

Sample Degree Programme (Degree)

25.11.2025

NOTICE ON DATA PROTECTION

The following assessments exclusively serve as instruments of internal quality assurance and may not be passed on to a third party.

Please note that the process of translating the report to english is still ongoing. In case of discrepancies please refer to the german version.

SOURCES

The data sources for the various analyses are indicated in square brackets in the respective graph descriptions. Unless otherwise noted, data available on a daily basis is analyzed as of the reporting date indicated at the top of this page.

CONTACT INFORMATION

We are happy to receive feedback of any kind to ensure the continuous enhancement of the degree programme reports. For questions, notes or feedback please contact:

Dr. Theresa Bender

Tel. +49 (0)551/39-24888

theresa.bender@zvw.uni-goettingen.de

QR code for automated matching in d.3



Summary

A short overview of figures of the current winter semester. Each figure is compared to the previous winter semester (20242), showing an increase or decrease of the value in blue.

256⁻²⁷

students

37⁺³

first-year students

76 %⁺⁵

workload (academic year)

25.7 %^{+1.6}

female 1. subject S.

10.3 %^{0.0}

international HZB 1. subject S.

6 S.

standard period of study

62.5 %⁺⁶

standard period rate in
percent

9.1 S.

until graduation (Ø 5y)

Table of Contents

NOTICE ON DATA PROTECTION	1
SOURCES	1
CONTACT INFORMATION	1
Summary	2
Table of Contents	2
1. Definition of used terms	3
2. General degree programme information	5
2.1 Development of student numbers	5
2.2 Current status of study	6
2.3 Utilisation of degree programme's capacity	7
3. Start of programme	8
3.1 Admissions	8
3.2 Enrolled students sorted by university entrance qualification	9
3.3 Previous undergraduate studies at Göttingen University (only Master)	9
4. Course of studies	11
4.1 Gender distribution among enrolled students	11
4.2 Index: Students within standard period of study	13
4.2b Most frequent subject combinations in 2-subject-bachelor (only 2SBA)	14
4.3 Offered and realised examination types	15
4.4 Workload	17
4.5 Leaves of absence	19
5. Student drop outs and changes of subject	21
6. Degree completion	23
6.1 Degree completion sorted by subject semester	23
6.2 Index: Graduates within standard period of study + 2 semesters	24
6.3 Degree final grades	25
6.4 Continuation with a graduate programme at Göttingen University (only Bachelor)	26
6.4 Retention period in teaching profession studies (only Master Education)	27
7. Graduates	28
7.1 Professional situation after graduation	28
7.2 Comparison of academic competence acquisition with their professional use	29

1. Definition of used terms

Degree programme: In 2-subject bachelor degrees every chosen course is treated as autonomous degree programme.

Students: All enrolled individuals in a degree programme (excluding exchange students).

Start of programme cohort: A start of programme cohort is composed of all students who have commenced their first subject semester of a particular degree programme in the same semester. Students who change into the degree programme with recognised credits from previous studies are matched to their corresponding study programme cohort retroactively. Unlike the cohort definition of ministerial statistics, students remain allocated to their start of programme cohort for the entirety of their studies. Semesters on leave of absence for instance therefore do not affect the allocation to the start of programme cohort.

Subject semester: For 2-subject degrees, the subject semester refers to the currently viewed degree programme. Hence, it is possible that students have different subject semesters in each chosen course, if one of them had been started later (e.g. in case of subject changes).

First-year students: Students who begin a degree programme with the first subject semester are first-year students of this degree programme. It is considered irrelevant if they have previously been enrolled in a different degree programme at Göttingen University or at a different university.

Please note: Students who are enrolled into a higher subject semester with recognised credits from previous studies are not considered first-year students.

Withdrawn enrolments: Number of first-year students who de-register from their respective first subject semester of a degree programme until a certain day of reference (winter semester: 15th of November; summer semester: 15th of May; winter semester 2020/2021 due to delayed admission procedures on a nation-wide scale: 4th of December). In the assessments presented here, withdrawn enrolments are generally not considered as dropouts (in accordance with ministerial statistics).

Student drop out: De-registration from a degree programme without the completion of an academic degree (Exception: Withdrawn enrolment).

Change of subject (Change of degree programme): A change of subject is accepted on the basis of the following terms:

- * De-registration without the completion of an academic degree from the previous (one-subject) degree programme and

- * re-enrolment in a different (one-subject) degree programme at Göttingen University within the same or the subsequent semester.

Please note: At first, a student drop out is assumed for the duration of time between de-registration and re-enrolment into a new (one-subject) degree programme.

Students on leave of absence: Students who take one or more semesters on leave of absence in accordance with the regulations of enrolment i.e. upholding their status as an enrolled student.

Graduates: Students who have successfully completed a degree programme. The date of the last compulsory examination in the programme serves as the reference date for the completion of the degree.

Academic year: A winter semester and the following summer semester.

Full time study equivalent: Some of the following assessments of multi-subject degree programmes (particularly 2-subject bachelor (2SBA)) are conducted on the basis of full time study equivalents (FTE), not individuals. For 2SBA, 1 FTE corresponds to two students.

2. General degree programme information

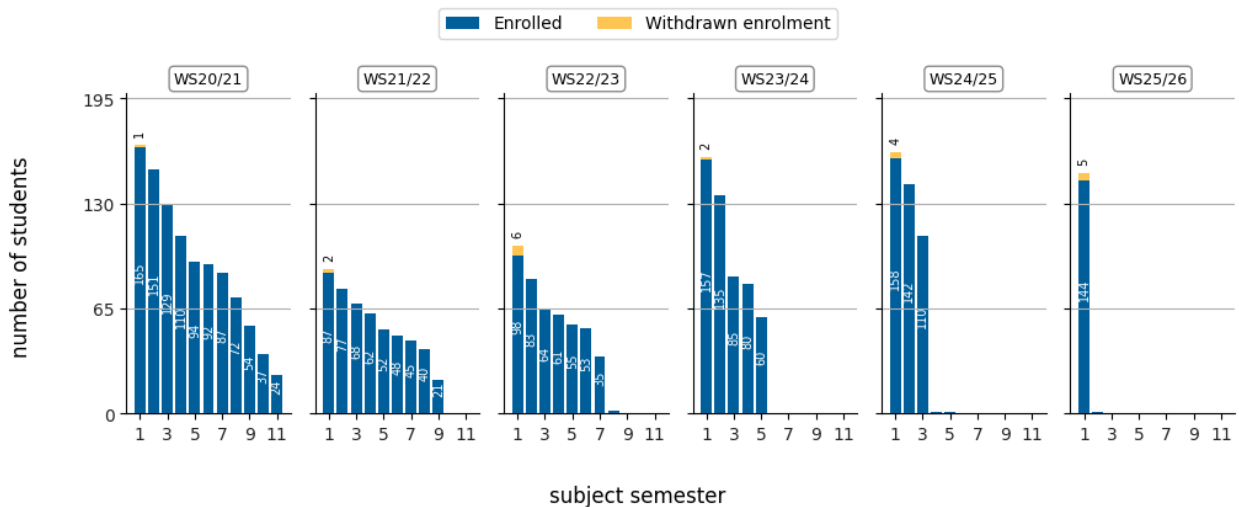
2.1 Development of student numbers

How do student numbers develop over the course of time within a start of programme cohort?

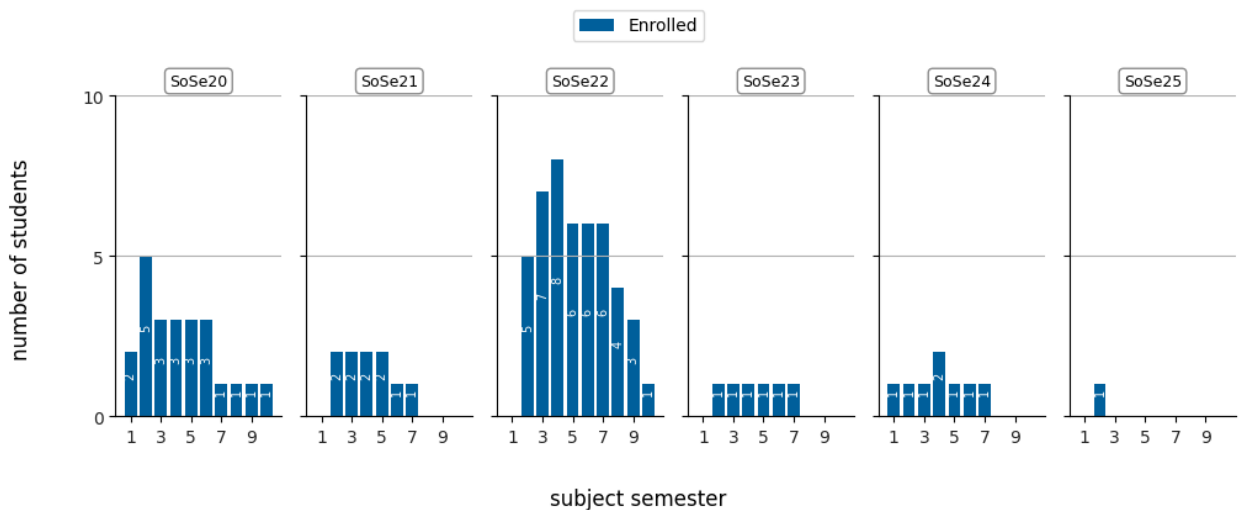
The development of student numbers in winter semester start of programme cohorts is depicted separately from the development in summer semester start of programme cohorts (if data for the semester type is available). In (one-subject) degree programmes with only one annual date of admission (usually winter semester), the allocation to the other semester type is generally based on allocations regarding a change of subject or a change of location.

