 I could apply the knowledge gained during my studies in my work

Q313_10 I was only allowed to do assistant or auxiliary activities

Q313_03 As a result of my internship, my grades have improved

Q313_04 I consider my internship(s) as a good learning experience

Q313_05 The work I needed to perform was challenging and stimulating

Q313_06 The work I needed to perform was in consistence with my abilities

Q313_11 I often had to work overtime

Q313_07 I developed specialized skills for specific job function(s)

Q313_08 I could narrow down my possible future career choices

Q313_09 The internship experience made me a stronger candidate for pursuing my professional career

1 - Strongly Agree

2 - Agree

3 - Neither agree nor disagree

4 - Disagree

5 - Strongly Disagree

-1 - Cannot choose

-9 - Not answered

Section Q4: Personal Info

[Q401] Dropdown Selection

Gender

"Please Indicate your gender:"

Q401 Gender

1 - Male

2 - Female

3 - Prefer not to answer

-9 - Not answered

[Q402] Selection

Age

"How old are you?"

Q402 Age

1 - under 16 years old

2 - 17-19 years old

3 - 20-23 years old

4 = 24-26 years old 5 = 27-29 years old 6 = 30-32 years old 7 = 33 years old or older -9 = Not answered
[Q403] ▢ Dropdown Selection Nationality "What is your Nationality?"
Q403 Nationality 1 = Austrian 2 = Other EU 3 = Non-EU -9 = Not answered
[Q404] ▢ Horizontal Selection Parents "Do any of your parents have a University degree?"
Q404 Parents 1 = Yes, one of them 2 = Yes, both of them 3 = None of them -1 = I do not know -9 = Not answered
[Q405] ▢ Horizontal Selection Last accomplished "How would you rate your overall grade of your last accomplished degree (In case of no degree, the overall gr..."
Q405 Last accomplished 1 = Excellent 2 = Very good 3 = Good 4 = Fair 5 = Poor -1 = I do not know -9 = Not answered
[Q406] ▢ Selection Children "Do you have any children or family member (under the age of 18 or in special need) in your household that yo..."
Q406 Children 1 = Yes 2 = No -9 = Not answered

Appendix 3. Questionnaire – Greeting text

Dear participant,

Thank you for **taking part** in this survey that provides a better understanding of the effect of student employment and internship on university studies. The result of this survey will form a part of a master thesis that will be made accessible online for students and staff of the University of Vienna after completion of the data collection.

The survey will take approximately **10-15 minutes** to complete. The participation is anonymous. Any information provided serves strictly scientific purposes and is regarded as confidential. If you have any questions regarding this survey, please contact me via email: (xxxxxx@xxxxx.com)

Thank you for your time and effort!

Appendix 4. Questionnaire – Text for section 1

Section 1

In the first section I would like to ask you a few questions about your studies. In case you are pursuing more than one degree, please answer the following questions for the degree you perceive as more important or alternatively, the one you started earlier.

Appendix 5. Questionnaire – Text for section 2

Section 2

In this section I am interested to learn more about your current employment situation, if applicable

Appendix 6. Questionnaire – Text for section 3

Section 3

The next section deals with general information about your experience with internships. Only internships lasted more than 1 week and completed after inscription at your first degree programme should be taken into consideration.

Appendix 7. Questionnaire – Text for section 4

Section 4

Thank you very much for your effort so far! In the last section I would like you to answer some questions about your background. Remember, all of your answers are confidential.

Appendix 8. Questionnaire – First e-mail sent to the students

Dear fellow Student: Your participation is important!

I would like to invite You to take part in an online survey. The answers to these questions will provide a better understanding of the effect of student employment/internship on the university studies and will form a part of a master thesis. Your participation will be anonymous, Your individual responses will remain confidential.

The survey will take about 10-15 minutes to complete. The deadline is the 25th of November, 2016.

Use the following link to participate in the survey:

<https://www.soscisurvey.de/test090370/>

If you have any questions regarding this study, feel free to contact me at xxxxx@xxxxx.com

Thank you very much for your time and effort!

Appendix 9. Questionnaire – Reminder e-mail

REMINDER: Dear fellow Student: Your Participation is Important!

Recently, you were invited to take part in an online survey. The answers to the questions will provide a better understanding of the effect of student employment/internship on the university studies and will form a part of a master thesis. Your participation will be anonymous; Your individual responses will remain confidential.

In case you have already completed this survey, I would like to thank you for your contribution and you may ignore this mail.

The survey will take about 10-15 minutes to complete. The deadline is the 25th of November, 2016.

Use the following link to participate in the survey:

<https://www.soscisurvey.de/test090370/>

If you have any questions regarding this study, feel free to contact me at xxxxx@xxxxxcom

Thank you again very much for your help, time and effort!

Appendix 10. Number of students at the Chemistry Faculty



A1: SPL im Überblick - Bereich Studierende

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Chemie, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften
Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
Fachkennzahl(en):

IDS:

Hinweis: Beurlaubte Studierende sind nicht enthalten!

Studierende

SPL	STUDIENART	FACHKENNZAHL	SEMESTER	Aktuelle Studierende *)				Aktive Studierende **)				Aktive Studierende innerhalb Toleranzsemester ***)			
				weibl.	% weibl.	männl.	Gesamt	weibl. aktiv	% weibl.	männl. aktiv	Gesamt aktiv	weibl. Toleranz	% weibl. Toleranz	männl. Toleranz	Gesamt
27	Studienprogrammleitung Chemie	Bachelor	2015W	633	53,2 %	556	1.189	522	53,9 %	447	969	482	54,1 %	409	891
			2016S	588	52,4 %	534	1.122	449	52,2 %	411	860	394	53,5 %	342	736
			2016W	782	53,2 %	687	1.469	648	53,7 %	558	1.206	604	54,6 %	503	1.107
			2015W	146	53,5 %	127	273	140	54,5 %	117	257	139	54,5 %	116	255
			2016S	136	52,9 %	121	257	109	52,9 %	97	206	107	52,7 %	96	203
			2016W	210	55,6 %	168	378	189	56,1 %	148	337	186	55,9 %	147	333
			2015W	8	34,8 %	15	23	7	31,8 %	15	22	6	32,3 %	12	18
			2016S	9	36,0 %	16	25	9	37,5 %	15	24	8	40,0 %	12	20
			2016W	10	45,5 %	12	22	8	42,1 %	11	19	8	47,1 %	9	17
			2015W	82	51,6 %	77	159	75	52,1 %	69	144	60	52,2 %	55	115
			2016S	84	50,3 %	83	167	77	50,0 %	77	154	62	50,8 %	60	122
			2016W	93	54,1 %	79	172	87	55,1 %	71	158	76	58,9 %	53	129
			2015W	55	59,8 %	37	92	47	61,8 %	29	76	38	58,5 %	27	65
			2016S	52	59,8 %	35	87	39	60,0 %	26	65	26	55,3 %	21	47
44	Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften	Diplom Lehramt	2016W	55	61,1 %	35	90	43	63,2 %	25	68	36	65,5 %	19	55
			2015W	4	33,3 %	8	12	4	36,4 %	7	11	0	0	0	0
			2016S	4	30,8 %	9	13	3	33,3 %	6	9	0	0	0	0
			2016W	3	27,3 %	8	11	2	33,3 %	4	6	0	0	0	0
			2015W	209	60,8 %	135	344	151	62,9 %	89	240	116	63,0 %	68	184
			2016S	194	61,2 %	123	317	140	63,6 %	80	220	93	63,3 %	54	147
			2016W	158	59,0 %	110	268	115	62,8 %	68	183	74	62,7 %	44	118
			2015W	12	57,1 %	9	21	12	57,1 %	9	21	0	0	0	0
			2016S	10	52,6 %	9	19	10	52,6 %	9	19	0	0	0	0
			2016W	10	55,6 %	8	18	10	55,6 %	8	18	0	0	0	0
			2015W	7	24,1 %	22	29	7	24,1 %	22	29	5	26,3 %	14	19
			2016S	4	16,7 %	20	24	4	16,7 %	20	24	3	20,0 %	12	15
			2016W	3	12,5 %	21	24	3	12,5 %	21	24	3	20,0 %	12	15
			2015W	20	24,4 %	62	82	20	24,4 %	62	82	15	25,9 %	43	58
	Doktoratsstudium	A419 Chemie	2016S	17	19,8 %	69	86	16	18,8 %	69	85	14	22,2 %	49	63
			2016W	23	25,3 %	68	91	23	25,3 %	68	91	21	28,8 %	52	73
			2015W	32	22,2 %	112	144	32	22,2 %	112	144	24	22,4 %	83	107

Hinweis: Beurlaubte Studierende sind nicht enthalten!

Studierende

				Aktuelle Studierende *)				Aktive Studierende **)				Aktive Studierende innerhalb Toleranzsemester ***)			
SPL	STUDIENART	FACHKENNZAHL	SEMESTER	weibl.	% weibl.	männl.	Gesamt	weibl. aktiv	% weibl.	männl. aktiv	Gesamt aktiv	weibl. Toleranz	% weibl. Toleranz	männl. Toleranz	Gesamt
44	Studienprogrammleitung Doktoratstudium Naturwissenschaften und technische Wissenschaften	A411 Physik (Diss.geb.)	2016S	35	22,7 %	119	154	35	22,7 %	119	154	25	23,1 %	83	108
			2016W	40	26,1 %	113	153	40	26,1 %	113	153	30	26,8 %	82	112
		A419 Chemie (Diss.geb.)	2015W	80	50,6 %	78	158	80	50,6 %	78	158	66	50,0 %	66	132
			2016S	83	50,3 %	82	165	83	50,3 %	82	165	67	50,0 %	67	134
		A880 Informatik (Diss.geb.)	2016W	84	52,5 %	76	160	83	52,5 %	75	158	62	49,6 %	63	125
			2015W	8	11,0 %	65	73	8	11,0 %	65	73	7	13,0 %	47	54
		2016S	7	10,0 %	63	70	7	10,0 %	63	70	5	10,4 %	43	48	
		2016W	10	13,7 %	63	73	10	13,7 %	63	73	8	17,0 %	39	47	
Gesamt****)				1.257	49,7 %	1.272	2.529	1.087	49,5 %	1.107	2.194	946	50,5 %	928	1.874
2015W				1.189	48,7 %	1.254	2.443	967	47,7 %	1.061	2.028	796	49,0 %	829	1.625
2016S				1.435	50,2 %	1.421	2.856	1.242	50,3 %	1.225	2.467	1.094	51,8 %	1.018	2.112

*) Kurzstudierende sind nicht enthalten. Das sind jene Studierenden die ein Studium beginnen und noch vor Ende der Zulassungsfrist desselben Semesters wieder beenden.

**) Mit der Menge der Aktiven Studierenden/aktiven Studien werden "Scheinzulassungen" eliminiert und die tatsächliche Belastung der vorhandenen Ressourcen dargestellt. Als aktiv gilt eine Zulassung dann, wenn im aktuellen oder im Vorsemester mindestens eine Prüfung abgelegt wurde oder wenn unabhängig vom Semester in einem Mag.-Studium mindestens 9 bzw. in einem Dipl.-Studium mindestens 25 Prüfungen abgelegt wurden und sich der Studierende im 2. Abschnitt befindet. Studierende im 1. Semester, nach einer Unterbrechung wieder Zugelassene und Doktoratsstudien gelten jedoch immer als aktiv sofern sie nicht an Outgoing Mobilitätsprogrammen teilnehmen und in dieser Zeit keine Prüfungen absolvieren. Ausgenommen sind Kurzstudien, außer es wurde eine Prüfung abgelegt oder das Kurzstudium erfolgreich abgeschlossen.

***) Toleranzsemester sind für Diplom-/Diplomlehramtsstudien 2 Semester und für Bachelor-/Bachelorlehramts-/Master-/Masterlehramtsstudien sowie Doktorate und PhD 1 Semester.

****) Die addierten Einzelzeilen müssen nicht notwendigerweise mit der Gesamtzeile übereinstimmen. Betreibt beispielsweise ein/e Studierende/r in einem Semester mehrere Studien, so wird diese/r Studierende/r in den jeweiligen Einzelzeilen einmal gezählt, in der Gesamtzeile wird diese/r Studierende/r allerdings nur ein einziges Mal gezählt.

Appendix 11. Number of students at the Mathematic Faculty

A1: SPL im Überblick - Bereich Studierende



Semester: 2016W, 2016S, 2015W
SPL: Studienprogrammleitung Mathematik, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften
Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
Fachkennzahl(en):

IDS:

Hinweis: Beurlaubte Studierende sind nicht enthalten!