Chart 1 [FlexNow]: Development of student numbers by start of programme cohort and subject semester

Start of programme cohorts - winter semester



Start of programme cohorts - summer semester



2.2 Current status of study

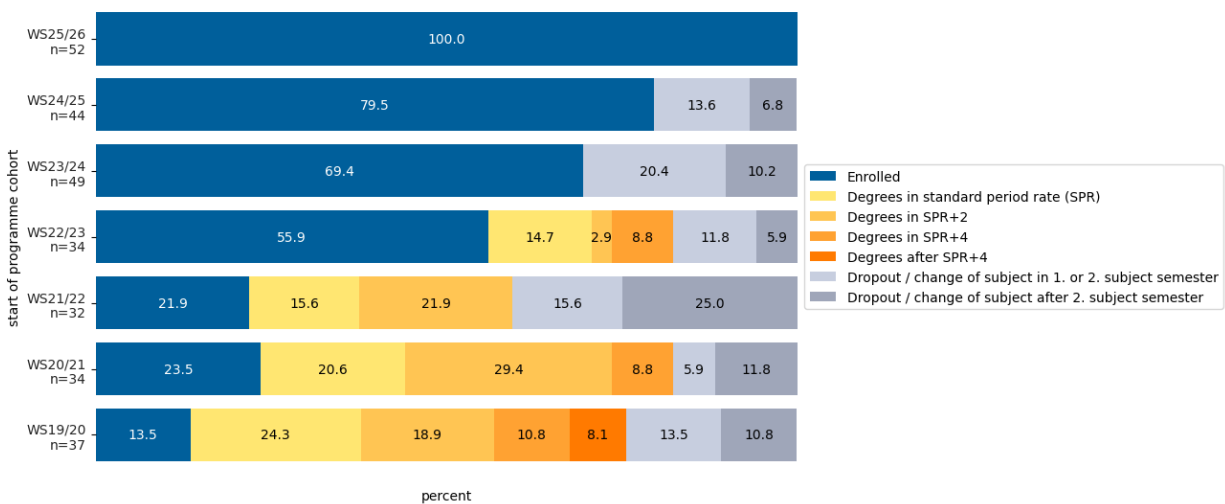
Which phase of study can the individuals of the last start of programme cohort currently be allocated to?

Please note: Withdrawn enrolments are not considered in the calculation of student drop outs. The assessment commences at n=1; smaller n-merits result in a (graphically) visible impact of individual students' status.

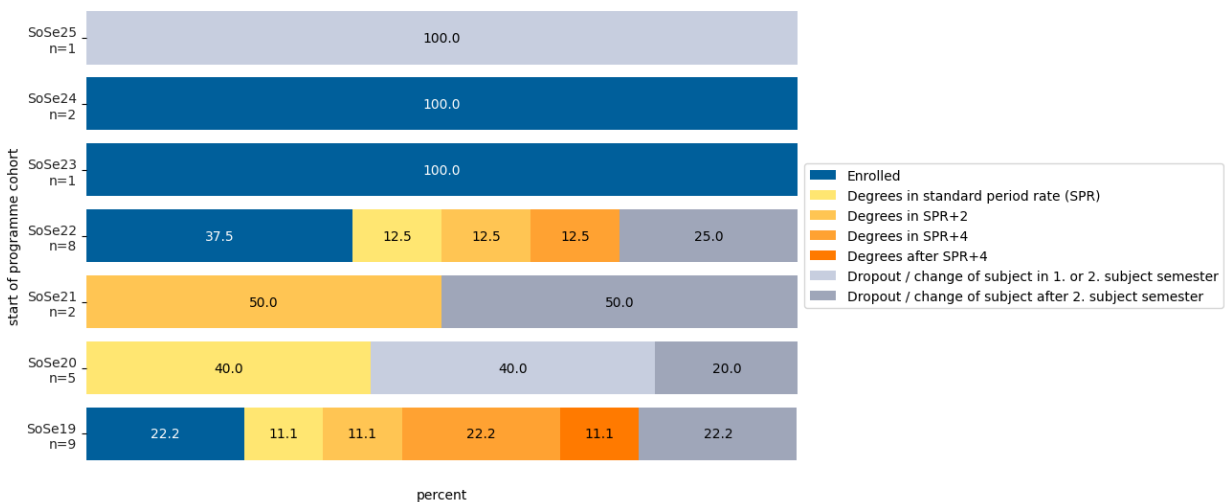
Please note: During the COVID-19 pandemic students were granted up to 4 solidary semesters (SoSe 2020 - WiSe 21/22), prolonging the individual standard period of studies. The following plot, however, is based on the general standard period.

Chart 2 [FlexNow]: Current status of study by start of programme cohort (in percent)

Start of programme cohorts - winter semester



Start of programme cohorts - summer semester



2.3 Utilisation of degree programme's capacity

In how far is the degree programme used to its capacity?

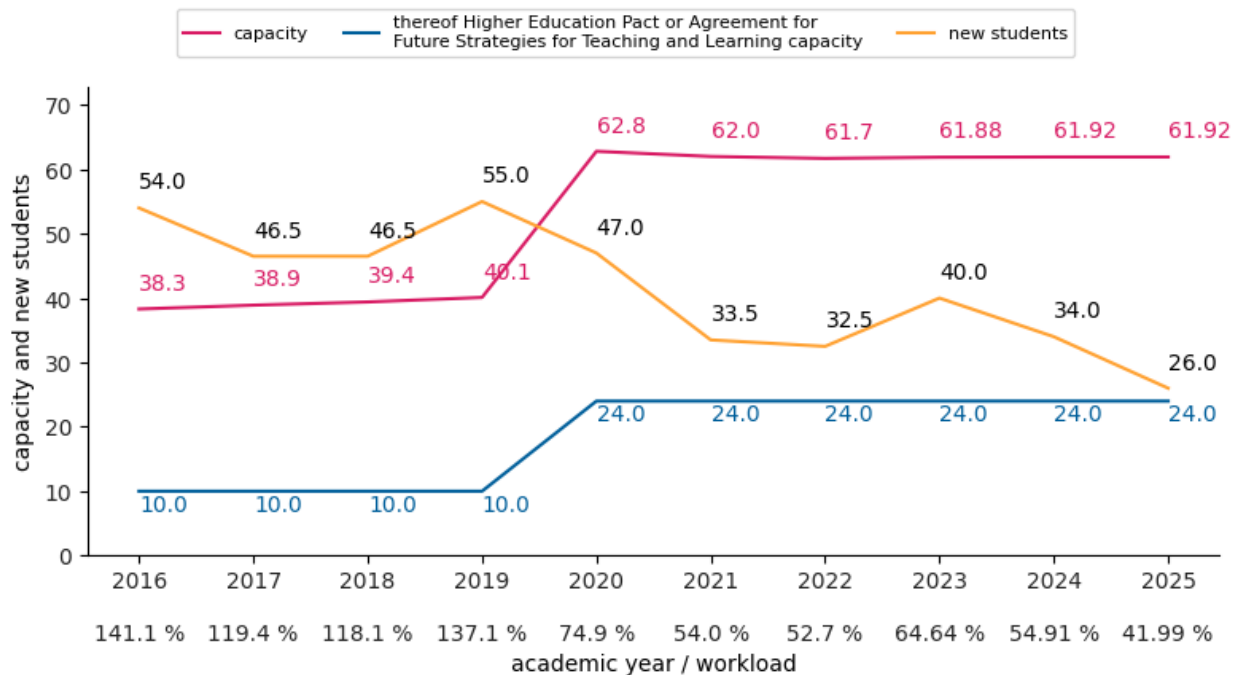
How does the utilisation of degree programme capacity develop?

The utilisation of degree programme capacity is calculated from the ratio of first-year students in their first subject semester (in full time equivalent) and the calculated admission capacity of the degree programme (in full time equivalent, incl. diminution). The results always refer to one academic year (winter semester and the following summer semester).

Any additional first-year admission capacity for this degree programme as they are calculated in accordance with the Higher Education Covenant 2020 or the Agreement for Future Strategies for Teaching and Learning are also shown.

Please note: The official capacity calculations shown here are compiled by the Department of Finances and are based on data from the database SAP BW. Therefore, the number of first-year students depicted here may vary slightly from the results of other assessments in this document (e.g. development of student numbers or admissions) which are based on data from the database FlexNow.

Chart 3 [Controlling, 26.11.25]: Admission capacities, number of first-year students (in full time equivalent), and utilisation of degree programme capacity of the last ten years in percent



3. Start of programme

3.1 Admissions

Into which subject semester were students enrolled at the beginning of their studies?

How many students enrolled in a higher subject semester with recognised credits from previous studies?

The following charts show the subject semester of the degree programme into which students have been enrolled when beginning their studies in this programme. The first assessment is an aggregated depiction over the last five years, followed by outlines based on start of programme cohorts.

Chart 4 [FlexNow]: Distribution of admissions over the last five years by subject semester in percent (n=359)

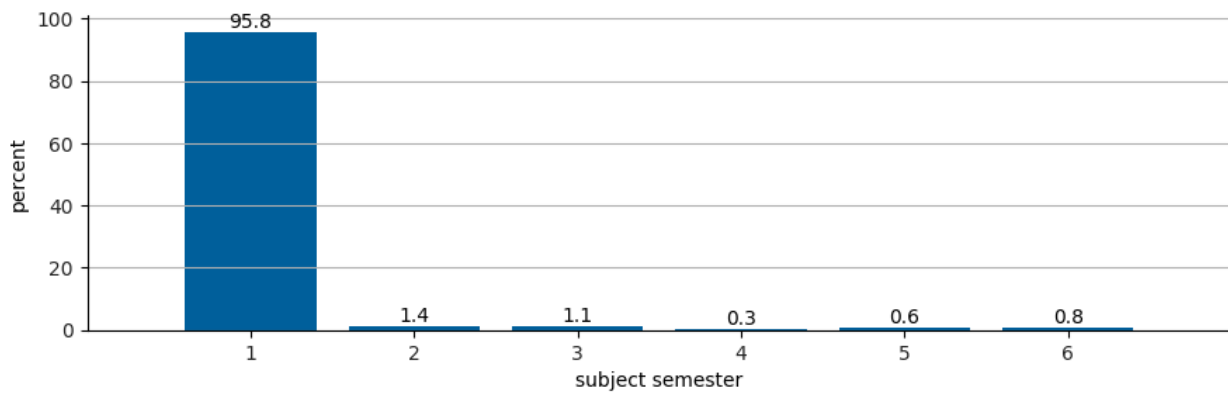
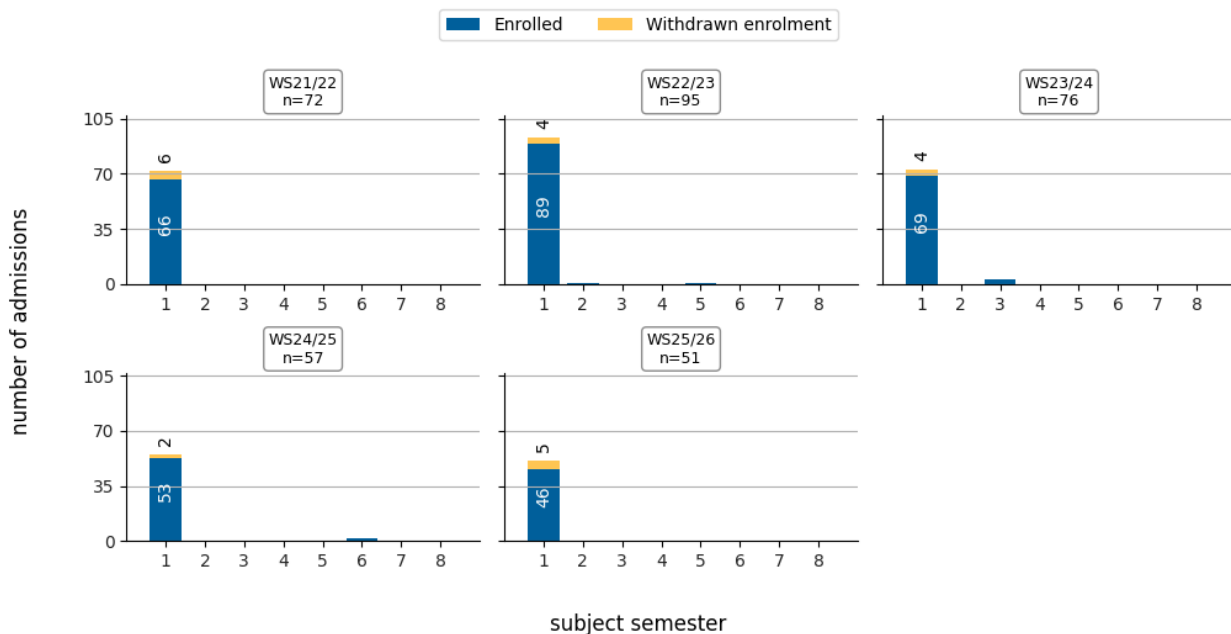


Chart 5 [FlexNow]: Absolute number of admissions based on start of programme cohort and subject semester

Start of programme cohorts - winter semester



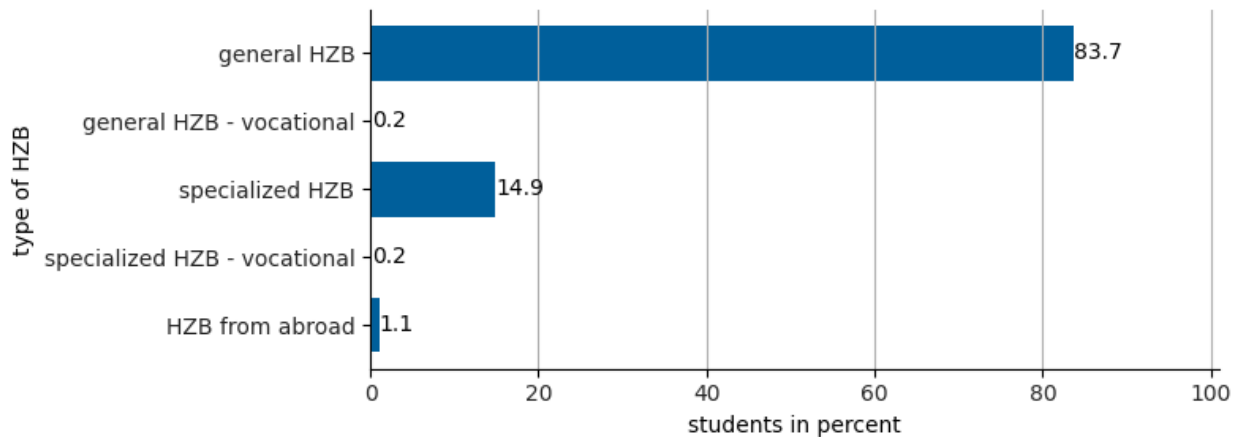
3.2 Enrolled students sorted by university entrance qualification

Which university entrance qualification do the students hold?

The following chart shows the percentage of different university entrance qualifications held by the students currently enrolled. The individual university entrance qualifications are sorted into the following groups:

- General HZB, General HZB by professional qualification, HZB with subject specification, HZB with subject specification by professional qualification, HZB obtained abroad, HZB by previous completion of academic degree, individual cases

Chart 6 [FlexNow]: University entrance qualification (HZB) held by first-year students in the last five years in percent (n=651)



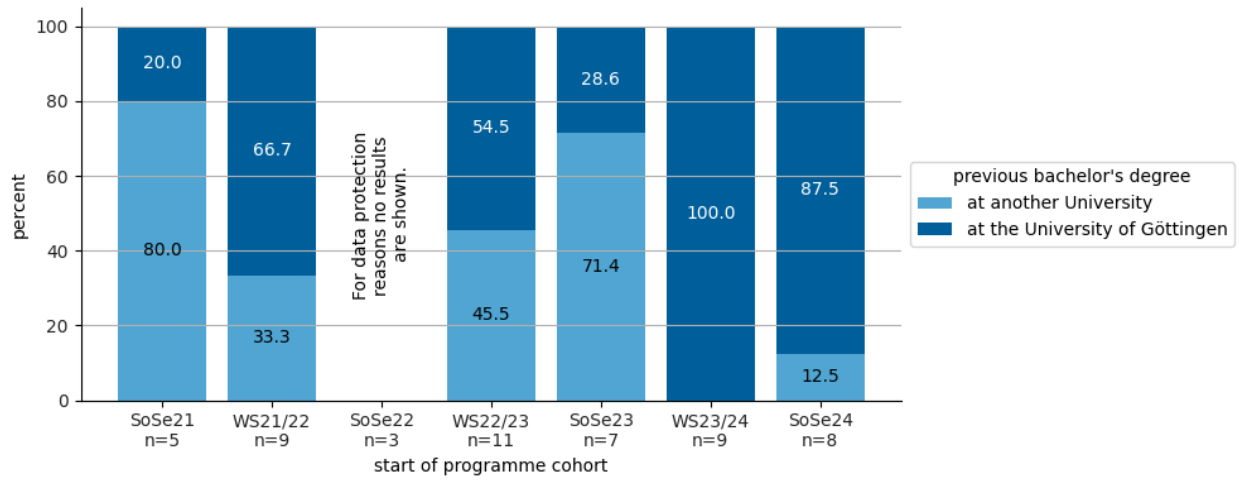
3.3 Previous undergraduate studies at Göttingen University (only Master)

How many graduate students have completed an undergraduate degree at Göttingen University?

Over the last five years, an average of 51.0 percent of graduate students have completed an undergraduate degree programme at Göttingen University.

Please note: Only students who have successfully completed an undergraduate degree programme are considered in these assessments. As this is not the case for conditionally enrolled students, assessments regarding the last two semesters are incomplete. They are not shown here and are not considered in the calculation of the overall distribution.

Chart 6b [FlexNow]: Number of graduate students with previous undergraduate degree completed at Göttingen University sorted by cohort (in percent)



4. Course of studies

4.1 Gender distribution among enrolled students

Of which gender are students of the degree programme?

Of which age group are students of the degree programme?

The assessment is based on the gender students have indicated to student administration.