Studierende

SPL	STUDIENART	FACHKENNZAHL	SEMESTER	Aktuelle Studierende (*)				Aktive Studierende (**)				Aktive Studierende innerhalb Toleranzsemester (***)			
				weibl.	%	männl.	Gesamt	weibl. aktiv	%	männl. aktiv	Gesamt aktiv	weibl. Toleranz	%	männl. Toleranz	Gesamt
25	Studienprogrammleitung Mathematik	Bachelor	2015W	334	38,0 %	546	880	239	39,5 %	366	605	208	39,7 %	316	524
			2016S	316	38,2 %	512	828	204	39,5 %	312	516	151	37,2 %	255	406
			2016W	323	36,0 %	574	897	219	37,2 %	369	588	184	36,5 %	320	504
			2015W	17	58,6 %	12	29	17	60,7 %	11	28	17	60,7 %	11	28
	Bachelor Lehramt	A044 UF Darstellende Geometrie	2016S	17	65,4 %	9	26	13	61,9 %	8	21	13	61,9 %	8	21
			2015W	361	54,0 %	308	669	350	54,6 %	291	641	350	54,6 %	291	641
			2016S	343	53,6 %	297	640	324	55,3 %	262	586	324	55,3 %	262	586
			2016W	15	62,5 %	9	24	14	66,7 %	7	21	14	66,7 %	7	21
	Master	A405 UF Darstellende Geometrie	2016W	30	66,7 %	15	45	28	66,7 %	14	42	28	66,7 %	14	42
			2016W	523	52,6 %	472	995	497	54,0 %	423	920	496	54,0 %	423	919
			2015W	55	38,7 %	87	142	50	40,7 %	73	123	39	39,8 %	59	98
			2016S	58	38,9 %	91	149	47	38,5 %	75	122	34	38,6 %	54	88
	Master Lehramt	A057 UF Mathematik	2016W	68	42,8 %	91	159	56	42,7 %	75	131	40	42,1 %	55	95
			2016W	0	0,0 %	1	1	0	0,0 %	1	1	0	0,0 %	1	1
			2015W	1	100,0 %	0	1	0	0	0	0	0	0	0	0
			2016S	1	100,0 %	0	1	0	0	0	0	0	0	0	0
	Diplom	A405 Mathematik	2016W	1	100,0 %	0	1	0	0	0	0	0	0	0	0
			2015W	1	100,0 %	0	1	0	0	0	0	0	0	0	0
			2016S	1	100,0 %	0	1	0	0	0	0	0	0	0	0
			2016W	1	100,0 %	0	1	0	0	0	0	0	0	0	0
44	Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften	Diplom Lehramt	2015W	575	54,5 %	480	1.055	495	56,0 %	389	884	395	56,3 %	307	702
			2016S	536	54,5 %	447	983	473	57,3 %	353	826	340	57,0 %	257	597
			2016W	446	53,4 %	389	835	388	56,2 %	302	690	276	55,9 %	218	494
			2015W	8	38,1 %	13	21	8	38,1 %	13	21	0	0	0	0
	Doktoratsstudium	A405 Mathematik	2016S	6	33,3 %	12	18	6	33,3 %	12	18	0	0	0	0
			2016W	6	33,3 %	12	18	6	33,3 %	12	18	0	0	0	0
			2015W	7	24,1 %	22	29	7	24,1 %	22	29	5	26,3 %	14	19
			2016S	4	16,7 %	20	24	4	16,7 %	20	24	3	20,0 %	12	15
	Doktoratsstudium	A175 Wirtschaftsinformatik (Diss.ggeb.)	2016W	3	12,5 %	21	24	3	12,5 %	21	24	3	20,0 %	12	15
			2015W	20	24,4 %	62	82	20	24,4 %	62	82	15	25,9 %	43	58
			2016S	17	19,8 %	69	86	16	18,6 %	69	85	14	22,2 %	49	63
			2016W	23	25,3 %	68	91	23	25,3 %	68	91	21	28,8 %	52	73
	A411 Physik (Diss.ggeb.)		2015W	32	22,2 %	112	144	32	22,2 %	112	144	24	22,4 %	83	107
			2016S	35	22,7 %	119	154	35	22,7 %	119	154	25	23,1 %	83	108

Hinweis: Beurlaubte Studierende sind nicht enthalten!

Studierende

SPL	STUDIENART	FACHKENNZAHL	SEMESTER	Aktuelle Studierende *)				Aktive Studierende **)				Aktive Studierende innerhalb Toleranzsemester ***)					
				weibl.	% weibl.	männl.	Gesamt	weibl. aktiv	% weibl.	männl. aktiv	Gesamt aktiv	weibl. Toleranz	% weibl. Toleranz	männl. Toleranz	Gesamt		
44	Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften	A411 Physik (Diss.geb.)	2016W	40	26,1 %	113	153	40	26,1 %	113	153	30	26,8 %	82	112		
			2015W	80	50,6 %	78	158	80	50,6 %	78	158	66	50,0 %	66	132		
			2016S	83	50,3 %	82	165	83	50,3 %	82	165	67	50,0 %	67	134		
		A880 Informatik (Diss.geb.)	2016W	84	52,5 %	76	160	83	52,5 %	75	158	62	49,6 %	63	125		
			2015W	8	11,0 %	65	73	8	11,0 %	65	73	7	13,0 %	47	54		
			2016S	7	10,0 %	63	70	7	10,0 %	63	70	5	10,4 %	43	48		
				2016W	10	13,7 %	63	73	10	13,7 %	63	73	8	17,0 %	39	47	
Gesamt****)																	
				2015W	1.412	45,3 %	1.703	3.115	1.253	46,5 %	1.440	2.693	1.079	47,3 %	1.201	2.280	
				2016S	1.338	44,9 %	1.645	2.983	1.166	46,4 %	1.347	2.513	936	46,8 %	1.066	2.002	
				2016W	1.488	44,9 %	1.824	3.312	1.314	46,6 %	1.508	2.822	1.115	47,0 %	1.256	2.371	

*) Kurzstudierende sind nicht enthalten. Das sind jene Studierenden die ein Studium beginnen und noch vor Ende der Zulassungsfrist desselben Semesters wieder beenden.

**) Mit der Menge der Aktiven Studierenden/aktiven Studien werden "Scheinzulassungen" eliminiert und die tatsächliche Belastung der vorhandenen Ressourcen dargestellt. Als aktiv gilt eine Zulassung dann, wenn im aktuellen oder im Vorsemester mindestens eine Prüfung abgelegt wurde oder wenn unabhängig vom Semester in einem Mag.-Studium mindestens 9 bzw. in einem Dipl.-Studium mindestens 25 Prüfungen abgelegt wurden und sich der Studierende im 2. Abschnitt befindet. Studierende im 1. Semester, nach einer Unterbrechung wieder Zugelassene und Doktoratsstudien gelten jedoch immer als aktiv sofern sie nicht an Outgoing Mobilitätsprogrammen teilnehmen und in dieser Zeit keine Prüfungen absolvieren. Ausgenommen sind Kurzstudien, außer es wurde eine Prüfung abgelegt oder das Kurzstudium erfolgreich abgeschlossen.

****) Toleranzsemester sind für Diplom-/Diplomlehramtsstudien 2 Semester und für Bachelor-/Bachelorlehramts-/Master-/Masterlehramtsstudien sowie Doktorate und PhD 1 Semester.

*****) Die addierten Einzelzellen müssen nicht notwendigerweise mit der Gesamtzeile übereinstimmen. Beträgt beispielsweise eine Studierende/r in einem Semester mehrere Studien, so wird diese/r Studierende/r in den jeweiligen Einzelzellen einmal gezählt, in der Gesamtzeile wird diese/r Studierende/r allerdings nur ein einziges Mal gezählt.

Appendix 12. Number of students at the Business, Economics and Statistic Faculty



A1: SPL im Überblick - Bereich Studierende

Semester: 2016W, 2016S, 2015W
SPL: Studienprogrammleitung Wirtschaftswissenschaften, Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften
Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
Fachkennzahl(en):

IDS:

Hinweis: Beurlaubte Studierende sind nicht enthalten!

Studierende

SPL	STUDIENART	FACHKENNZAHL	Aktuelle Studierende *)				Aktive Studierende **)				Aktive Studierende innerhalb Toleranzsemester ***)			
			weibl.	% weibl.	männl.	Gesamt	weibl. aktiv	% weibl.	männl. aktiv	Gesamt aktiv	weibl. Toleranz	% weibl. Toleranz	männl. Toleranz	Gesamt
4	Studienprogrammleitung Wirtschaftswissenschaften	A513 Volkswirtschaftslehre	183	31,6 %	396	579	127	32,9 %	259	386	113	34,1 %	218	331
			158	30,7 %	356	514	99	31,3 %	217	316	80	33,5 %	159	239
			167	31,4 %	365	532	109	31,7 %	235	344	90	33,5 %	179	269
			786	61,6 %	489	1.275	663	62,2 %	403	1.066	538	61,3 %	340	878
			679	61,2 %	431	1.110	553	61,4 %	347	900	362	59,4 %	247	609
		A514 Internationale Betriebswirtschaft	708	61,0 %	453	1.161	594	61,8 %	367	961	433	61,2 %	275	708
			656	51,5 %	619	1.275	528	53,2 %	465	993	399	53,1 %	352	751
			577	51,2 %	550	1.127	461	53,2 %	406	867	294	54,3 %	247	541
			587	50,2 %	582	1.169	485	52,2 %	445	930	333	52,0 %	307	640
			159	46,6 %	182	341	118	48,8 %	124	242	107	48,0 %	116	223
	Master	A551 Statistik	154	45,6 %	184	338	101	47,9 %	110	211	91	47,6 %	100	191
			180	46,0 %	211	391	127	47,9 %	138	265	120	47,6 %	132	252
			62	41,1 %	89	151	49	38,9 %	77	126	37	37,0 %	63	100
			69	43,4 %	90	159	59	44,0 %	75	134	40	44,4 %	50	90
			59	38,3 %	95	154	47	36,7 %	81	128	28	33,7 %	55	83
		A913 Volkswirtschaftslehre	302	60,0 %	201	503	280	61,1 %	178	458	201	63,4 %	116	317
			316	60,4 %	207	523	296	61,5 %	185	481	193	62,9 %	114	307
			356	64,3 %	198	554	326	66,9 %	161	487	221	69,5 %	97	318
			381	55,7 %	303	684	355	57,4 %	263	618	225	62,0 %	138	363
			386	55,0 %	316	702	364	56,9 %	276	640	221	61,0 %	141	362
	Diplom	A915 Betriebswirtschaft	416	55,8 %	329	745	384	56,6 %	294	678	245	58,5 %	174	419
			45	48,9 %	47	92	39	51,3 %	37	76	28	49,1 %	29	57
			42	52,5 %	38	80	36	53,7 %	31	67	18	43,9 %	23	41
			34	53,1 %	30	64	29	58,0 %	21	50	13	50,0 %	13	26
			28	41,8 %	39	67	23	41,1 %	33	56	16	38,1 %	26	42
		A920 Quantit. Economics, Management & Finance	27	40,3 %	40	67	23	42,6 %	31	54	17	47,2 %	19	36
			23	35,4 %	42	65	17	34,7 %	32	49	11	32,4 %	23	34
			1	100,0 %	0	1	0		0	0	0		0	0
			1	100,0 %	0	1	0		0	0	0		0	0
			1	25,0 %	3	4	1	25,0 %	3	4	0		0	0
	Doktoratsstudium	A136 Statistik	1	33,3 %	2	3	1	33,3 %	2	3	0		0	0

A1: SPL im Überblick - Bereich Studierende



Hinweis: Beurlaubte Studierende sind nicht enthalten!

Studierende

SPL	STUDIENART	FACHKENNZAHL	Aktuelle Studierende *				Aktive Studierende **				Aktive Studierende innerhalb Toleranzsemester ***			
			weibl.	% weibl.	männl.	Gesamt	weibl. aktiv	% weibl.	männl. aktiv	Gesamt aktiv	weibl. Toleranz	% weibl. Toleranz	männl. Toleranz	Gesamt
4	Studienprogrammleitung Wirtschaftswissenschaften	A136 Statistik	2016W	1	33,3 %	2	3	1	33,3 %	2	3	0		0
			2015W	0	0,0 %	4	4	0	0,0 %	4	4	0		0
			2016S	0	0,0 %	3	3	0	0,0 %	3	3	0		0
			2016W	0	0,0 %	3	3	0	0,0 %	3	3	0		0
			2015W	3	12,5 %	21	24	3	12,5 %	21	24	0		0
			2016S	2	10,0 %	18	20	2	10,0 %	18	20	0		0
		A151 Betriebswirtschaft	2016W	2	12,5 %	14	16	2	12,5 %	14	16	0		0
			2015W	15	53,6 %	13	28	15	53,6 %	13	28	0		0
			2016S	12	54,5 %	10	22	12	54,5 %	10	22	0		0
			2016W	11	55,0 %	9	20	11	55,0 %	9	20	0		0
			2015W	1	50,0 %	1	2	1	50,0 %	1	2	0		0
			2015W	3	33,3 %	6	9	3	33,3 %	6	9	0		0
		A145 Finanzwirtschaft	2016S	3	37,5 %	5	8	3	37,5 %	5	8	0		0
			2016W	3	37,5 %	5	8	3	37,5 %	5	8	0		0
			2015W	1	25,0 %	3	4	1	25,0 %	3	4	0		0
			2016W	1	25,0 %	3	4	1	25,0 %	3	4	0		0
			2015W	9	37,5 %	15	24	9	37,5 %	15	24	0		0
			2016S	7	33,3 %	14	21	7	33,3 %	14	21	0		0
39	Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften	A183 Wirtschaft und Recht	2016W	8	36,4 %	14	22	8	36,4 %	14	22	0		0
			2015W	12	37,5 %	20	32	12	37,5 %	20	32	8	34,8 %	15
			2016S	13	40,6 %	19	32	13	40,6 %	19	32	8	42,1 %	11
			2016W	13	43,3 %	17	30	13	43,3 %	17	30	8	44,4 %	10
			2015W	2	100,0 %	0	2	2	100,0 %	0	2	0		0
			2016S	1	100,0 %	0	1	1	100,0 %	0	1	0		0
		A136 Statistik und Operations Research (Diss.gab)	2016W	1	50,0 %	1	2	1	50,0 %	1	2	0		0
			2015W	2	14,3 %	12	14	2	14,3 %	12	14	1	10,0 %	9
			2016S	2	12,5 %	14	16	2	12,5 %	14	16	2	15,4 %	11
			2016W	3	18,8 %	13	16	3	18,8 %	13	16	3	21,4 %	11
			2015W	9	25,7 %	26	35	9	25,7 %	26	35	6	27,3 %	16
			2016S	9	25,7 %	26	35	9	25,7 %	26	35	6	33,3 %	12
		A145 Finanzwirtschaft (Diss.gab)	2016W	8	23,5 %	26	34	8	23,5 %	26	34	5	29,4 %	12
			2015W	2	40,0 %	3	5	2	40,0 %	3	5	1	25,0 %	3
			2016S	2	50,0 %	2	4	2	50,0 %	2	4	0		2
			2016W	1	25,0 %	3	4	1	25,0 %	3	4	0		3

A1: SPL im Überblick - Bereich Studierende



Hinweis: Beurlaubte Studierende sind nicht enthalten!