Chart 7a [FlexNow]: Gender distribution among students of the start of programme cohorts of the last five years (n=602)

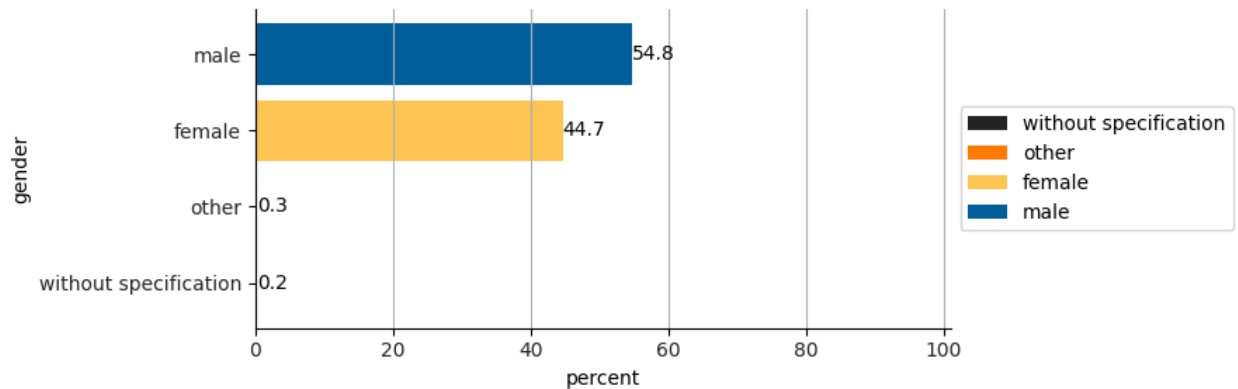
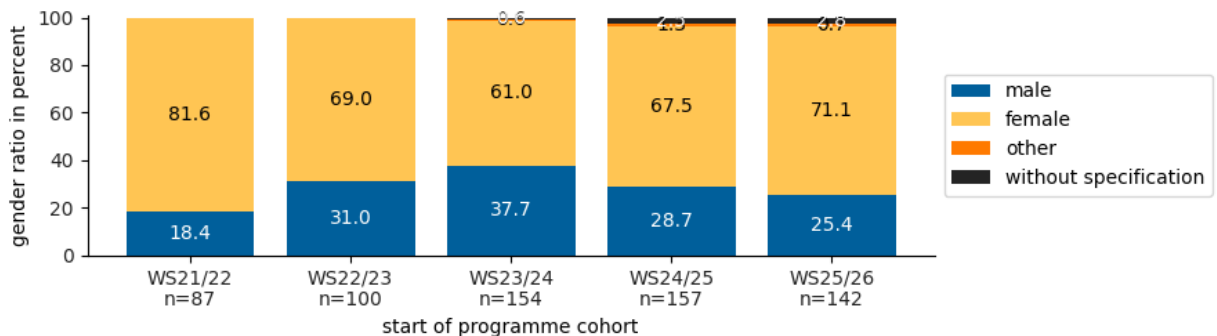


Chart 7b [FlexNow]: Gender distribution among students over the last five years sorted by start of programme cohort

Due to data protection, only results derived from cohorts with at least 5 individuals are shown.

Start of programme cohorts - winter semester



Start of programme cohorts - summer semester

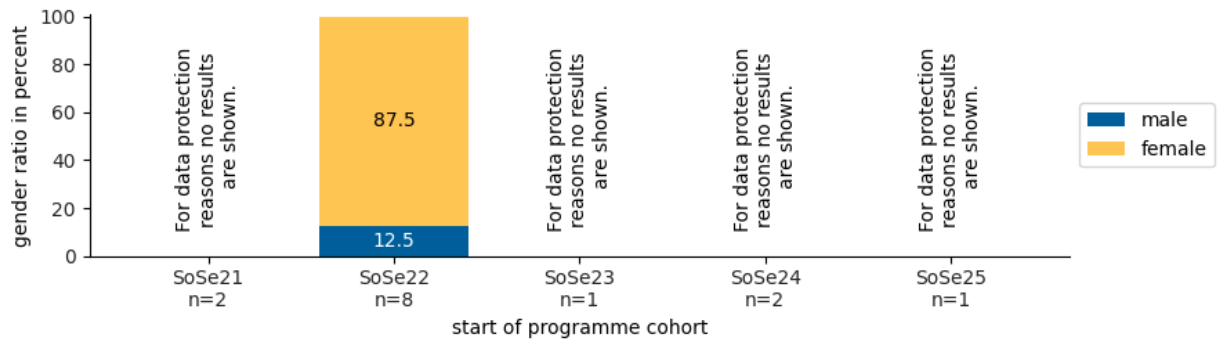
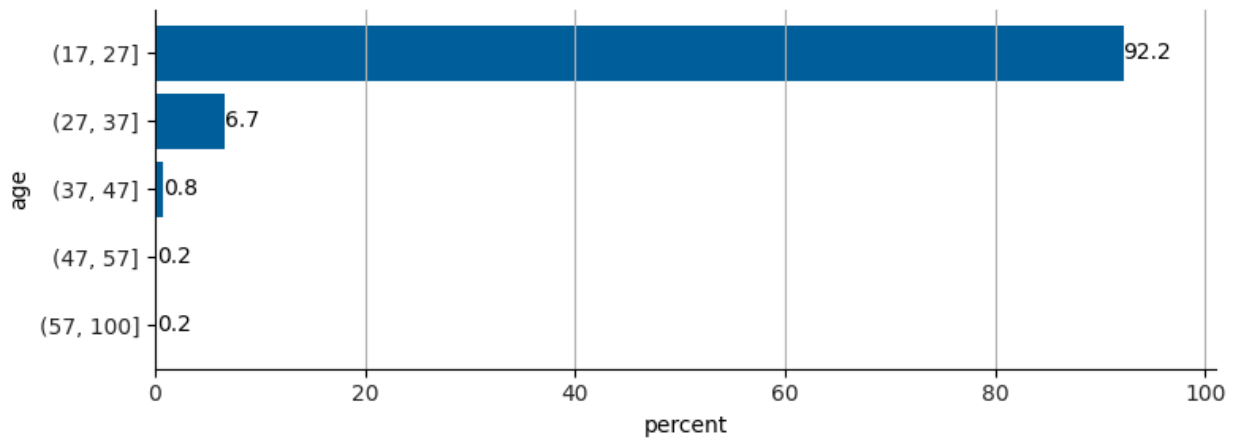


Chart 8 [FlexNow]: Age distribution among students of the start of programme cohorts of the last five years (n=602)



4.2 Index: Students within standard period of study

How many students are currently within the standard period of study?

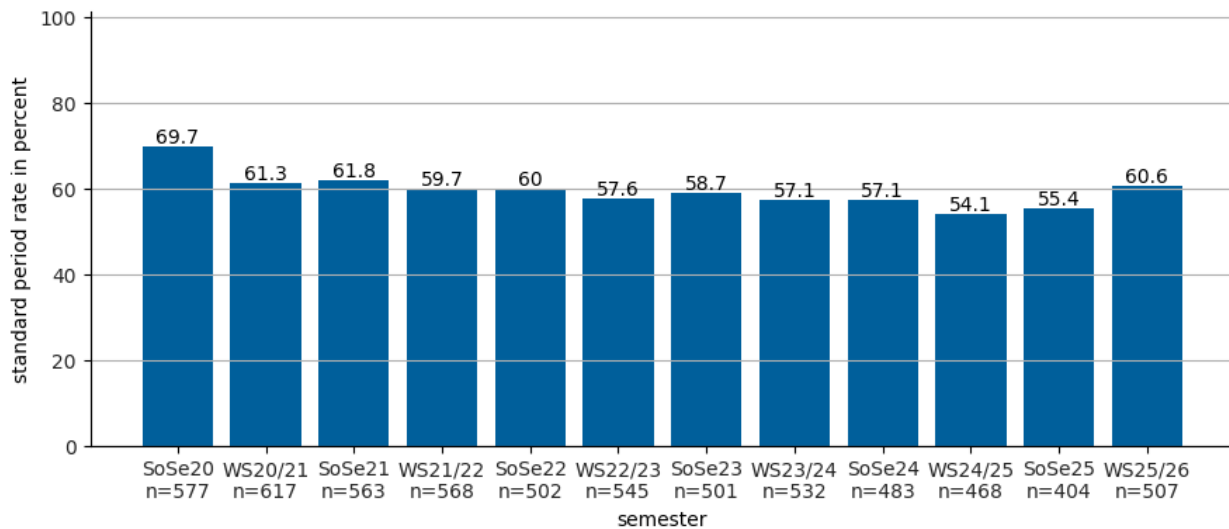
How did the percentage of students within the standard period of study develop over the last six years?

The index indicates the percentage of students of the degree programme who are within the standard period of study (here: 1 to 6 subject semester).

Please note: The calculation of the index is based on the systematics of the index "standard period rate" as it is calculated by the Department of Finances. The data used here is however based on FlewNow, a separate database. Therefore, the results may vary slightly from the results of the Department.

Please note: During the COVID-19 pandemic students were granted up to 4 solidary semesters (SoSe 2020 - WiSe 21/22), prolonging the individual standard period of studies. The following plot, however, is based on the general standard period.

Chart 9 [FlexNow]: Distribution of students within the standard period of study among all students of the degree programme in percent sorted by semester

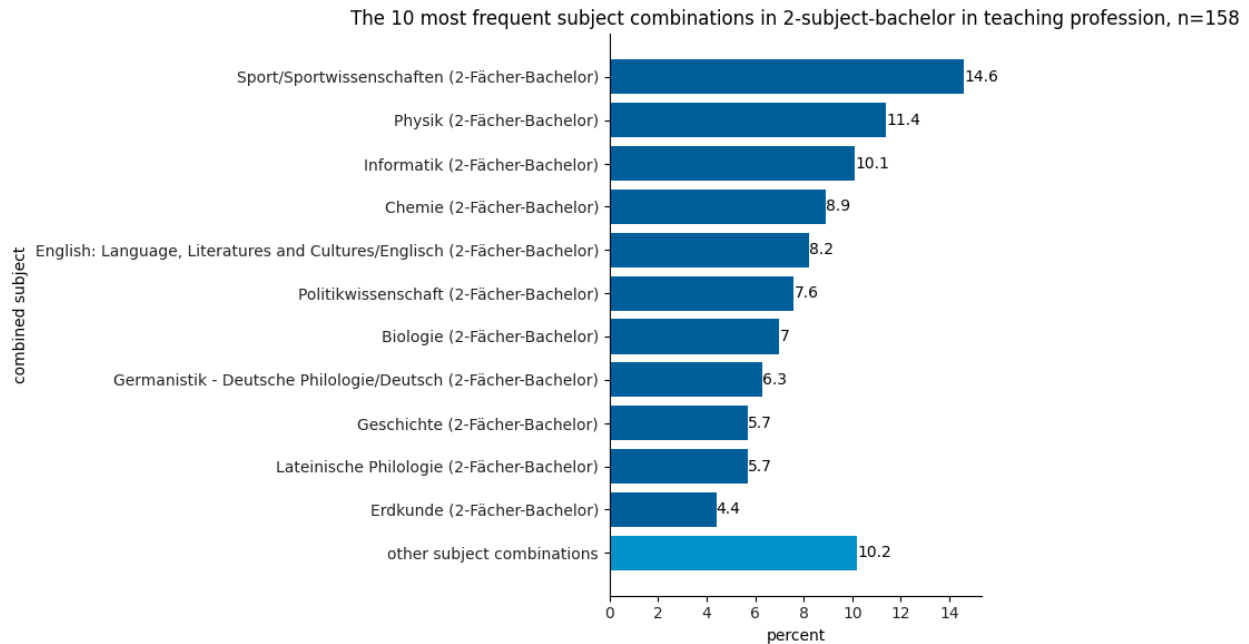


4.2b Most frequent subject combinations in 2-subject-bachelor (only 2SBA)

Which subject is the degree programme most frequently combined with?

The chart shows which subjects are combined most frequently by students of this degree programme. There is no differentiation between first and second subject. The assessments are based on the elected subject combinations by all students within the last five start of programme cohorts.

Chart 9b [FlexNow]: The 10 most frequent subject combinations in Mathematik (2-Fächer-Bachelor) (in percent)



4.3 Offered and realised examination types

Do the offered methods of examination vary in an appropriate manner and how do students realise the offered methods of examination?

Do the methods of examination promote competencies for scientific practice and a reflection of the learning process in addition to the acquisition of knowledge-based and method-based competencies?

These assessments show how often a particular method of examination has been offered within the courses of the degree programme. The assessments consider all courses that students of the degree programme could have theoretically attended over the last three years.

Please note: If multiple methods of examination have been offered for a course (e.g. oral examination and written examination), both methods of examination are considered. However, this is not the case if one method of examination has been offered multiple times in one course (e.g. written examination with two examination dates). An examination is considered realised if at least one person enrolled in the degree programme has registered for the examination, despite total numbers of registrations and outcome.

Chart 10 [FlexNow]: Absolute number of offered methods of examination over the last three years sorted by offering faculty or department

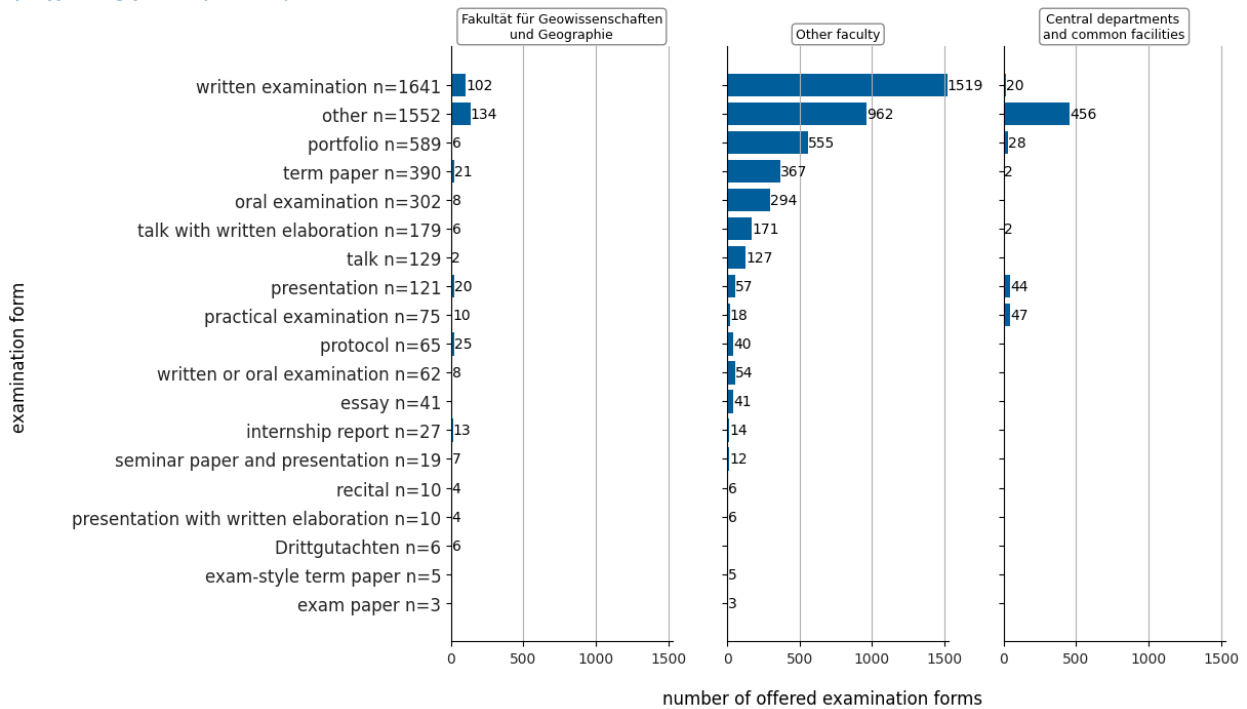
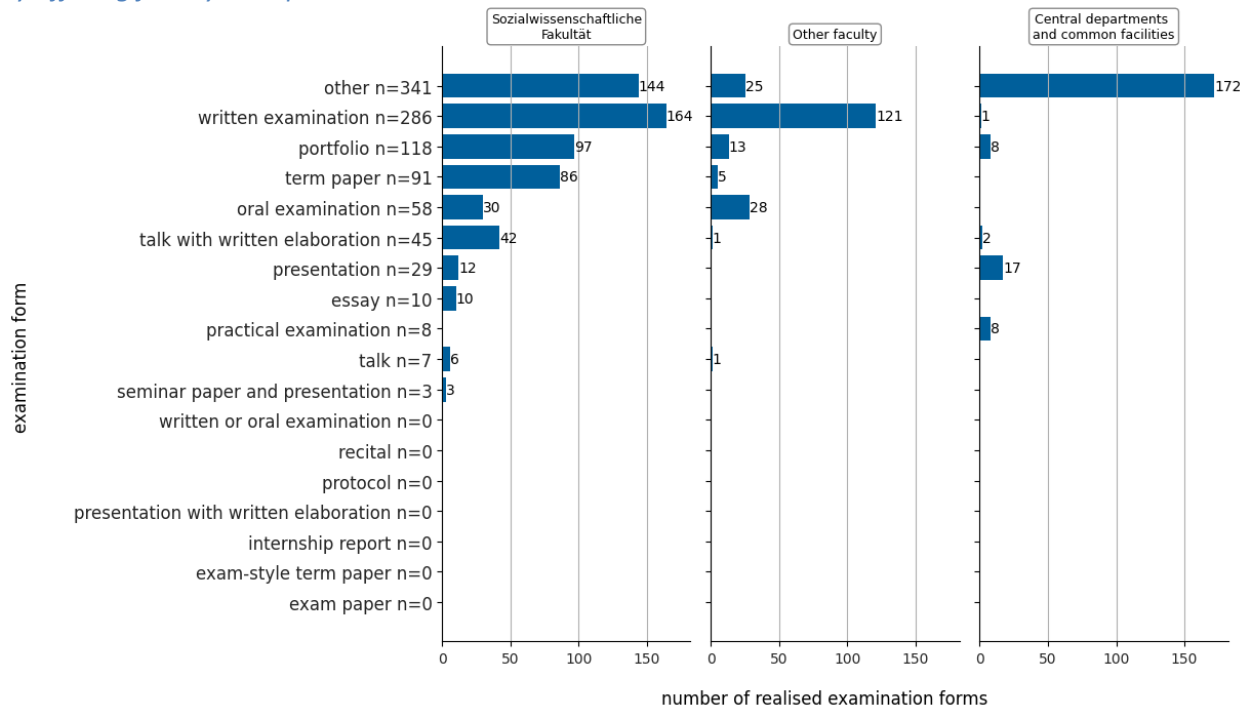


Chart 11 [FlexNow]: Absolute number of realised methods of examination over the last three years sorted by offering faculty or department



4.4 Workload

How do students rate the workload of their attended courses?

Does a workload that is too high or too low influence satisfaction or learning success?