Studierende

SPL	STUDIENART	FACHKENNZAHL	SEMESTER	Aktuelle Studierende ^(*)				Aktive Studierende ^(**)				Aktive Studierende innerhalb Toleranzsemester ^(***)			
				weibl.	% weibl.	männl.	Gesamt	weibl. aktiv	% weibl.	männl. aktiv	Gesamt aktiv	weibl. Toleranz	% weibl. Toleranz	männl. Toleranz	Gesamt
39	Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften	A146 Management (Diss.gab)	2015W	22	44,9 %	27	49	22	45,8 %	26	48	15	50,0 %	15	30
			2016S	24	48,0 %	26	50	24	48,0 %	26	50	17	58,6 %	12	29
			2016W	24	50,0 %	24	48	24	51,1 %	23	47	17	58,6 %	12	29
			2015W	7	33,3 %	14	21	7	33,3 %	14	21	3	21,4 %	11	14
			2016S	9	39,1 %	14	23	9	39,1 %	14	23	5	35,7 %	9	14
			2016W	7	31,8 %	15	22	7	31,8 %	15	22	4	33,3 %	8	12
Gesamt ^(****)				2.555	51,7 %	2.389	4.944	2.192	52,9 %	1.948	4.140	1.638	53,4 %	1.430	3.068
			2016S	2.352	51,4 %	2.223	4.575	2.005	53,1 %	1.774	3.779	1.310	53,8 %	1.126	2.436
			2016W	2.467	51,7 %	2.308	4.775	2.135	53,4 %	1.866	4.001	1.489	53,9 %	1.276	2.765

*) Kurzstudierende sind nicht enthalten. Das sind jene Studierenden die ein Studium beginnen und noch vor Ende der Zulassungsfrist desselben Semesters wieder beenden.

**) Mit der Menge der Aktiven Studierenden/aktiven Studien werden "Scheinzulassungen" eliminiert und die tatsächliche Belastung der vorhandenen Ressourcen dargestellt. Als aktiv gilt eine Zulassung dann, wenn im aktuellen oder im Vorsemester mindestens eine Prüfung abgelegt wurde oder wenn unabhängig vom Semester in einem Mag.-Studium mindestens 9 bzw. in einem Dipl.-Studium mindestens 25 Prüfungen abgelegt wurden und sich der Studierende im 2. Abschnitt befindet. Studierende nach einer Unterbrechung wieder Zugelassene und Doktoratsstudien gelten jedoch immer als aktiv sofern sie nicht an Outgoing Mobilitätsprogrammen teilnehmen und in dieser Zeit keine Prüfungen absolvieren. Ausgenommen sind Kurzstudien, außer es wurde eine Prüfung abgelegt oder das Kurzstudium erfolgreich abgeschlossen.

***) Toleranzsemester sind für Diplom-/Diplomlehramtsstudien 2 Semester und für Bachelor-/Bachelorlehramts-/Master-/Masterlehramtsstudien sowie Doktorate und PhD 1 Semester.

****) Die addierten Einzelzeilen müssen nicht notwendigerweise mit der Gesamtzeile übereinstimmen. Betreibt beispielsweise ein/e Studierende/r in einem Semester mehrere Studien, so wird diese/r Studierende/r in den jeweiligen Einzelzeilen einmal gezählt, in der Gesamtzeile wird diese/r Studierende/r allerdings nur ein einziges Mal gezählt.

Appendix 13. Distribution of Nationalities at the Chemistry Faculty

AA3 SPL im Überblick: Bereich Studierende nach Herkunft

Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Chemie, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften

Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium

Fachkennzahl(en):

IDS:

Hier können Sie eine Auflistung der Studierenden nach Land anfordern: reporting.univie.ac.at

Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2015W	Bachelor	A662 Chemie	908	76,4 %	69	5,8 %	111	9,3 %	101	8,5 %	1.189
	Bachelor		908	76,4 %	69	5,8 %	111	9,3 %	101	8,5 %	1.189
	Bachelor Lehramt	A043 UF Chemie	256	93,8 %	3	1,1 %	6	2,2 %	8	2,9 %	273
	Bachelor Lehramt		256	93,8 %	3	1,1 %	6	2,2 %	8	2,9 %	273
	Diplom Lehramt	A423 UF Chemie	317	92,2 %	10	2,9 %	7	2,0 %	10	2,9 %	344
	Diplom Lehramt		317	92,2 %	10	2,9 %	7	2,0 %	10	2,9 %	344
	Doktoratsstudium	A175 Wirtschaftsinformatik (Diss.geb.)	16	55,2 %	2	6,9 %	1	3,4 %	10	34,5 %	29
		A405 Mathematik (Diss.geb.)	47	57,3 %	10	12,2 %	10	12,2 %	15	18,3 %	82
		A411 Physik (Diss.geb.)	63	43,8 %	20	13,9 %	23	16,0 %	38	26,4 %	144
		A419 Chemie	16	76,2 %	1	4,8 %	1	4,8 %	3	14,3 %	21
2015W		A419 Chemie (Diss.geb.)	79	50,0 %	23	14,6 %	25	15,8 %	31	19,6 %	158
		A880 Informatik (Diss.geb.)	36	49,3 %	8	11,0 %	6	8,2 %	23	31,5 %	73
	Doktoratsstudium		257	50,8 %	64	12,6 %	66	13,0 %	119	23,5 %	506
	Master	A658 Chemie und Technologie der Materialien	10	43,5 %	5	21,7 %	2	8,7 %	6	26,1 %	23
		A862 Chemie	104	65,4 %	16	10,1 %	10	6,3 %	29	18,2 %	159
		A863 Biologische Chemie	56	60,9 %	14	15,2 %	10	10,9 %	12	13,0 %	92
		E658 Sonstige	7	58,3 %	0	0,0 %	2	16,7 %	3	25,0 %	12
	Master		176	62,9 %	33	11,8 %	23	8,2 %	48	17,1 %	280
			1.860	73,5 %	178	7,0 %	206	8,1 %	285	11,3 %	2.529
	Bachelor	A662 Chemie	841	75,0 %	70	6,2 %	110	9,8 %	101	9,0 %	1.122
2016S	Bachelor		841	75,0 %	70	6,2 %	110	9,8 %	101	9,0 %	1.122
	Bachelor Lehramt	A043 UF Chemie	242	94,2 %	3	1,2 %	6	2,3 %	6	2,3 %	257

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AA3 SPL im Überblick: Bereich Studierende nach Herkunft

Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Chemie, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften

Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium

Fachkennzahl(en):

IDS:

Hier können Sie eine Auflistung der Studierenden nach Land anfordern: reporting.univis@univie.ac.at

Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2016S	Bachelor Lehramt		242	94,2 %	3	1,2 %	6	2,3 %	6	2,3 %	257
	Diplom Lehramt	A423 UF Chemie	291	91,8 %	9	2,8 %	7	2,2 %	10	3,2 %	317
	Diplom Lehramt		291	91,8 %	9	2,8 %	7	2,2 %	10	3,2 %	317
	Doktoratsstudium	A175 Wirtschaftsinformatik (Diss.geb.)	15	62,5 %	2	8,3 %	0	0,0 %	7	29,2 %	24
		A405 Mathematik (Diss.geb.)	49	57,0 %	11	12,8 %	7	8,1 %	19	22,1 %	86
		A411 Physik (Diss.geb.)	69	44,8 %	22	14,3 %	23	14,9 %	40	26,0 %	154
		A419 Chemie	15	78,9 %	1	5,3 %	1	5,3 %	2	10,5 %	19
		A419 Chemie (Diss.geb.)	83	50,3 %	23	13,9 %	25	15,2 %	34	20,6 %	165
		A880 Informatik (Diss.geb.)	38	54,3 %	8	11,4 %	4	5,7 %	20	28,6 %	70
	Doktoratsstudium		269	52,0 %	67	13,0 %	60	11,6 %	121	23,4 %	517
2016S	Master	A658 Chemie und Technologie der Materialien	11	44,0 %	5	20,0 %	2	8,0 %	7	28,0 %	25
		A862 Chemie	110	65,9 %	19	11,4 %	12	7,2 %	26	15,6 %	167
		A863 Biologische Chemie	52	59,8 %	14	16,1 %	11	12,6 %	10	11,5 %	87
		E658 Sonstige	9	69,2 %	0	0,0 %	1	7,7 %	3	23,1 %	13
	Master		181	63,1 %	36	12,5 %	25	8,7 %	45	15,7 %	287
			1.774	72,6 %	184	7,5 %	203	8,3 %	282	11,5 %	2.443
	Bachelor	A662 Chemie	1.102	75,0 %	87	5,9 %	136	9,3 %	144	9,8 %	1.469
	Bachelor		1.102	75,0 %	87	5,9 %	136	9,3 %	144	9,8 %	1.469
	Bachelor Lehramt	A404 UF Chemie	349	92,3 %	5	1,3 %	14	3,7 %	10	2,6 %	378
	Bachelor Lehramt		349	92,3 %	5	1,3 %	14	3,7 %	10	2,6 %	378
2016W	Diplom Lehramt	A423 UF Chemie	246	91,8 %	7	2,6 %	7	2,6 %	8	3,0 %	268
	Diplom Lehramt		246	91,8 %	7	2,6 %	7	2,6 %	8	3,0 %	268

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AA3 SPL im Überblick: Bereich Studierende nach Herkunft



Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Chemie, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften

Studienart(en): Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium

Fachkennzahl(en):

IDS:

Hier können Sie eine Auflistung der Studierenden nach Land anfordern: reporting.univie.ac.at

Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2016W	Doktoratsstudium	A175 Wirtschaftsinformatik (Diss.geb.)	14	58,3 %	2	8,3 %	1	4,2 %	7	29,2 %	24
		A405 Mathematik (Diss.geb.)	52	57,1 %	11	12,1 %	8	8,8 %	20	22,0 %	91
		A411 Physik (Diss.geb.)	65	42,5 %	24	15,7 %	24	15,7 %	40	26,1 %	153
		A419 Chemie	15	83,3 %	0	0,0 %	1	5,6 %	2	11,1 %	18
		A419 Chemie (Diss.geb.)	80	50,0 %	21	13,1 %	26	16,2 %	33	20,6 %	160
		A880 Informatik (Diss.geb.)	38	52,1 %	10	13,7 %	2	2,7 %	23	31,5 %	73
	Doktoratsstudium		264	51,1 %	68	13,2 %	62	12,0 %	123	23,8 %	517
2016W	Master	A658 Chemie und Technologie der Materialien	9	40,9 %	5	22,7 %	1	4,5 %	7	31,8 %	22
		A862 Chemie	111	64,5 %	22	12,8 %	9	5,2 %	30	17,4 %	172
		A863 Biologische Chemie	55	61,1 %	12	13,3 %	8	8,9 %	15	16,7 %	90
		E658 Sonstige	7	63,6 %	0	0,0 %	1	9,1 %	3	27,3 %	11
	Master		178	62,0 %	37	12,9 %	18	6,3 %	54	18,8 %	287
2016W			2.085	73,0 %	203	7,1 %	231	8,1 %	337	11,8 %	2.856

**) Kurzstudierende sind nicht enthalten. Das sind jene Studierenden die ein Studium beginnen und noch vor Ende der Nachfrist desselben Semesters wieder beenden.*

***) Herkunft: bezieht sich auf die Staatsbürgerschaft des Studierenden.*

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Appendix 14. Distribution of Nationalities at the Mathematic Faculty

AA3 SPL im Überblick: Bereich Studierende nach Herkunft



Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Mathematik, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften

Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium

Fachkennzahl(en):

IDS:

Hier können Sie eine Auflistung der Studierenden nach Land anfordern: reporting.univie.ac.at

Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2015W	Bachelor	A621 Mathematik	681	77,4 %	55	6,2 %	78	8,9 %	66	7,5 %	880
	Bachelor		681	77,4 %	55	6,2 %	78	8,9 %	66	7,5 %	880
	Bachelor Lehramt	A044 UF Darstellende Geometrie	24	82,8 %	0	0,0 %	4	13,8 %	1	3,4 %	29
		A057 UF Mathematik	606	90,6 %	9	1,3 %	29	4,3 %	25	3,7 %	669
	Bachelor Lehramt		611	90,7 %	9	1,3 %	29	4,3 %	25	3,7 %	674
	Diplom	A405 Mathematik	1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Diplom		1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Diplom Lehramt	A406 UF Mathematik	986	93,5 %	20	1,9 %	23	2,2 %	26	2,5 %	1.055
	Diplom Lehramt		986	93,5 %	20	1,9 %	23	2,2 %	26	2,5 %	1.055
	Doktoratsstudium	A175 Wirtschaftsinformatik (Diss.geb.)	16	55,2 %	2	6,9 %	1	3,4 %	10	34,5 %	29
2015W		A405 Mathematik	16	76,2 %	0	0,0 %	5	23,8 %	0	0,0 %	21
		A405 Mathematik (Diss.geb.)	47	57,3 %	10	12,2 %	10	12,2 %	15	18,3 %	82
		A411 Physik (Diss.geb.)	63	43,8 %	20	13,9 %	23	16,0 %	38	26,4 %	144
		A419 Chemie (Diss.geb.)	79	50,0 %	23	14,6 %	25	15,8 %	31	19,6 %	158
		A880 Informatik (Diss.geb.)	36	49,3 %	8	11,0 %	6	8,2 %	23	31,5 %	73
	Doktoratsstudium		257	50,8 %	63	12,5 %	70	13,8 %	116	22,9 %	506
	Master	A821 Mathematik	86	60,6 %	16	11,3 %	23	16,2 %	17	12,0 %	142
	Master		86	60,6 %	16	11,3 %	23	16,2 %	17	12,0 %	142
			2.496	80,1 %	160	5,1 %	214	6,9 %	245	7,9 %	3.115
	Bachelor	A621 Mathematik	638	77,1 %	51	6,2 %	70	8,5 %	69	8,3 %	828
2016S	Bachelor		638	77,1 %	51	6,2 %	70	8,5 %	69	8,3 %	828
	Bachelor Lehramt	A044 UF Darstellende Geometrie	21	80,8 %	0	0,0 %	4	15,4 %	1	3,8 %	26

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AA3 SPL im Überblick: Bereich Studierende nach Herkunft



Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Mathematik, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften

Studienart(en): Bachelor Lehramt, Master Lehramt, Diplom Lehramt, Diplom, Doktoratsstudium, PHD-Studium

Fachkennzahl(en):

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Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2016S	Bachelor Lehramt	A057 UF Mathematik	584	91,2 %	7	1,1 %	28	4,4 %	21	3,3 %	640
	Bachelor Lehramt		588	91,3 %	7	1,1 %	28	4,3 %	21	3,3 %	644
	Diplom	A405 Mathematik	1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Diplom		1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Diplom Lehramt	A406 UF Mathematik	919	93,5 %	18	1,8 %	20	2,0 %	26	2,6 %	983
	Diplom Lehramt		919	93,5 %	18	1,8 %	20	2,0 %	26	2,6 %	983
	Doktoratsstudium	A175 Wirtschaftsinformatik (Diss.geb.)	15	62,5 %	2	8,3 %	0	0,0 %	7	29,2 %	24
		A405 Mathematik	13	72,2 %	0	0,0 %	5	27,8 %	0	0,0 %	18
		A405 Mathematik (Diss.geb.)	49	57,0 %	11	12,8 %	7	8,1 %	19	22,1 %	86
		A411 Physik (Diss.geb.)	69	44,8 %	22	14,3 %	23	14,9 %	40	26,0 %	154
2016S		A419 Chemie (Diss.geb.)	83	50,3 %	23	13,9 %	25	15,2 %	34	20,6 %	165
		A880 Informatik (Diss.geb.)	38	54,3 %	8	11,4 %	4	5,7 %	20	28,6 %	70
	Doktoratsstudium		267	51,7 %	66	12,8 %	64	12,4 %	119	23,1 %	516
	Master	A821 Mathematik	90	60,4 %	16	10,7 %	23	15,4 %	20	13,4 %	149
	Master		90	60,4 %	16	10,7 %	23	15,4 %	20	13,4 %	149
		A621 Mathematik	690	76,9 %	62	6,9 %	66	7,4 %	79	8,8 %	897
	Bachelor		690	76,9 %	62	6,9 %	66	7,4 %	79	8,8 %	897
	Bachelor Lehramt	A057 UF Mathematik	23	95,8 %	1	4,2 %	0	0,0 %	0	0,0 %	24
		A405 UF Darstellende Geometrie	41	91,1 %	0	0,0 %	4	8,9 %	0	0,0 %	45
	Bachelor Lehramt	A420 UF Mathematik	903	90,8 %	14	1,4 %	42	4,2 %	36	3,6 %	995
			940	90,9 %	15	1,5 %	43	4,2 %	36	3,5 %	1.034

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AA3 SPL im Überblick: Bereich Studierende nach Herkunft

Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Mathematik, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften

Studienart(en): Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium

Fachkennzahl(en):

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Hier können Sie eine Auflistung der Studierenden nach Land anfordern: reporting.univie.ac.at

Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2016W	Diplom	A405 Mathematik	1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Diplom		1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Diplom Lehramt	A406 UF Mathematik	779	93,2 %	15	1,8 %	19	2,3 %	23	2,8 %	836
	Diplom Lehramt		779	93,2 %	15	1,8 %	19	2,3 %	23	2,8 %	836
	Doktoratsstudium	A175 Wirtschaftsinformatik (Diss.geb.)	14	58,3 %	2	8,3 %	1	4,2 %	7	29,2 %	24
		A405 Mathematik	13	72,2 %	0	0,0 %	5	27,8 %	0	0,0 %	18
		A405 Mathematik (Diss.geb.)	52	57,1 %	11	12,1 %	8	8,8 %	20	22,0 %	91
		A411 Physik (Diss.geb.)	65	42,5 %	24	15,7 %	24	15,7 %	40	26,1 %	153
		A419 Chemie (Diss.geb.)	80	50,0 %	21	13,1 %	26	16,2 %	33	20,6 %	160
		A880 Informatik (Diss.geb.)	38	52,1 %	10	13,7 %	2	2,7 %	23	31,5 %	73
2016W	Doktoratsstudium		262	50,7 %	68	13,2 %	66	12,8 %	121	23,4 %	517
	Master	A821 Mathematik	104	65,4 %	13	8,2 %	22	13,8 %	20	12,6 %	159
	Master		104	65,4 %	13	8,2 %	22	13,8 %	20	12,6 %	159
	Master Lehramt	A057 UF Mathematik	1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Master Lehramt		1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
			2.666	80,5 %	169	5,1 %	207	6,2 %	271	8,2 %	3.313

*) Kurzstudierende sind nicht enthalten. Das sind jene Studierenden die ein Studium beginnen und noch vor Ende der Nachfrist desselben Semesters wieder beenden.

**) Herkunft: bezieht sich auf die Staatsbürgerschaft des Studierenden.

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Appendix 15. Distribution of Nationalities at the Business, Economics and Statistics Faculty

AA3 SPL im Überblick: Bereich Studierende nach Herkunft

Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Wirtschaftswissenschaften, Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften

Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium

Fachkennzahl(en):

IDS:

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Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2015W	Bachelor	A513 Volkswirtschaftslehre	343	59,2 %	69	11,9 %	79	13,6 %	88	15,2 %	579
		A514 Internationale Betriebswirtschaft	411	32,2 %	232	18,2 %	325	25,5 %	307	24,1 %	1.275
		A515 Betriebswirtschaft	566	44,4 %	181	14,2 %	192	15,1 %	336	26,4 %	1.275
		A551 Statistik	216	63,3 %	38	11,1 %	42	12,3 %	45	13,2 %	341
		Bachelor	1.483	44,3 %	502	15,0 %	619	18,5 %	745	22,2 %	3.349
	Diplom	A157 Internationale Betriebswirtschaft	1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Diplom		1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Doktoratsstudium	A136 Statistik	3	75,0 %	0	0,0 %	0	0,0 %	1	25,0 %	4
		A140 Volkswirtschaft	3	75,0 %	0	0,0 %	1	25,0 %	0	0,0 %	4
		A151 Betriebswirtschaft	14	58,3 %	2	8,3 %	3	12,5 %	5	20,8 %	24
		A157 Internationale Betriebswirtschaft	22	78,6 %	0	0,0 %	4	14,3 %	2	7,1 %	28
		A183 Wirtschaft und Recht	21	65,6 %	1	3,1 %	3	9,4 %	7	21,9 %	32
		L784 Sonstige	2	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	2
	Doktoratsstudium		65	69,1 %	3	3,2 %	11	11,7 %	15	16,0 %	94
	Master	A913 Volkswirtschaftslehre	58	38,4 %	14	9,3 %	31	20,5 %	48	31,8 %	151
		A914 Internationale Betriebswirtschaft	131	26,0 %	84	16,7 %	139	27,6 %	149	29,6 %	503
		A915 Betriebswirtschaft	329	48,1 %	97	14,2 %	100	14,6 %	158	23,1 %	684
		A920 Quantit. Economics, Management a.Finance	28	30,4 %	6	6,5 %	29	31,5 %	29	31,5 %	92
		A951 Statistik	51	76,1 %	4	6,0 %	5	7,5 %	7	10,4 %	67
	Master		568	40,1 %	195	13,8 %	288	20,4 %	364	25,7 %	1.415
	PHD-Studium	A136 Statistik und Operations Research	2	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	2

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AA3 SPL im Überblick: Bereich Studierende nach Herkunft



Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Wirtschaftswissenschaften, Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften
Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
Fachkennzahl(en):

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Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2015W	PHD-Studium	A136 Statistik und Operations Research (Diss.geb)	7	50,0 %	0	0,0 %	5	35,7 %	2	14,3 %	14
		A140 Volkswirtschaft	7	77,8 %	1	11,1 %	0	0,0 %	1	11,1 %	9
		A140 Volkswirtschaftslehre (Diss.geb)	13	37,1 %	2	5,7 %	6	17,1 %	14	40,0 %	35
		A145 Finanzwirtschaft	4	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	4
		A145 Finanzwirtschaft (Diss.geb)	0	0,0 %	2	40,0 %	2	40,0 %	1	20,0 %	5
		A146 Management	11	45,8 %	0	0,0 %	4	16,7 %	9	37,5 %	24
		A146 Management (Diss.geb)	18	36,7 %	8	16,3 %	5	10,2 %	18	36,7 %	49
		A403 Logistics and Operations Management	12	57,1 %	1	4,8 %	4	19,0 %	4	19,0 %	21
	PHD-Studium		72	44,7 %	14	8,7 %	26	16,1 %	49	30,4 %	161
			2.150	43,5 %	709	14,3 %	938	19,0 %	1.147	23,2 %	4.944
2016S	Bachelor	A513 Volkswirtschaftslehre	312	60,7 %	63	12,3 %	57	11,1 %	82	16,0 %	514
		A514 Internationale Betriebswirtschaft	357	32,2 %	195	17,6 %	261	23,5 %	297	26,8 %	1.110
		A515 Betriebswirtschaft	465	41,3 %	166	14,7 %	182	16,1 %	314	27,9 %	1.127
		A551 Statistik	206	60,9 %	40	11,8 %	42	12,4 %	50	14,8 %	338
			1.290	43,4 %	445	15,0 %	525	17,6 %	715	24,0 %	2.975
	Diplom	A157 Internationale Betriebswirtschaft	1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Diplom		1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Doktoratsstudium	A136 Statistik	2	66,7 %	0	0,0 %	0	0,0 %	1	33,3 %	3
		A140 Volkswirtschaft	2	66,7 %	0	0,0 %	1	33,3 %	0	0,0 %	3
		A151 Betriebswirtschaft	11	55,0 %	2	10,0 %	2	10,0 %	5	25,0 %	20
		A157 Internationale Betriebswirtschaft	16	72,7 %	0	0,0 %	4	18,2 %	2	9,1 %	22

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Benutzer: Felicitas Scheller

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Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Wirtschaftswissenschaften, Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften
Studienart(en): Bachelor, Master, Master Lehramt, Diplom Lehramt, Diplom Lehramt, Doktoratsstudium, PHD-Studium
Fachkennzahl(en):

IDS:

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Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2016S	Doktoratsstudium	A183 Wirtschaft und Recht	20	62,5 %	1	3,1 %	3	9,4 %	8	25,0 %	32
		L784 Sonstige	1	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	1
	Doktoratsstudium		52	64,2 %	3	3,7 %	10	12,3 %	16	19,8 %	81
	Master	A913 Volkswirtschaftslehre	58	36,5 %	15	9,4 %	30	18,9 %	56	35,2 %	159
		A914 Internationale Betriebswirtschaft	135	25,8 %	88	16,8 %	147	28,1 %	153	29,3 %	523
		A915 Betriebswirtschaft	338	48,1 %	101	14,4 %	106	15,1 %	157	22,4 %	702
		A920 Quantit. Economics, Management a.Finance	26	32,5 %	4	5,0 %	24	30,0 %	26	32,5 %	80
		A951 Statistik	52	77,6 %	3	4,5 %	4	6,0 %	8	11,9 %	67
		Master	580	40,1 %	199	13,8 %	293	20,2 %	375	25,9 %	1.447
	PHD-Studium	A136 Statistik und Operations Research (Diss.geb)	8	50,0 %	0	0,0 %	6	37,5 %	2	12,5 %	16
		A140 Volkswirtschaft	6	75,0 %	1	12,5 %	0	0,0 %	1	12,5 %	8
		A140 Volkswirtschaftslehre (Diss.geb)	13	37,1 %	2	5,7 %	6	17,1 %	14	40,0 %	35
		A145 Finanzwirtschaft	4	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	4
		A145 Finanzwirtschaft (Diss.geb)	0	0,0 %	2	50,0 %	1	25,0 %	1	25,0 %	4
		A146 Management	10	47,6 %	0	0,0 %	4	19,0 %	7	33,3 %	21
		A146 Management (Diss.geb)	16	32,0 %	8	16,0 %	7	14,0 %	19	38,0 %	50
		A403 Logistics and Operations Management	14	60,9 %	1	4,3 %	5	21,7 %	3	13,0 %	23
	PHD-Studium		68	43,0 %	14	8,9 %	29	18,4 %	47	29,7 %	158
	2016S		1.949	42,6 %	653	14,3 %	850	18,6 %	1.123	24,5 %	4.575
2016W	Bachelor	A513 Volkswirtschaftslehre	317	59,5 %	64	12,0 %	65	12,2 %	87	16,3 %	533
		A514 Internationale Betriebswirtschaft	381	32,8 %	199	17,1 %	289	24,9 %	292	25,2 %	1.161

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AA3 SPL im Überblick: Bereich Studierende nach Herkunft



Hinweis: Beurlaubte Studierende sind nicht enthalten!