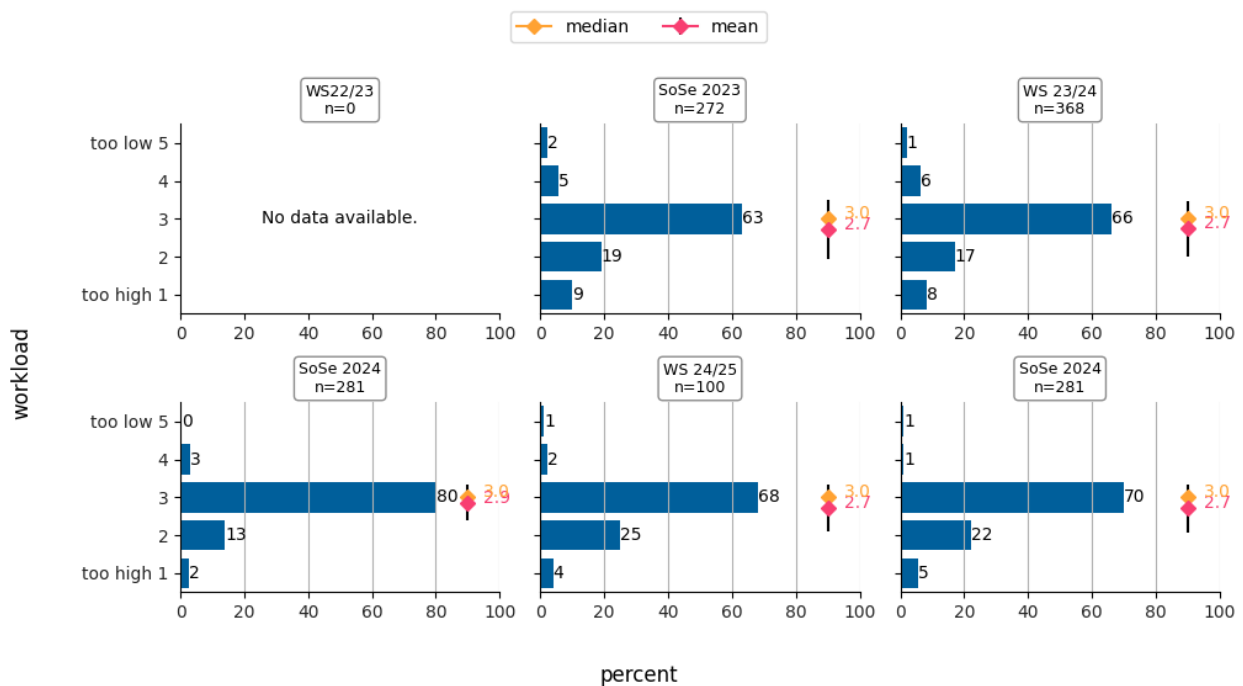
When taking part in course evaluation, students are asked to evaluate their attended courses for this degree programme according to own statement (incl. elective courses, e.g. ZESS). This chart shows the average of the subjectively evaluated workload of all courses over the last three years. First as percentage distribution of all answers, then the workload is compared to the average subjective total satisfaction, learning success, and content level.

Please note: Since summer semester 2023 a new questionnaire is in use. Evaluations for earlier semesters on faculty level can be found in reports until winter semester 2023.

Workload: "My work effort, measured by the number of awarded credits, is..." with merits from 1 (too high) to 5 (too low). An evaluation of 3 corresponds to the workload of the credit volume.

Chart 12a [LVE]: Evaluation of work effort sorted by semester (frequency in percent, arithmetic mean und median sorted by semester, the black horizontal bars show the standard deviation from the respective arithmetic mean)

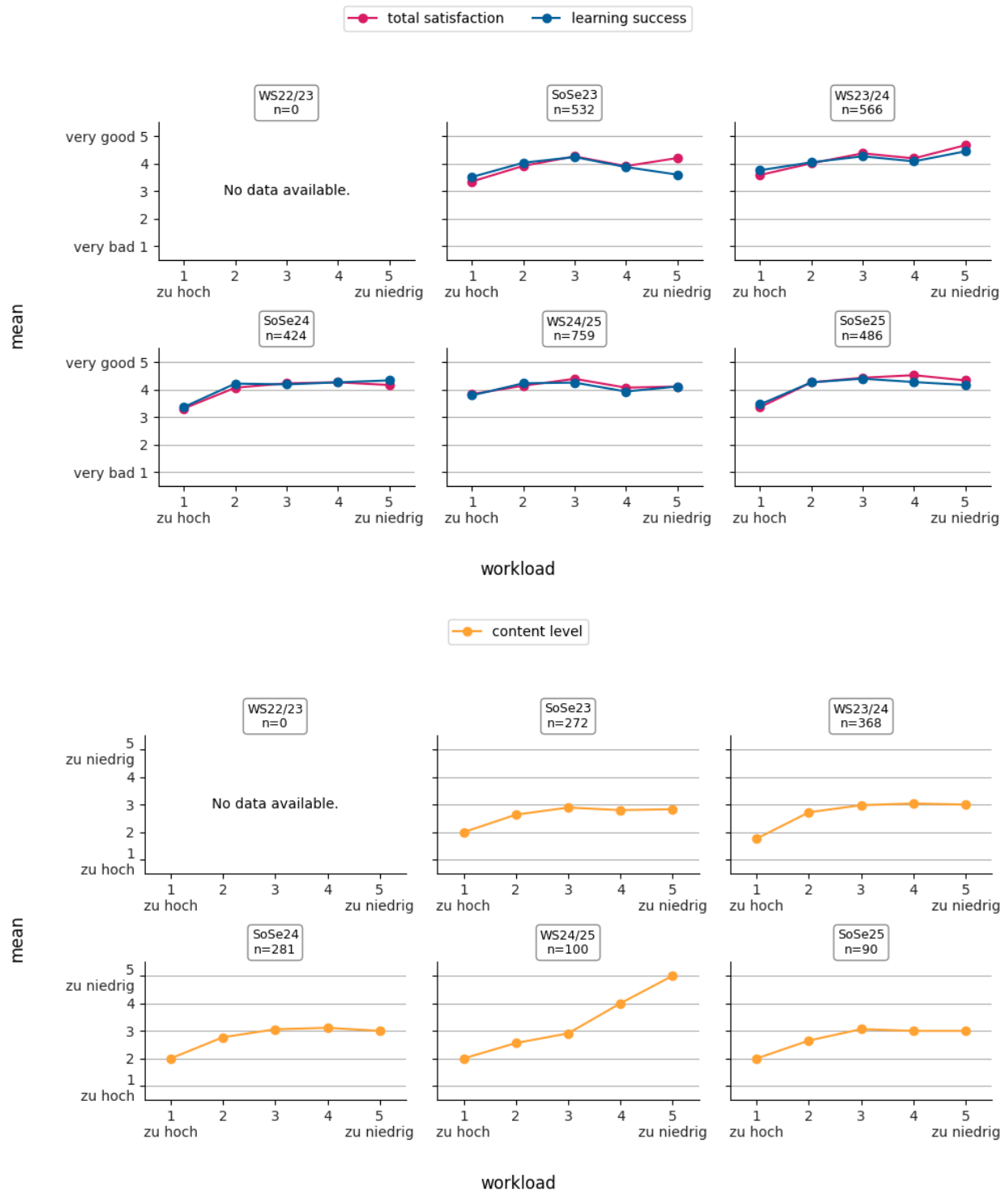
Due to data protection, only results derived from cohorts with at least 5 individuals are shown.



Total satisfaction: "As a whole I rate this class as ..." with merits from 1 (very bad) to 5 (very good) and learning success: "I learn a lot in this class." with merits from 1 (fully disagree) to 5 (fully agree) at the top. Furthermore, content level: "I think the content level of the class is ..." with merits from 1 (too high) to 5 (too low) at the bottom.

Chart 12b [LVE]: Average assessment of total satisfaction, learning success, and content level, sorted by workload and semester

Due to data protection, only results derived from cohorts with at least 5 individuals are shown.



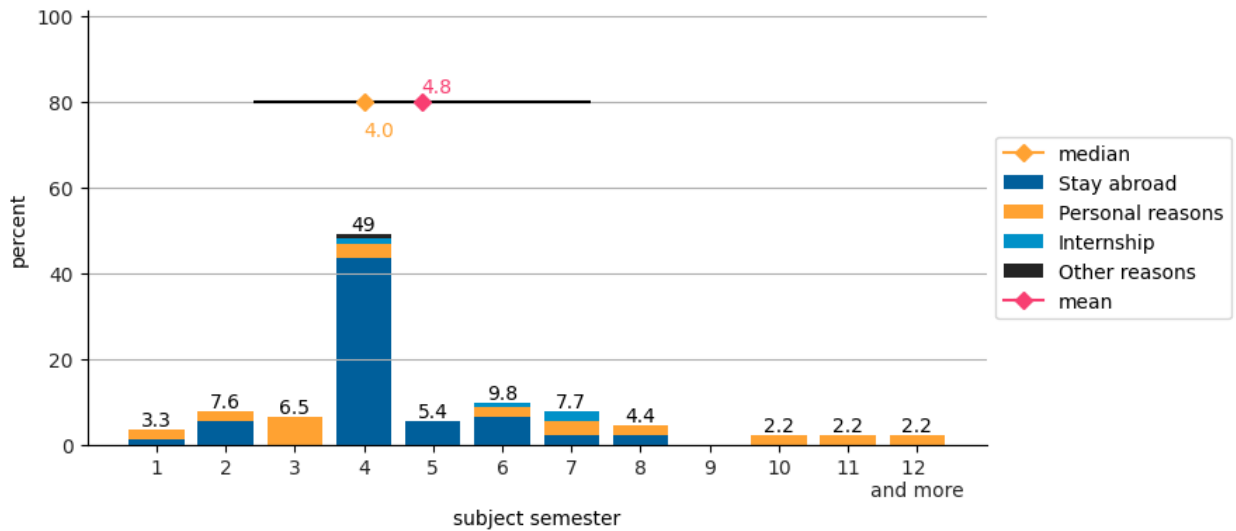
4.5 Leaves of absence

In which subject semester do students typically take a leave semester?

Shown here are the reasons for leaves of absence over the last five years. There is only one reason considered per student and subject semester. For instance, if an individual in their fourth subject semester takes a leave of absence for three consecutive semesters as parental leave, this reason only appears once in the statistic.

Reasons can include stays abroad, internships, exam preparation, and other reasons. Furthermore, the categories illness, care of close relatives, maternity leave and parental leave are summarized as personal reasons.

Chart 13 [FlexNow]: Distribution of leaves of absence over the last five years in percent sorted by subject semester and reason for leave of absence (n=184 Personen)



Which reasons for a leave semester are most frequently named?

Chart 14a [FlexNow]: Most frequent reasons for a leave semester over the last five years (n=184 Personen)

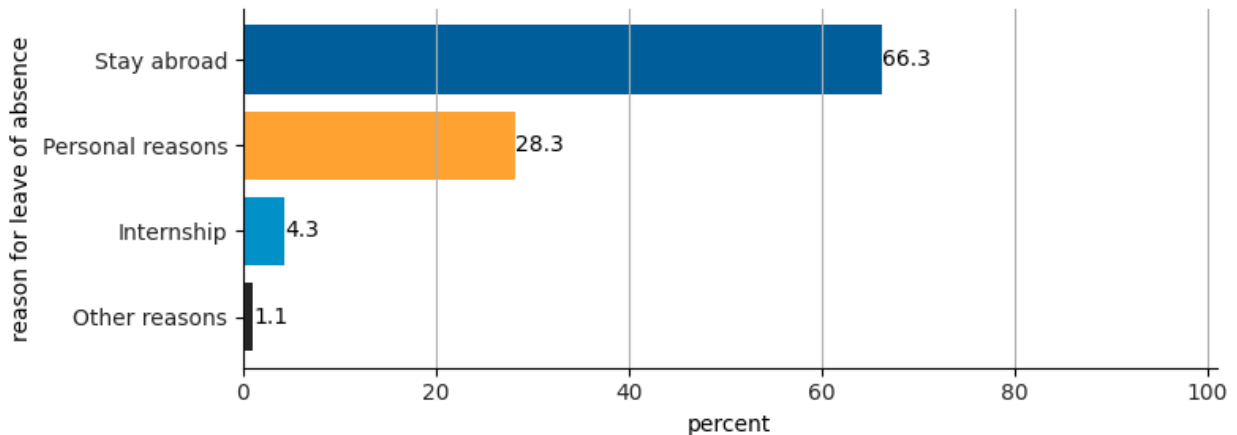
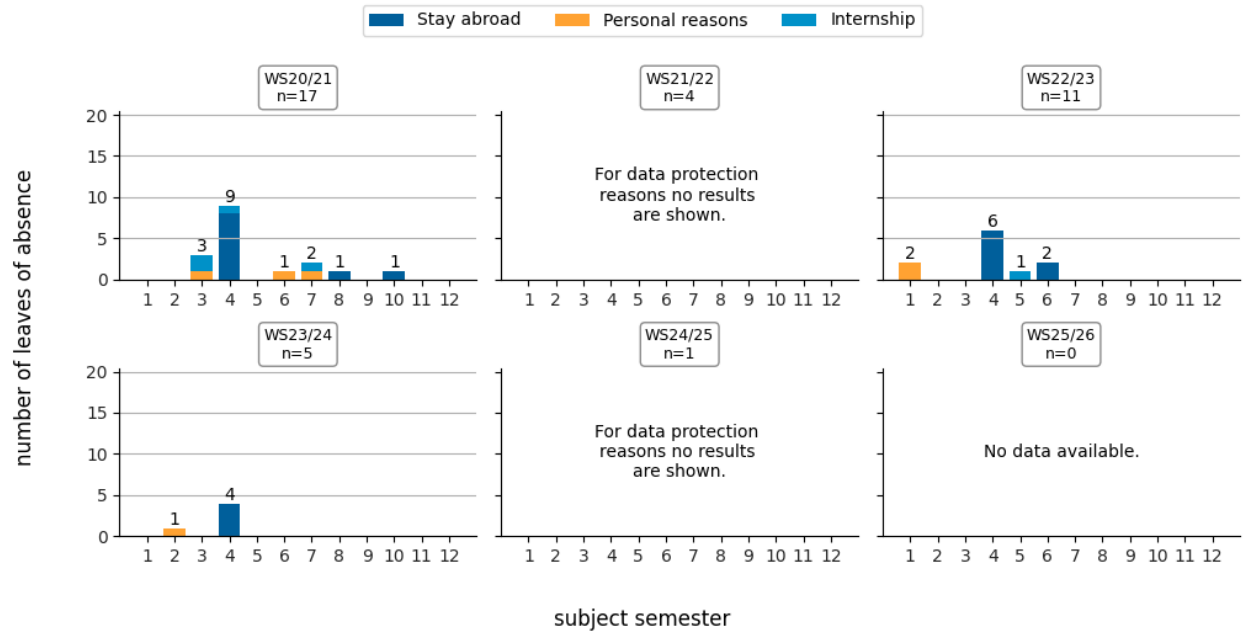


Chart 14b [FlexNow]: Absolute number of leaves of absence sorted by start of programme cohort and subject semester

Due to data protection, only results derived from cohorts with at least 5 individuals are shown.

Start of programme cohorts - winter semester



5. Student drop outs and changes of subject

At which point during their studies do students typically drop out, change into a different degree programme or change their place of study?

What percentage of students changes into a different degree programme at Göttingen University?

The following charts show the distribution of de-registrations without the completion of an academic degree across the subject semesters, initially aggregated across the last five years in percent, then shown by start of programme cohort (when $n > 0$). Whenever a change of degree programme at Göttingen University can be determined, it is also indicated here. Due to a lack of data, the number of de-registered students who continue their studies at a different university cannot be assessed.

Please note: Withdrawn enrolments are not considered in the assessment of student drop out and changes of subject.

Chart 16 [FlexNow]: Distribution of subject changes/drop outs over the last five years ($n=196$) in percent sorted by subject semester. The black horizontal bars indicate the standard deviation from the arithmetic mean.

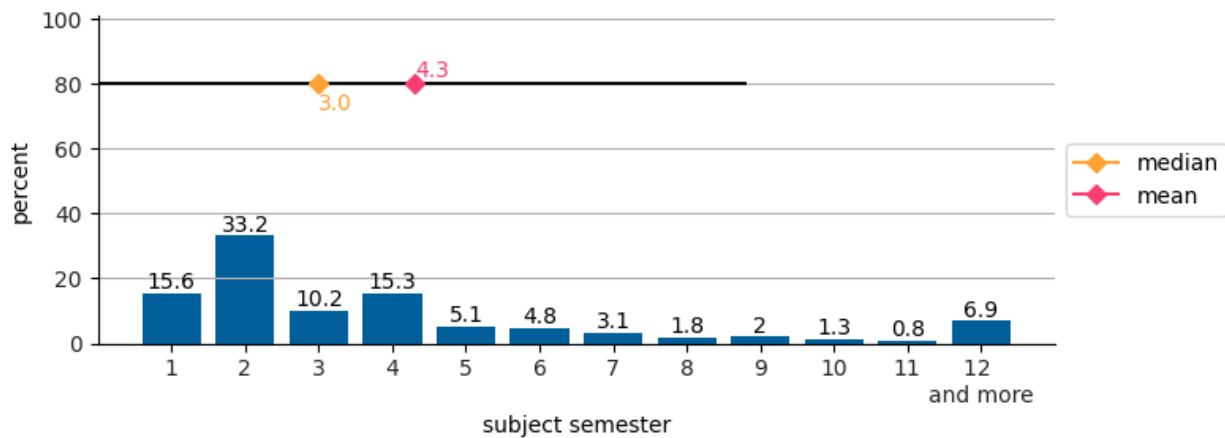
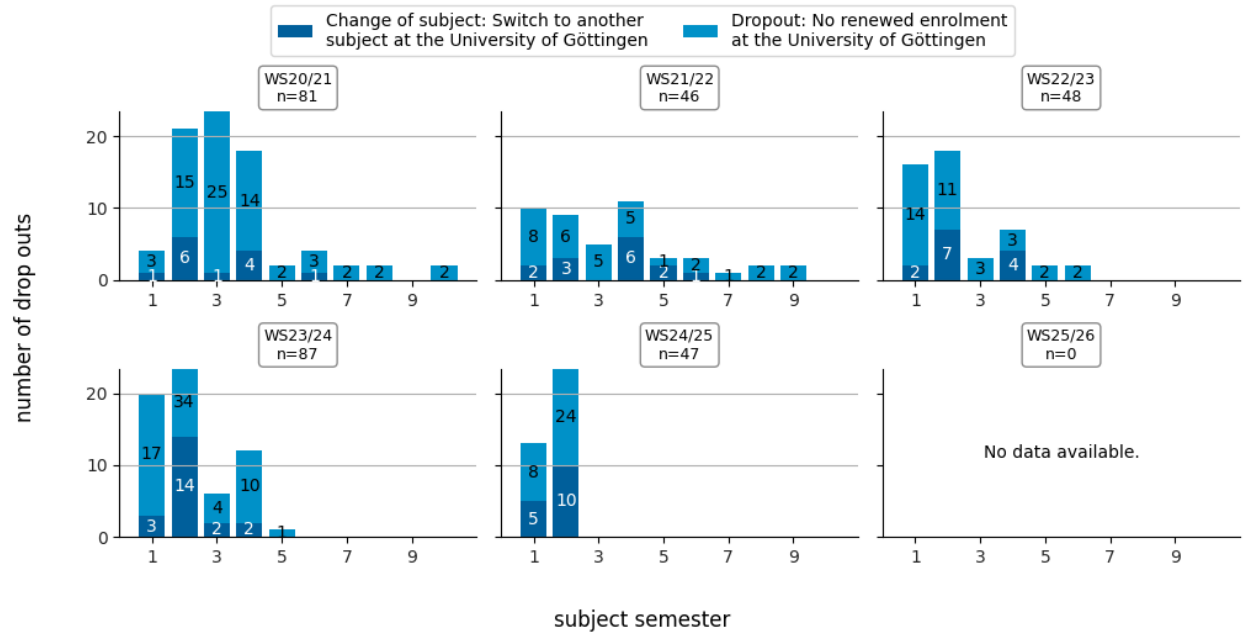


Chart 17 [FlexNow]: Absolute number of subject changes and student drop outs sorted by start of programme cohort and subject semester

Due to data protection, only results derived from cohorts with at least 5 individuals are shown.