Semester: 2016W, 2016S, 2015W

SPL: Studienprogrammleitung Wirtschaftswissenschaften, Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften

Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium

Fachkennzahl(en):

IDS:

Hier können Sie eine Auflistung der Studierenden nach Land anfordern: reporting.univis@univie.ac.at

Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2016W	Bachelor	A515 Betriebswirtschaft	494	42,3 %	166	14,2 %	186	15,9 %	323	27,6 %	1.169
		A551 Statistik	241	61,6 %	52	13,3 %	44	11,3 %	54	13,8 %	391
	Doktoratsstudium	Bachelor	1.372	43,9 %	461	14,7 %	568	18,2 %	726	23,2 %	3.127
		A136 Statistik	2	66,7 %	0	0,0 %	0	0,0 %	1	33,3 %	3
		A140 Volkswirtschaft	2	66,7 %	0	0,0 %	1	33,3 %	0	0,0 %	3
		A151 Betriebswirtschaft	9	56,2 %	2	12,5 %	1	6,2 %	4	25,0 %	16
		A157 Internationale Betriebswirtschaft	14	70,0 %	0	0,0 %	4	20,0 %	2	10,0 %	20
		A183 Wirtschaft und Recht	20	66,7 %	1	3,3 %	3	10,0 %	6	20,0 %	30
		L784 Sonstige	2	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	2
	Master	Doktoratsstudium	49	66,2 %	3	4,1 %	9	12,2 %	13	17,6 %	74
		A913 Volkswirtschaftslehre	57	37,0 %	20	13,0 %	28	18,2 %	49	31,8 %	154
		A914 Internationale Betriebswirtschaft	133	24,0 %	100	18,1 %	138	24,9 %	183	33,0 %	554
		A915 Betriebswirtschaft	337	45,2 %	117	15,7 %	126	16,9 %	165	22,1 %	745
		A920 Quantit. Economics, Management a.Finance	21	32,8 %	4	6,2 %	19	29,7 %	20	31,2 %	64
		A951 Statistik	50	76,9 %	4	6,2 %	4	6,2 %	7	10,8 %	65
	PHD-Studium	Master	566	37,9 %	233	15,6 %	299	20,0 %	397	26,6 %	1.495
		A136 Statistik und Operations Research (Diss.geb)	9	56,2 %	0	0,0 %	5	31,2 %	2	12,5 %	16
		A140 Volkswirtschaft	6	75,0 %	1	12,5 %	0	0,0 %	1	12,5 %	8
		A140 Volkswirtschaftslehre (Diss.geb)	13	38,2 %	2	5,9 %	5	14,7 %	14	41,2 %	34
		A145 Finanzwirtschaft	4	100,0 %	0	0,0 %	0	0,0 %	0	0,0 %	4
		A145 Finanzwirtschaft (Diss.geb)	0	0,0 %	1	25,0 %	1	25,0 %	2	50,0 %	4

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Produktion

Datenstand:

17.01.2017

Berichtsausführung:

18.01.2017

AA3 SPL im Überblick: Bereich Studierende nach Herkunft



Hinweis: Beurlaubte Studierende sind nicht enthalten!
Semester: 2016W, 2016S, 2015W
SPL: Studienprogrammleitung Wirtschaftswissenschaften, Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften
Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
Fachkennzahl(en):
IDS:
 Hier können Sie eine Auflistung der Studierenden nach Land anfordern: reporting.univis@univie.ac.at
Aktuelle Studierende* nach Herkunft**

SEMESTER	STUDIENART	SKZ_BEZ_NORM	Österreich	Anteil	Deutschland	Anteil	EU Rest	Anteil	Drittstaaten	Anteil	Gesamt
2016W	PHD-Studium	A146 Management	9	40,9 %	0	0,0 %	5	22,7 %	8	36,4 %	22
		A146 Management (Diss.geb)	15	31,2 %	7	14,6 %	7	14,6 %	19	39,6 %	48
		A403 Logistics and Operations Management	12	54,5 %	1	4,5 %	6	27,3 %	3	13,6 %	22
2016W	PHD-Studium		66	42,3 %	12	7,7 %	29	18,6 %	49	31,4 %	156
			2.017	42,2 %	701	14,7 %	898	18,8 %	1.160	24,3 %	4.776

*) Kurzstudierende sind nicht enthalten. Das sind jene Studierenden die ein Studium beginnen und noch vor Ende der Nachfrist desselben Semesters wieder beenden.
 **) Herkunft: bezieht sich auf die Staatsbürgerschaft des Studierenden.

Appendix 16. Average study duration at the Chemistry Faculty

AD4 Durchschnittliche Studiendauer der AbsolventInnen nach Studienart und Fachkennzahlen



Ausgewähltes Studienjahr*: 2016
 SPL_Nr: 27, 44
 Fachkennzahlen:
 Studienarten: Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
 individ. Diplomstudien:

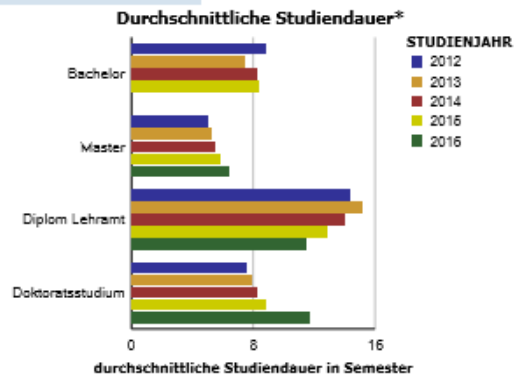
* Studienjahr: Abschlüsse in der Nachfrist eines Studienjahres (1.10.-30.11.) werden noch in das auslaufende Studienjahr einbezogen.
 Hinweis: Zeitreihendaten werden erst ab WS 1999 angezeigt. Frühere Daten sind nicht qualitätsgesichert.

			Entwicklung der durchschnittlichen Studiendauer* der Absolventen														
Studienart	Fachkennzahl	MSD**	Studienjahr 2012			Studienjahr 2013			Studienjahr 2014			Studienjahr 2015			Studienjahr 2016		
			weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt
27 - Studienprogrammleitung Chemie																	
Bachelor	A652 Chemie	6	8,4	9,4	8,9	7,7	7,3	7,6	8,4	8,1	8,3	9,2	7,7	8,4			
GesamtBachelor			8,4	9,4	8,9	7,7	7,3	7,5	8,4	8,1	8,3	9,2	7,7	8,4			
Master	A658 Chemie und Technologie der Materialien	4					6,3	6,3		4,3	4,3	6,8	7,6	7,0		6,4	6,4
	A652 Chemie	4	4,6	4,9	4,7	6,2	4,7	6,0	6,9	6,1	6,7	6,4	6,1	6,7			
	A653 Biologische Chemie	4	6,9	6,0	6,0	6,7	7,1	6,7	6,0	6,4	6,2	6,6	6,0	6,9			
GesamtMaster			4,9	5,3	5,1	5,3	5,4	5,3	6,4	5,1	5,6	6,5	5,2	5,8		6,4	6,4
Diplom Lehramt	A423 UF Chemie	9	11,8	16,9	14,3	17,3	11,9	16,2	14,6	9,6	14,0	13,4	12,2	12,9	12,6	10,6	11,6
GesamtDiplom Lehramt			11,8	16,9	14,3	17,3	11,9	15,2	14,6	9,5	14,0	13,4	12,2	12,9	12,5	10,5	11,5
Doktoratsstudium	A419 Chemie	4	11,4	9,7	10,3	10,0	10,7	10,6	18,9	13,3	16,1	16,8	14,7	16,6	16,4		16,4
GesamtDoktoratsstudium			11,4	9,7	10,3	10,0	10,7	10,5	18,9	13,3	16,1	16,8	14,7	16,5	16,4		16,4
Gesamt über SKG Chemie			7,5	8,6	8,1	8,1	7,1	7,6	9,1	7,1	8,1	8,9	7,2	8,1	14,4	7,8	10,4
Gesamt über SPL 27			7,5	8,6	8,1	8,1	7,1	7,6	9,1	7,1	8,1	8,9	7,2	8,1	14,4	7,8	10,4
44 - Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften																	
Doktoratsstudium	A176 Wirtschaftsinformatik (Diss.geb.)	6				6,7		6,7		8,8	8,8	10,6	9,9	10,1			
	A406 Mathematik (Diss.geb.)	6	6,7	6,9	6,8	8,2	7,8	7,9	8,6	7,6	7,7	9,6	8,2	8,4		9,6	9,6
	A411 Physik (Diss.geb.)	6	6,4	6,8	6,7	7,6	7,9	7,8	9,0	8,7	8,7	9,9	8,4	8,6		10,9	10,9
	A419 Chemie (Diss.geb.)	6	6,4	6,8	6,6	7,0	7,1	7,1	7,6	7,3	7,6	7,6	8,6	8,0			
	A680 Informatik (Diss.geb.)	6	7,9	8,3	8,1	9,1	7,6	8,0	9,6	8,2	8,6		9,9	9,9			
GesamtDoktoratsstudium			6,3	6,7	6,6	7,4	7,6	7,5	8,1	8,0	8,1	8,2	8,7	8,5		10,5	10,5
Gesamt über SKG Doktorat Naturwissenschaft und technische Wissenschaften			6,3	6,7	6,6	7,4	7,6	7,5	8,1	8,0	8,1	8,2	8,7	8,5		10,5	10,5
Gesamt über SPL 44			6,3	6,7	6,6	7,4	7,6	7,5	8,1	8,0	8,1	8,2	8,7	8,5		10,5	10,5
Gesamt:			7,2	8,1	7,7	7,9	7,3	7,6	8,8	7,5	8,1	8,8	7,9	8,3	14,4	9,3	10,5

* Die Studiendauer wird gemäß UniStEV 2004 berechnet. Fachähnliche Vorstudien werden in die Studiendauer miteinbezogen. Vor Berechnung des Durchschnitts, wurden Abschlüsse, die mehr als 25 % unter der gesetzlichen Studiendauer liegen, ausgeschlossen.

** Mindeststudiendauer

AD4 Durchschnittliche Studiendauer der AbsolventInnen nach Studienart und Fachkennzahlen



Appendix 17. Average study duration at the Mathematic Faculty

AD4 Durchschnittliche Studiendauer der AbsolventInnen nach Studienart und Fachkennzahlen



Ausgewähltes Studienjahr*:	2016
SPL_Nr:	26, 44
Fachkennzahlen:	
Studienarten:	Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
individ. Diplomstudien:	

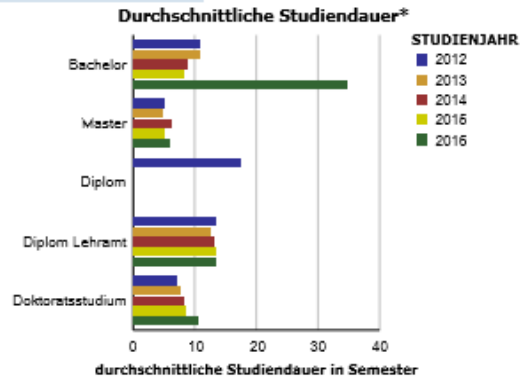
* Studienjahr: Abschlüsse in der Nachfrist eines Studienjahres (1.10.-30.11.) werden noch in das auslaufende Studienjahr einbezogen.
Hinweis: Zeitreihendaten werden erst ab WS 1999 angezeigt. Frühere Daten sind nicht qualitätsgesichert.

			Entwicklung der durchschnittlichen Studiendauer* der Absolventen														
Studienart	Fachkennzahl	MSD**	Studienjahr 2012			Studienjahr 2013			Studienjahr 2014			Studienjahr 2015			Studienjahr 2016		
			weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt
25 - Studienprogrammleitung Mathematik																	
Bachelor	A621 Mathematik	6	11,0	10,8	10,8	11,6	10,4	10,8	8,2	9,6	9,0	8,4	8,0	8,2		34,9	34,9
GesamtBachelor			11,0	10,8	10,8	11,6	10,4	10,8	8,2	9,6	9,0	8,4	8,0	8,2		34,9	34,9
Master	A821 Mathematik	4	5,3	5,2	5,3	4,8	4,7	4,7	6,8	6,0	6,2	6,3	5,1	5,1	7,6	4,4	6,0
GesamtMaster			5,3	5,2	5,3	4,8	4,7	4,7	6,8	6,0	6,2	6,3	5,1	5,1	7,6	4,4	6,0
Diplom	A406 Mathematik	10	17,3	17,8	17,6												
GesamtDiplom			17,3	17,8	17,6												
Diplom Lehramt	A406 UF Mathematik	9	13,7	12,8	13,4	13,6	11,6	12,7	11,6	17,1	13,3	12,3	15,2	13,4	13,0	14,3	13,6
GesamtDiplom Lehramt			13,7	12,8	13,4	13,6	11,6	12,7	11,6	17,1	13,3	12,3	15,2	13,4	13,0	14,3	13,6
Doktoratsstudium	A406 Mathematik	4	8,3	13,3	10,0	10,7		10,7		14,0	14,0	18,0		18,0			
GesamtDoktoratsstudium			8,3	13,3	10,0	10,7		10,7		14,0	14,0	18,0		18,0			
Gesamt über SKG Mathematik			13,2	13,6	13,4	12,5	9,6	10,8	10,1	11,1	10,6	11,2	10,8	11,0	12,2	16,1	14,0
Gesamt über SPL 25			13,2	13,6	13,4	12,5	9,6	10,8	10,1	11,1	10,6	11,2	10,8	11,0	12,2	16,1	14,0
44 - Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften																	
Doktoratsstudium	A176 Wirtschaftsinformatik (Diss.geb.)	6				6,7		6,7		8,8	8,8	10,6	9,9	10,1			
	A406 Mathematik (Diss.geb.)	6	6,7	6,9	6,8	8,2	7,8	7,9	8,6	7,6	7,7	9,6	8,2	8,4		9,6	9,6
	A411 Physik (Diss.geb.)	6	6,4	6,8	6,7	7,6	7,9	7,8	9,0	8,7	8,7	9,9	8,4	8,6		10,9	10,9
	A419 Chemie (Diss.geb.)	6	6,4	6,8	6,6	7,0	7,1	7,1	7,6	7,3	7,6	7,6	8,6	8,0			
	A880 Informatik (Diss.geb.)	6	7,9	8,3	8,1	9,1	7,6	8,0	9,6	8,2	8,6		9,9	9,9			
GesamtDoktoratsstudium			6,3	6,7	6,6	7,4	7,6	7,5	8,1	8,0	8,1	8,2	8,7	8,5		10,5	10,5
Gesamt über SKG Doktorat Naturwissenschaft und technische Wissenschaften			6,3	6,7	6,6	7,4	7,6	7,5	8,1	8,0	8,1	8,2	8,7	8,5		10,5	10,5
Gesamt über SPL 44			6,3	6,7	6,6	7,4	7,6	7,5	8,1	8,0	8,1	8,2	8,7	8,5		10,5	10,5
Gesamt:			12,0	12,2	12,1	11,0	9,0	9,9	9,6	9,9	9,8	10,7	10,0	10,3	12,2	13,8	13,2

* Die Studiendauer wird gemäß UniStEV 2004 berechnet. Fachähnliche Vorstudien werden in die Studiendauer miteinbezogen. Vor Berechnung des Durchschnitts, wurden Abschlüsse, die mehr als 26 % unter der gesetzlichen Studiendauer liegen, ausgeschieden.

** Mindeststudiendauer

AD4 Durchschnittliche Studiendauer der AbsolventInnen nach Studienart und Fachkennzahlen



Appendix 18. Average study duration at the Business, Economics and Statistics Faculty

AD4 Durchschnittliche Studiendauer der AbsolventInnen nach Studienart und Fachkennzahlen



Ausgewähltes Studienjahr*:	2016
SPL_Nr:	4, 39
Fachkennzahlen:	
Studienarten:	Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
individ. Diplomstudien:	

* Studienjahr: Abschlüsse in der Nachfrist eines Studienjahres (1.10.-30.11.) werden noch in das auslaufende Studienjahr einbezogen.
Hinweis: Zeitreihendaten werden erst ab WS 1999 angezeigt. Frühere Daten sind nicht qualitätsgesichert.

			Entwicklung der durchschnittlichen Studiendauer* der Absolventen														
Studienart	Fachkennzahl	MSD**	Studienjahr 2012			Studienjahr 2013			Studienjahr 2014			Studienjahr 2015			Studienjahr 2016		
			weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt
4 - Studienprogrammleitung Wirtschaftswissenschaften																	
Bachelor	A614 Internationale Betriebswirtschaft	6	9,8	13,9	11,1	8,6	12,2	9,8	8,2	8,3	8,3	8,7	8,3	8,6	7,3		7,3
	A616 Betriebswirtschaft	6	9,6	9,4	9,6	8,7	8,6	8,6	9,0	9,6	9,2	9,2	8,3	8,8		7,6	7,6
GesamtBachelor			9,7	11,4	10,3	8,6	10,1	9,1	8,6	9,0	8,8	8,9	8,3	8,7	7,3	7,5	7,4
Master	A914 Internationale Betriebswirtschaft	4	6,6	6,7	6,6	6,2	4,8	6,7	7,0	6,4	6,8	6,4	6,3	6,4	6,1	6,1	6,6
	A916 Betriebswirtschaft	4	6,3	6,8	6,0	6,6	6,0	6,3	6,6	6,6	6,6	6,6	7,6	6,9	8,6	6,1	7,2
GesamtMaster			5,9	5,8	5,9	6,4	5,7	6,1	6,8	6,4	6,6	6,5	7,0	6,7	7,4	6,1	6,7
Doktoratsstudium	A161 Betriebswirtschaft	4		16,3	16,3												
	A167 Internationale Betriebswirtschaft	4	17,6	11,1	16,0							19,1	21,2	20,2			
GesamtDoktoratsstudium			17,6	13,2	15,8							19,1	21,2	20,2			
PHD-Studium	A146 Management	6	12,7	8,6	10,6	10,7	11,0	10,9									
GesamtPHD-Studium			12,7	8,6	10,6	10,7	11,0	10,9									
Gesamt über SKG Betriebswirtschaft			8,4	8,5	8,4	7,7	8,2	7,9	7,9	7,9	7,9	8,1	7,8	8,0	7,4	6,4	6,9
Bachelor	A661 Statistik	6	12,9	6,9	6,9	9,0	9,7	9,6	9,0	8,6	8,8	8,1	6,9	7,4			
GesamtBachelor			12,9	5,9	6,9	9,0	9,7	9,5	9,0	8,5	8,8	8,1	6,9	7,4			
Master	A961 Statistik	4	6,6	4,7	6,2	6,2	7,6	6,3		3,8	3,8	3,3	6,1	6,6		6,4	6,4
GesamtMaster			6,5	4,7	6,2	6,2	7,5	6,3		3,8	3,8	3,3	6,1	6,6		6,4	6,4
Doktoratsstudium	A136 Statistik	4		14,2	14,2												
GesamtDoktoratsstudium				14,2	14,2												
PHD-Studium	A136 Statistik und Operations Research	6				11,9	11,4	11,7									
GesamtPHD-Studium						11,9	11,4	11,7									
Gesamt über SKG Statistik			7,6	6,8	7,2	8,4	9,5	9,1	9,0	7,3	8,3	7,6	6,7	7,0		6,4	6,4
Bachelor	A613 Volkswirtschaftslehre	6	6,8	10,6	8,8	7,6	10,6	9,4	10,6	7,6	8,6	7,1	8,3	7,8			
GesamtBachelor			6,8	10,6	8,8	7,6	10,6	9,4	10,6	7,6	8,6	7,1	8,3	7,8			
Master	A913 Volkswirtschaftslehre	4	6,2	6,4	6,3	6,7	6,2	6,0	6,4	6,6	6,6	6,6	6,3	6,6	6,4	6,0	6,1
	A920 Quantit. Economics, Management u. Finance	4		3,2	3,2	6,1	6,4	6,9	6,2	6,6	6,4	6,4	6,1	6,8	10,4		10,4
GesamtMaster			5,2	5,2	5,2	6,6	6,2	6,0	6,4	6,6	6,5	5,5	5,7	5,6	8,4	6,0	7,2
PHD-Studium	A140 Volkswirtschaft	6	9,9	10,1	10,1		11,1	11,1					16,2	16,2	17,6		17,6
GesamtPHD-Studium			9,9	10,1	10,1		11,1	11,1					16,2	16,2	17,6		17,6
Gesamt über SKG Volkswirtschaft			6,5	8,9	7,9	6,6	8,6	7,9	8,2	7,0	7,4	6,4	7,7	7,2	11,5	6,0	9,3

AD4 Durchschnittliche Studiendauer der AbsolventInnen nach Studienart und Fachkennzahlen

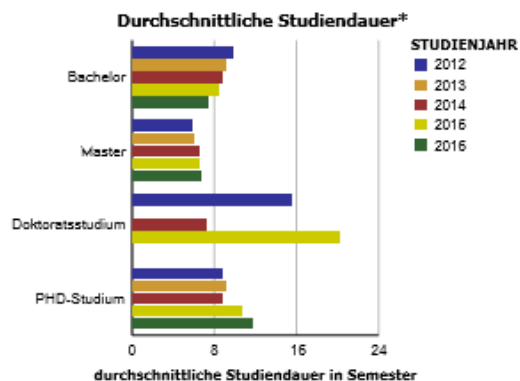


* Studienjahr: Abschlüsse in der Nachfrist eines Studienjahres (1.10.-30.11.) werden noch in das auslaufende Studienjahr einbezogen.
Hinweis: Zeitreihendaten werden erst ab WS 1999 angezeigt. Frühere Daten sind nicht qualitätsgesichert.

			Entwicklung der durchschnittlichen Studiendauer* der Absolventen														
Studienart	Fachkennzahl	MSD**	Studienjahr 2012			Studienjahr 2013			Studienjahr 2014			Studienjahr 2015			Studienjahr 2016		
			weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt	weibl.	männl.	gesamt
Gesamt über SPL 4			8,1	8,5	8,3	7,6	8,4	7,9	8,0	7,7	7,8	8,0	7,7	7,9	8,5	6,4	7,4
39 - Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften																	
Doktoratsstudium	A183 Wirtschaft und Recht	6							7,5	6,9	7,2						
GesamtDoktoratsstudium									7,5	6,9	7,2						
PHD-Studium	A136 Statistik und Operations Research (Diss.geb)	6	7,9	6,8	6,8	7,5	6,6	7,3		7,5	7,5	8,7	9,6	9,1			
	A140 Volkswirtschaftslehre (Diss.geb)	6				7,8	7,8		8,7	8,7							
	A146 Finanzwirtschaft (Diss.geb)	6										9,6		9,6			
	A146 Management (Diss.geb)	6	7,4	7,4	7,4		8,8	8,8	10,7	9,2	9,8	11,0	9,7	10,0		9,0	9,0
	A403 Logistics and Operations Management	6		8,2	8,2	8,6		8,6		9,0	9,0	14,2		14,2	11,6		11,6
GesamtPHD-Studium			7,6	7,1	7,3	7,8	8,1	8,0	10,7	8,6	8,9	10,8	9,6	10,2	11,6	9,0	9,9
Gesamt über SKG Doktorat Wirtschaftswissenschaften			7,6	7,1	7,3	7,8	8,1	8,0	9,6	8,4	8,7	10,8	9,6	10,2	11,6	9,0	9,9
Gesamt über SPL 39			7,6	7,1	7,3	7,8	8,1	8,0	9,6	8,4	8,7	10,8	9,6	10,2	11,6	9,0	9,9
Gesamt:			8,1	8,5	8,3	7,6	8,4	7,9	8,0	7,7	7,9	8,0	7,8	7,9	8,7	6,7	7,7

* Die Studiendauer wird gemäß UniStEV 2004 berechnet. Fachähnliche Vorstudien werden in die Studiendauer miteinbezogen. Vor Berechnung des Durchschnitts, wurden Abschlüsse, die mehr als 26 % unter der gesetzlichen Studiendauer liegen, ausgeschieden.

** Mindeststudiendauer



Appendix 19. Number of drop-outs at the Chemistry Faculty

A1: SPL im Überblick - Bereich Studierende

Semester*: 2017S, 2016W, 2016S, 2015W, 2015S, 2014W
SPL: Studienprogrammleitung Chemie, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften
Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
Fachkennzahl(en):
IDS:

Hinweis: Beurlaubte Studierende sind nicht enthalten!

AbbrecherInnen

SPL	Studienprogrammleitung Chemie	STUDIENART	FACHKENNZAHL	SEMESTER			Abbrecher **)			Abbrecher von aktiven Studien ***)		
					weibl.	% weibl.	männl.	Gesamt	weibl.	% weibl.	männl.	Gesamt
27		Bachelor	A662 Chemie	2014W	91	56,5 %	70	161	77	56,6 %	59	136
				2015S	150	59,1 %	104	254	89	57,4 %	66	155
				2015W	96	55,8 %	76	172	73	61,3 %	46	119
				2016S	136	58,6 %	96	232	95	61,3 %	60	155
				2016W	7	50,0 %	7	14	3	33,3 %	6	9
				2014W	5	45,5 %	6	11	5	45,5 %	6	11
		Bachelor Lehramt	A043 UF Chemie	2015S	16	69,6 %	7	23	15	68,2 %	7	22
				2015W	20	62,5 %	12	32	18	66,7 %	9	27
				2016S	6	50,0 %	6	12	3	37,5 %	5	8
				2016W	20	60,6 %	13	33	7	58,3 %	5	12
		Master	A404 UF Chemie A658 Chemie und Technologie der Materialien	2014W	0	0,0 %	1	1	0		0	0
				2015S	0	0,0 %	1	1	0		0	0
				2015W	2	66,7 %	1	3	0	0,0 %	1	1
				2016S	0	0,0 %	3	3	0	0,0 %	2	2
				2014W	2	33,3 %	4	6	1	33,3 %	2	3
				2015S	3	50,0 %	3	6	1	33,3 %	2	3
		A862 Chemie		2015W	5	71,4 %	2	7	2	66,7 %	1	3
				2016S	3	60,0 %	2	5	2	66,7 %	1	3
		A863 Biologische Chemie		2014W	2	100,0 %	0	2	2	100,0 %	0	2
				2015S	2	40,0 %	3	5	1	50,0 %	1	2
				2015W	2	50,0 %	2	4	1	50,0 %	1	2
				2016S	5	71,4 %	2	7	3	75,0 %	1	4
		E658 Sonstige		2014W	0	0,0 %	2	2	0	0,0 %	2	2
				2015S	0	0,0 %	1	1	0	0,0 %	1	1
		2015W			0	0,0 %	1	1	0	0,0 %	1	1

A1: SPL im Überblick - Bereich Studierende



Hinweis: Beurlaubte Studierende sind nicht enthalten!

AbbrecherInnen

27	Studienprogrammleitung Chemie	Master Diplom Lehramt	E658 Sonstige A423 UF Chemie	20165	0	0,0 %	1	1	0	0,0 %	1	1
				2014W	28	62,2 %	17	45	12	70,6 %	5	17
				2015S	29	67,4 %	14	43	9	75,0 %	3	12
				2015W	12	57,1 %	9	21	4	66,7 %	2	6
				2016S	26	74,3 %	9	35	7	70,0 %	3	10
				2016W	1	100,0 %	0	1	1	100,0 %	0	1
				2014W	0	0,0 %	1	1	0	0,0 %	1	1
				2014W	0	0,0 %	3	3	0	0,0 %	3	3
				2015S	0	0,0 %	1	1	0	0,0 %	1	1
				2015W	2	40,0 %	3	5	2	40,0 %	3	5
				2014W	0	0,0 %	2	2	0	0,0 %	2	2
				2015S	1	25,0 %	3	4	1	25,0 %	3	4
44	Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften	Doktoratsstudium Doktoratsstudium	A419 Chemie A175 Wirtschaftsinformatik (Diss.geb.) A405 Mathematik (Diss.geb.) A411 Physik (Diss.geb.)	2015S	4	66,7 %	2	6	4	66,7 %	2	6
				2016S	1	33,3 %	2	3	0	0,0 %	2	2
				2014W	1	50,0 %	1	2	1	50,0 %	1	2
				2015S	0	0,0 %	6	6	0	0,0 %	6	6
				2015W	1	33,3 %	2	3	1	33,3 %	2	3
				2016S	1	20,0 %	4	5	1	20,0 %	4	5
				2014W	8	66,7 %	4	12	8	66,7 %	4	12
				2015S	1	50,0 %	1	2	1	50,0 %	1	2
				2015W	4	66,7 %	2	6	4	66,7 %	2	6
				2016S	4	57,1 %	3	7	4	57,1 %	3	7
				2014W	0	0,0 %	4	4	0	0,0 %	4	4
				2015S	2	28,6 %	5	7	2	28,6 %	5	7
2015W	3	30,0 %	7	10	2	22,2 %	7	9				
2016S	1	25,0 %	3	4	1	25,0 %	3	4				
Gesamt****)				2014W	136	55,1 %	111	247	106	54,4 %	89	195
				2015S	200	57,5 %	148	348	117	54,9 %	96	213
				2015W	150	56,2 %	117	267	111	59,0 %	77	188
				2016S	183	58,5 %	130	313	116	58,0 %	84	200

A1: SPL im Überblick - Bereich Studierende



Hinweis: Beurlaubte Studierende sind nicht enthalten!

AbbrecherInnen

Gesamt****)		2016W	28	58,3 %	20	48	11	50,0 %	11	22
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*) Abbrecher werden in der Nachfrist eines Semesters (1.10.-30.11. für das SoSe/1.3.-30.4. für das WiSe) noch in das auslaufende Semester einbezogen.
**) Grundsätzlich gilt jedes ohne Erfolg abgeschlossene Studium als Abbruch; nicht als Abbruch gelten jedoch: Unterstellung unter den neuen Studienplan, Übertritt in den 2. Studienabschnitt und erfolgreicher Abschluss. Kurzstudierende sind nicht enthalten. Das sind jene Studierenden die ein Studium beginnen und noch vor Ende der Zulassungsfrist desselben Semesters wieder beenden.
***) Hier werden nur jene Abbrüche gezählt deren Studien zum Zeitpunkt des Abbruchs als aktiv gewertet werden. (zu Definition von aktiv siehe Seite 1 - Bericht Studierende)
****) Die addierten Einzelzeilen müssen nicht notwendigerweise mit der Gesamtzeile übereinstimmen. Bricht beispielsweise eine Studierende/r in einem Semester mehrere Studien ab, so wird diese/r Studierende/r in den jeweiligen Einzelzeilen einmal gezählt, in der Gesamtzeile wird diese/r Studierende/r allerdings nur ein einziges Mal gezählt.

Appendix 20. Number of drop-outs at the Mathematics Faculty

A1: SPL im Überblick - Bereich Studierende

Semester*: 2017S, 2016W, 2016S, 2015W, 2015S, 2014W
SPL: Studienprogrammleitung Mathematik, Studienprogrammleitung Doktoratsstudium Naturwissenschaften und technische Wissenschaften
Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
Fachkennzahl(en):
IDS:

Hinweis: Beurlaubte Studierende sind nicht enthalten!

AbbrecherInnen

SPL	STUDIENART	FACHKENNZAHL	SEMESTER	Abbrecher **)			Abbrecher von aktiven Studien ***)		
				weibl.	% weibl.	männl.	weibl.	% weibl.	männl.
25	Studienprogrammleitung Mathematik	Bachelor	2014W	38	31,9 %	81	119	29	41,4 %
			2015S	52	40,3 %	77	129	23	35,9 %
			2015W	40	37,0 %	68	108	23	33,3 %
			2016S	69	53,1 %	61	130	30	50,8 %
			2016W	5	100,0 %	0	5	2	100,0 %
			2015S	0	0,0 %	1	1	0	0,0 %
	Bachelor Lehramt	A044 UF Darstellende Geometrie	2015W	1	25,0 %	3	4	1	25,0 %
			2014W	10	40,0 %	15	25	10	40,0 %
			2015S	35	55,6 %	28	63	31	56,4 %
			2015W	40	50,0 %	40	80	38	52,8 %
			2016S	18	58,1 %	13	31	16	57,1 %
			2016W	6	75,0 %	2	8	3	100,0 %
	Master	A405 UF Darstellende Geometrie A420 UF Mathematik A821 Mathematik	2016W	38	48,7 %	40	78	22	48,9 %
			2014W	2	50,0 %	2	4	2	50,0 %
			2015S	3	60,0 %	2	5	1	100,0 %
			2015W	4	66,7 %	2	6	3	75,0 %
			2016S	5	35,7 %	9	14	3	60,0 %
			2014W	50	57,5 %	37	87	27	57,4 %
44	Diplom Lehramt	A406 UF Mathematik	2015S	45	52,3 %	41	86	18	52,9 %
			2015W	31	49,2 %	32	63	7	30,4 %
			2016S	37	52,1 %	34	71	16	53,3 %
			2016W	2	50,0 %	2	4	1	100,0 %
			2014W	0	0,0 %	1	1	0	0,0 %
			2015W	1	50,0 %	1	2	1	50,0 %
	Doktoratsstudium	A405 Mathematik	2014W	0	0,0 %	1	1	0	0,0 %
			2015W	1	50,0 %	1	2	1	50,0 %
	Doktoratsstudium	A175 Wirtschaftsinformatik (Diss.geb.)	2014W	0	0,0 %	3	3	0	0,0 %
			2014W	0	0,0 %	3	3	0	0,0 %

A1: SPL im Überblick - Bereich Studierende



Hinweis: Beurlaubte Studierende sind nicht enthalten!

AbbrecherInnen

44	Doktoratsstudium Naturwissenschaften und technische Wissenschaften	Doktoratsstudium	A175 Wirtschaftsinformatik (Diss.ggeb.)	2015S	0	0,0 %	1	1	0	0,0 %	1	1
			A405 Mathematik (Diss.ggeb.)	2015W	2	40,0 %	3	5	2	40,0 %	3	5
				2014W	0	0,0 %	2	2	0	0,0 %	2	2
				2015S	1	25,0 %	3	4	1	25,0 %	3	4
				2015W	4	66,7 %	2	6	4	66,7 %	2	6
				2016S	1	33,3 %	2	3	0	0,0 %	2	2
			A411 Physik (Diss.ggeb.)	2014W	1	50,0 %	1	2	1	50,0 %	1	2
				2015S	0	0,0 %	6	6	0	0,0 %	6	6
				2015W	1	33,3 %	2	3	1	33,3 %	2	3
				2016S	1	20,0 %	4	5	1	20,0 %	4	5
			A419 Chemie (Diss.ggeb.)	2014W	8	66,7 %	4	12	8	66,7 %	4	12
				2015S	1	50,0 %	1	2	1	50,0 %	1	2
				2015W	4	66,7 %	2	6	4	66,7 %	2	6
				2016S	4	57,1 %	3	7	4	57,1 %	3	7
			A880 Informatik (Diss.ggeb.)	2014W	0	0,0 %	4	4	0	0,0 %	4	4
				2015S	2	28,6 %	5	7	2	28,6 %	5	7
				2015W	3	30,0 %	7	10	2	22,2 %	7	9
				2016S	1	25,0 %	3	4	1	25,0 %	3	4
Gesamt***)				2014W	109	42,2 %	149	258	77	45,3 %	93	170
				2015S	137	45,5 %	164	301	75	43,6 %	97	172
				2015W	129	45,4 %	155	284	85	43,1 %	112	197
				2016S	131	50,4 %	129	260	70	50,4 %	69	139
				2016W	47	52,8 %	42	89	27	54,0 %	23	50

*) Abbrecher werden in der Nachfrist eines Semesters (1.10.-30.11. für das SoSe/1.3-30.4. für das WiSe) noch in das auslaufende Semester einbezogen.

**) Grundsätzlich gilt jedes ohne Erfolg abgeschlossene Studium als Abbruch; nicht als Abbruch gelten jedoch: Unterstellung unter den neuen Studienplan, Übertritt in den 2. Studienabschnitt und erfolgreicher Abschluss. Kurzstudierende sind nicht enthalten. Das sind jene Studierenden die ein Studium beginnen und noch vor Ende der Zulassungsfrist desselben Semesters wieder beenden.

***) Hier werden nur jene Abbrüche gezählt deren Studien zum Zeitpunkt des Abbruchs als aktiv gewertet werden. (zu Definition von aktiv siehe Seite 1 - Bericht Studierende)
****) Die addierten Einzelzellen müssen nicht notwendigerweise mit der Gesamtzeile übereinstimmen. Bricht beispielsweise eine Studierende/r in einem Semester mehrere Studien ab, so wird diese/r Studierende/r in den jeweiligen Einzelzellen einmal gezählt, in der Gesamtzeile wird diese/r Studierende/r allerdings nur ein einziges Mal gezählt.

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Datenstand:

17.01.2017

Berichtsausführung:

18.01.2017

Appendix 21. Number of drop-outs at the Business, Economics and Statistics Faculty



A1: SPL im Überblick - Bereich Studierende

Semester*: 2017S, 2016W, 2016S, 2015W, 2015S, 2014W
SPL: Studienprogrammleitung Wirtschaftswissenschaften, Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften
Studienart(en): Bachelor, Bachelor Lehramt, Master, Master Lehramt, Diplom, Diplom Lehramt, Doktoratsstudium, PHD-Studium
Fachkennzahl(en):
IDS:

Hinweis: Beurlaubte Studierende sind nicht enthalten!

AbbrecherInnen

SPL	STUDIENART	FACHKENNZAHL	SEMESTER	Abbrecher **)			Abbrecher von aktiven Studien ***)		
				weibl.	% weibl.	männl.	weibl.	% weibl.	Gesamt
4	Studienprogrammleitung Wirtschaftswissenschaften	Bachelor	A513 Volkswirtschaftslehre	23	39,0 %	36	59	9	40,9 %
			2014W	15	27,8 %	39	54	8	34,8 %
			2015S	15	34,1 %	29	44	3	20,0 %
			2016S	27	46,6 %	31	58	14	60,9 %
			2016W	0	0,0 %	3	3	0	0,0 %
			2014W	57	52,8 %	51	108	22	43,1 %
			2015S	55	47,4 %	61	116	33	53,2 %
			2015W	60	57,7 %	44	104	31	53,4 %
			2016S	70	58,8 %	49	119	38	58,5 %
			2016W	3	75,0 %	1	4	3	100,0 %
	A514 Internationale Betriebswirtschaft		2014W	48	42,5 %	65	113	20	35,1 %
			2015S	96	60,4 %	63	159	37	66,1 %
			2015W	64	55,7 %	51	115	32	64,0 %
			2016S	61	50,8 %	59	120	31	54,4 %
			2016W	3	50,0 %	3	6	3	50,0 %
			2014W	22	38,6 %	35	57	14	38,9 %
	A515 Betriebswirtschaft		2015S	26	36,6 %	45	71	8	24,2 %
			2015W	25	53,2 %	22	47	13	46,4 %
			2016S	32	49,2 %	33	65	17	53,1 %
			2016W	1	50,0 %	1	2	0	0,0 %
			2014W	6	37,5 %	10	16	4	50,0 %
			2015S	8	42,1 %	11	19	3	33,3 %
			2015W	5	45,5 %	6	11	0	0,0 %
			2016S	4	66,7 %	2	6	2	66,7 %
			2014W	15	78,9 %	4	19	13	86,7 %
			A914 Internationale Betriebswirtschaft						
	Master		A913 Volkswirtschaftslehre	6	37,5 %	10	16	4	50,0 %
			2015S	8	42,1 %	11	19	3	33,3 %
			2015W	5	45,5 %	6	11	0	0,0 %
			2016S	4	66,7 %	2	6	2	66,7 %
			2014W	15	78,9 %	4	19	13	86,7 %
			A914 Internationale Betriebswirtschaft						
			2014W						
			2015S						
			2015W						
			2016S						

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Benutzer: Felicitas Scheller

Produktion

Datenstand: 17.01.2017
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A1: SPL im Überblick - Bereich Studierende



Hinweis: Beurlaubte Studierende sind nicht enthalten!

AbbrecherInnen

4	Studienprogrammleitung Wirtschaftswissenschaften	Master	A914 Internationale Betriebswirtschaft	2015S	19	54,3 %	16	35	9	56,2 %	7	16
			A915 Betriebswirtschaft	2015W	9	39,1 %	14	23	6	40,0 %	9	15
				2016S	20	54,1 %	17	37	13	54,2 %	11	24
				2016W	2	100,0 %	0	2	1	100,0 %	0	1
				2014W	23	60,5 %	15	38	14	58,3 %	10	24
			A920 Quantit. Economics, Management a.Finance	2015S	12	40,0 %	18	30	8	42,1 %	11	19
				2015W	19	50,0 %	19	38	13	48,1 %	14	27
				2016S	15	36,6 %	26	41	10	37,0 %	17	27
				2016W	1	50,0 %	1	2	0		0	0
			A951 Statistik	2014W	5	100,0 %	0	5	5	100,0 %	0	5
				2015S	4	36,4 %	7	11	3	37,5 %	5	8
				2015W	2	33,3 %	4	6	0	0,0 %	1	1
				2016S	6	46,2 %	7	13	4	50,0 %	4	8
			Diplom	2014W	1	50,0 %	1	2	1	100,0 %	0	1
				2015S	2	50,0 %	2	4	1	100,0 %	0	1
				2015W	6	66,7 %	3	9	5	71,4 %	2	7
				2016S	4	57,1 %	3	7	4	66,7 %	2	6
			A157 Internationale Betriebswirtschaft	2016S	1	100,0 %	0	1	0	0,0 %	0	0
				2015W	0	0,0 %	1	1	0	0,0 %	1	1
				2015S	0	0,0 %	1	1	0	0,0 %	1	1
				2015W	1	33,3 %	2	3	0	0,0 %	1	1
			A157 Internationale Betriebswirtschaft	2015S	1	25,0 %	3	4	1	25,0 %	3	4
				2016S	0	0,0 %	4	4	0	0,0 %	4	4
				2014W	0	0,0 %	1	1	0	0,0 %	1	1
				2015W	2	40,0 %	3	5	2	40,0 %	3	5
			PHD-Studium	2016S	1	100,0 %	0	1	1	100,0 %	0	1
				2015W	1	50,0 %	1	2	1	50,0 %	1	2
				2015S	0	0,0 %	1	1	0	0,0 %	1	1
				2014W	1	100,0 %	0	1	1	100,0 %	0	1
				2015S	2	66,7 %	1	3	1	50,0 %	1	2
				2015W	1	50,0 %	1	2	1	50,0 %	1	2

A1: SPL im Überblick - Bereich Studierende



Hinweis: Beurlaubte Studierende sind nicht enthalten!

AbbrecherInnen

39	Studienprogrammleitung Doktoratsstudium Wirtschaftswissenschaften	Doktoratsstudium	A183 Wirtschaft und Recht	2014W	1	100,0 %	0	1	1	100,0 %	0	1
				2015S	0	0,0 %	2	2	0	0,0 %	2	2
				2015W	0	0,0 %	1	1	0	0,0 %	1	1
				2016S	3	60,0 %	2	5	3	60,0 %	2	5
			L784 Sonstige	2014W	3	100,0 %	0	3	3	100,0 %	0	3
				2015S	1	100,0 %	0	1	1	100,0 %	0	1
				2015W	1	100,0 %	0	1	1	100,0 %	0	1
		PHD-Studium	A136 Statistik und Operations Research (Diss.gab)	2015S	1	100,0 %	0	1	1	100,0 %	0	1
				2016S	0	0,0 %	1	1	0	0,0 %	1	1
			A140 Volkswirtschaftslehre (Diss.gab)	2015S	1	50,0 %	1	2	1	50,0 %	1	2
				2016S	1	50,0 %	1	2	1	50,0 %	1	2
			A145 Finanzwirtschaft (Diss.gab)	2015W	0	0,0 %	1	1	0	0,0 %	1	1
			A146 Management (Diss.gab)	2014W	2	100,0 %	0	2	2	100,0 %	0	2
				2015W	0	0,0 %	2	2	0	0,0 %	2	2
				2016S	1	50,0 %	1	2	0	0,0 %	1	1
			A403 Logistics and Operations Management	2015W	0	0,0 %	1	1	0	0,0 %	1	1
				2016S	1	100,0 %	0	1	1	100,0 %	0	1
Gesamt****)												
				2014W	197	48,2 %	212	409	107	48,4 %	114	221
				2015S	237	48,0 %	257	494	114	48,9 %	119	233
				2015W	204	50,5 %	200	404	107	48,6 %	113	220
				2016S	242	51,2 %	231	473	139	53,7 %	120	259
				2016W	10	52,6 %	9	19	7	63,6 %	4	11

*) Abbrecher werden in der Nachfrist eines Semesters (1.10.-30.11. für das SoSe/1.3-30.4. für das WiSe) noch in das auslaufende Semester einbezogen.

**) Grundsätzlich gilt jedes ohne Erfolg abgeschlossene Studium als Abbruch; nicht als Abbruch gelten jedoch: Unterstellung unter den neuen Studienplan, Übertritt in den 2. Studienabschnitt und erfolgreicher Abschluss. Kurzstudierende sind nicht enthalten. Das sind jene Studierenden die ein Studium beginnen und noch vor Ende der Zulassungsfrist desselben Semesters wieder beenden.

***) Hier werden nur jene Abbrüche gezählt deren Studien zum Zeitpunkt des Abbruchs als aktiv gewertet werden. (zu Definition von aktiv siehe Seite 1 - Bericht Studierende)
****) Die addierten Einzelzeilen müssen nicht notwendigerweise mit der Gesamtzeile übereinstimmen. Bricht beispielsweise ein/e Studierende/r in einem Semester mehrere Studien ab, so wird diese/r Studierende/r in den jeweiligen Einzelzeilen einmal gezählt, in der Gesamtzeile wird diese/r Studierende/r allerdings nur ein einziges Mal gezählt.

Appendix 22. Average age and grade at Chemistry Faculty

A9 Studierende mit laufenden BA bzw. MA Studien Durchschnittsnote & -alter

Abfrage für: 2016 WS, 2016 SS, 2015 WS

ausgewählte SPL: Studienprogrammleitung Chemie

Studienkategorie: Bachelor, Master

Fachkennzahl(en):

inkl. beurlaubte Studierende

Hinweise:

Es werden nur ordentliche Studien der Universität Wien berücksichtigt die noch nicht beendet wurden.

Durchschnittsnote		
2015 WS		981
Bachelor (Gesamt)		782
	1,0 - 1,9	36
	2,0 - 2,9	167
	3,0 - 3,9	342
	4,0 - 4,9	99
	5	30
	Keine Noten	108
Master (Gesamt)		199
	1,0 - 1,9	118
	2,0 - 2,9	42
	3,0 - 3,9	16
	4,0 - 4,9	4
	5	2
	Keine Noten	17
2016 SS		1091
Bachelor (Gesamt)		861
	1,0 - 1,9	40
	2,0 - 2,9	176
	3,0 - 3,9	363
	4,0 - 4,9	109
	5	41
	Keine Noten	132
Master (Gesamt)		230
	1,0 - 1,9	135
	2,0 - 2,9	49
	3,0 - 3,9	18
	4,0 - 4,9	4
	5	4
	Keine Noten	20
2016 WS		1744
Bachelor (Gesamt)		1460
	1,0 - 1,9	80
	2,0 - 2,9	241
	3,0 - 3,9	446
	4,0 - 4,9	203
	5	165
	Keine Noten	325
Master (Gesamt)		284
	1,0 - 1,9	153
	2,0 - 2,9	54
	3,0 - 3,9	19
	4,0 - 4,9	5
	5	6
	Keine Noten	47
Gesamtergebnis		3816

Durchschnittsalter		
2015 WS		981
Bachelor (Gesamt)		782
	21-24	202
	über 24	161
	unter 21	419
Master (Gesamt)		199
	21-24	92
	über 24	98
	unter 21	9
2016 SS		1091
Bachelor (Gesamt)		861
	21-24	215
	über 24	175
	unter 21	471
Master (Gesamt)		230
	21-24	112
	über 24	106
	unter 21	12
2016 WS		1744
Bachelor (Gesamt)		1460
	21-24	264
	über 24	228
	unter 21	968
Master (Gesamt)		284
	21-24	135
	über 24	127
	unter 21	22
Gesamtergebnis		3816

Appendix 23. Average age and grade at Mathematics Faculty

A9 Studierende mit laufenden BA bzw. MA Studien Durchschnittsnote & -alter

Abfrage für: 2016 WS, 2016 SS, 2015 WS

ausgewählte SPL: Studienprogrammleitung Mathematik

Studienkategorie: Bachelor, Master

Fachkennzahl(en):

inkl. beurlaubte Studierende

Hinweise:

Es werden nur ordentliche Studien der Universität Wien berücksichtigt die noch nicht beendet wurden.

Durchschnittsnote		
2015 WS		696
Bachelor (Gesamt)		594
	1,0 - 1,9	113
	2,0 - 2,9	182
	3,0 - 3,9	144
	4,0 - 4,9	18
	5	12
	Keine Noten	125
Master (Gesamt)		102
	1,0 - 1,9	66
	2,0 - 2,9	21
	3,0 - 3,9	5
	4,0 - 4,9	2
	5	1
	Keine Noten	7
2016 SS		774
Bachelor (Gesamt)		657
	1,0 - 1,9	130
	2,0 - 2,9	199
	3,0 - 3,9	151
	4,0 - 4,9	20
	5	13
	Keine Noten	144
Master (Gesamt)		117
	1,0 - 1,9	74
	2,0 - 2,9	23
	3,0 - 3,9	5
	4,0 - 4,9	2
	5	1
	Keine Noten	12
2016 WS		1065
Bachelor (Gesamt)		905
	1,0 - 1,9	183
	2,0 - 2,9	254
	3,0 - 3,9	179
	4,0 - 4,9	30
	5	35
	Keine Noten	224
Master (Gesamt)		160
	1,0 - 1,9	85
	2,0 - 2,9	25
	3,0 - 3,9	6
	4,0 - 4,9	2
	5	2
	Keine Noten	40
Gesamtergebnis		2535

Durchschnittsalter		
2015 WS		696
Bachelor (Gesamt)		594
	21-24	153
	über 24	260
	unter 21	181
Master (Gesamt)		102
	21-24	33
	über 24	66
	unter 21	3
2016 SS		774
Bachelor (Gesamt)		657
	21-24	170
	über 24	280
	unter 21	207
Master (Gesamt)		117
	21-24	40
	über 24	74
	unter 21	3
2016 WS		1065
Bachelor (Gesamt)		905
	21-24	199
	über 24	326
	unter 21	380
Master (Gesamt)		160
	21-24	58
	über 24	83
	unter 21	19
Gesamtergebnis		2535

Appendix 24. Average age and grade at Business, Economics and Statistics Faculty

A9 Studierende mit laufenden BA bzw. MA Studien Durchschnittsnote & -alter

Abfrage für: 2016 WS, 2016 SS, 2015 WS

ausgewählte SPL: Studienprogrammleitung Wirtschaftswissenschaften

Studienkategorie: Bachelor, Master

Fachkennzahl(en):

inkl. beurlaubte Studierende

Hinweise:

Es werden nur ordentliche Studien der Universität Wien berücksichtigt die noch nicht beendet wurden.

Durchschnittsnote		
2015 WS		3340
Bachelor (Gesamt)		2245
	1,0 - 1,9	403
	2,0 - 2,9	405
	3,0 - 3,9	1014
	4,0 - 4,9	374
	5	49
	Keine Noten	269
Master (Gesamt)		1095
	1,0 - 1,9	277
	2,0 - 2,9	457
	3,0 - 3,9	283
	4,0 - 4,9	55
	5	23
	Keine Noten	57
2016 SS		3677
Bachelor (Gesamt)		2450
	1,0 - 1,9	441
	2,0 - 2,9	448
	3,0 - 3,9	1110
	4,0 - 4,9	393
	5	58
	Keine Noten	296
Master (Gesamt)		1227
	1,0 - 1,9	325
	2,0 - 2,9	499
	3,0 - 3,9	315
	4,0 - 4,9	59
	5	29
	Keine Noten	83
2016 WS		4858
Bachelor (Gesamt)		3270
	1,0 - 1,9	755
	2,0 - 2,9	571
	3,0 - 3,9	1367
	4,0 - 4,9	481
	5	96
	Keine Noten	558
Master (Gesamt)		1588
	1,0 - 1,9	524
	2,0 - 2,9	561
	3,0 - 3,9	367
	4,0 - 4,9	91
	5	45
	Keine Noten	242
Gesamtergebnis		11875

Durchschnittsalter		
2015 WS		3340
Bachelor (Gesamt)		2245
	21-24	696
	über 24	956
	unter 21	593
Master (Gesamt)		1095
	21-24	237
	über 24	851
	unter 21	7
2016 SS		3677
Bachelor (Gesamt)		2450
	21-24	790
	über 24	1022
	unter 21	638
Master (Gesamt)		1227
	21-24	300
	über 24	909
	unter 21	18
2016 WS		4858
Bachelor (Gesamt)		3270
	21-24	959
	über 24	1134
	unter 21	1177
Master (Gesamt)		1588
	21-24	491
	über 24	1038
	unter 21	59
Gesamtergebnis		11875