Start of programme cohorts - winter semester



6. Degree completion

6.1 Degree completion sorted by subject semester

In which subject semester do students usually complete their studies?

Chart 18 [FlexNow]: Distribution of degree completion over the last five years in percent sorted by subject semester. The black horizontal bars indicate the standard deviation from the arithmetic mean. (n=128)

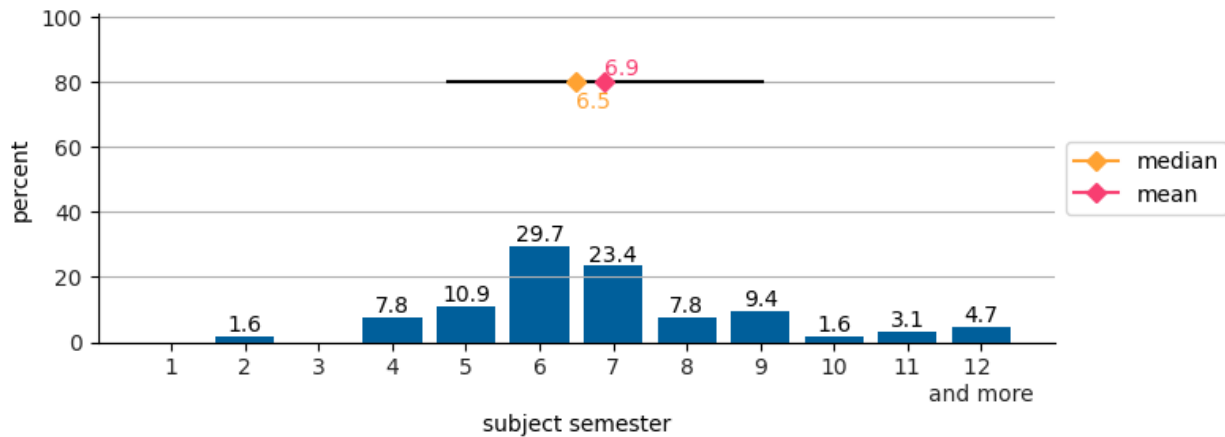
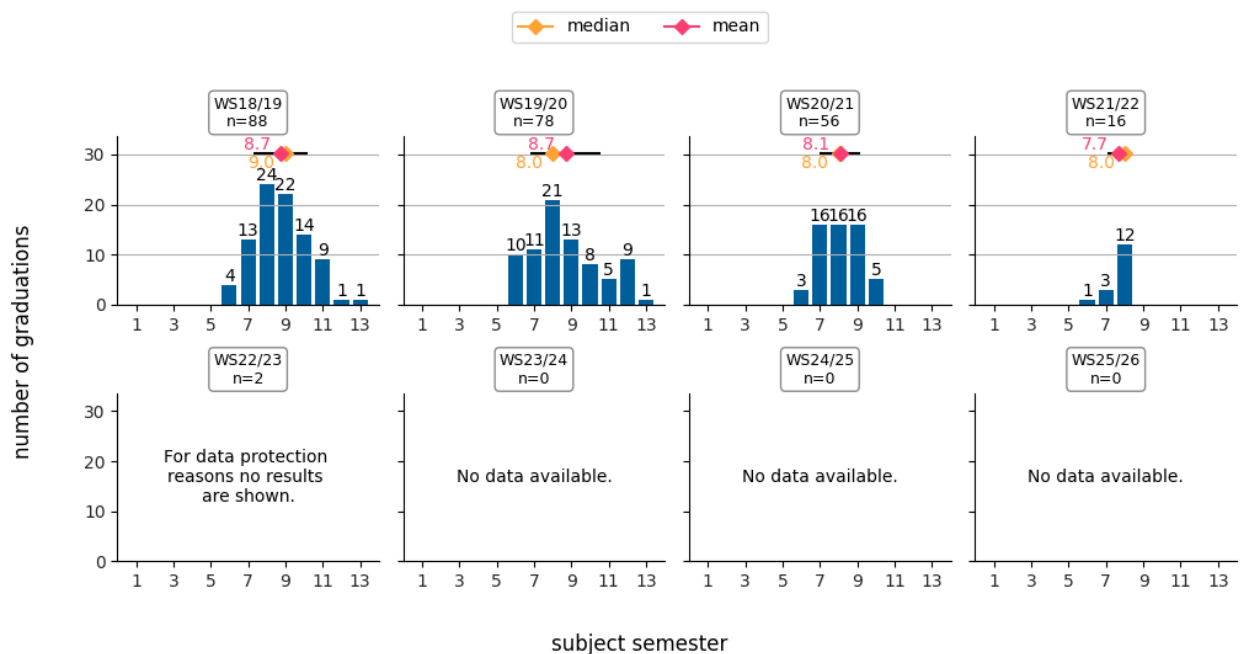


Chart 19 [FlexNow]: Degree completion sorted by start of programme cohort and subject semester

Please note: The arithmetic mean and median are only shown for start of programme cohorts that are currently enrolled in at least their 8th subject semester. Due to data protection, only results derived from cohorts with at least 5 individuals are shown.

Start of programme cohorts - winter semester



6.2 Index: Graduates within standard period of study + 2 semesters

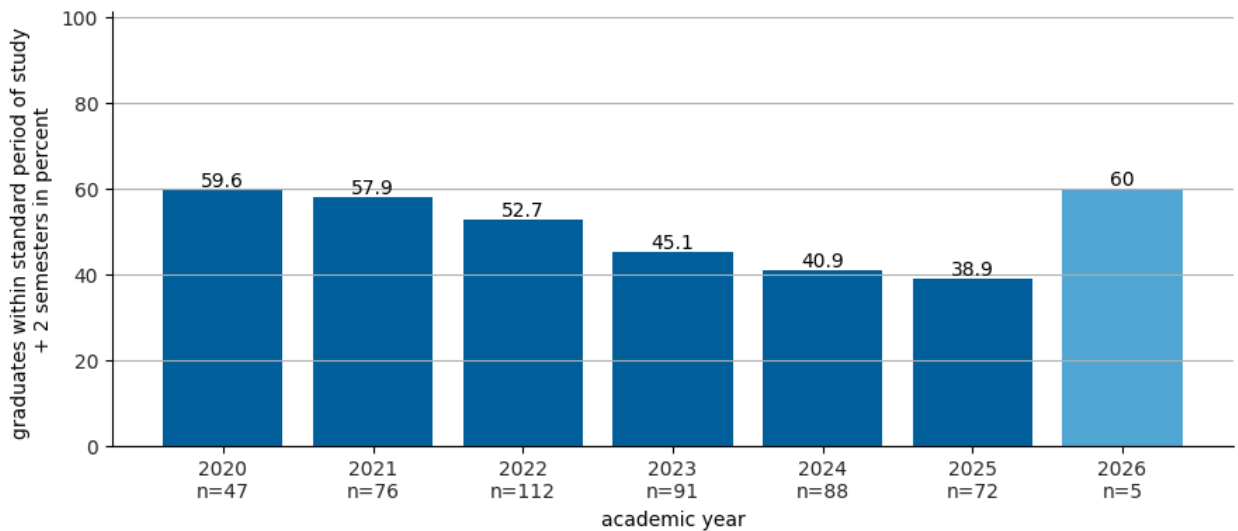
How does the number of graduates within the standard period of study (+ 2 semesters) change over time?

The following index indicates the number of graduates within an academic year who have completed the degree programme within 8 subject semesters.

Please note: The calculation of the index is based on the systematics of the index "success of study" as it is calculated by the Department of Finances. The data used here is however based on FlexNow, a separate database. Therefore, these results may vary slightly from the results of the Department. The results of the current academic year may be incomplete.

Please note: During the COVID-19 pandemic students were granted up to 4 solidary semesters (SoSe 2020 - WiSe 21/22), prolonging the individual standard period of studies. The following plot, however, is based on the general standard period.

Chart 20 [FlexNow]: Graduates within standard period of study + 2 semesters (in percent)



6.3 Degree final grades

With which grade do students complete their studies?

- In the following assessment, final grades between 1.0 and 1.5 are shown as “very good”.
- Final grades between 1.5 and 2.0 correspond to “good”.
- Final grades between 2.5 and 3.5 are summarised under “satisfactory”.
- Final grades between 3.5 and 4.0 are shown under “sufficient”.

Chart 21 [FlexNow]: Distribution of final grades over the last five years in percent (n=417)

The arithmetic mean is 2.1 and the median is 2.2.

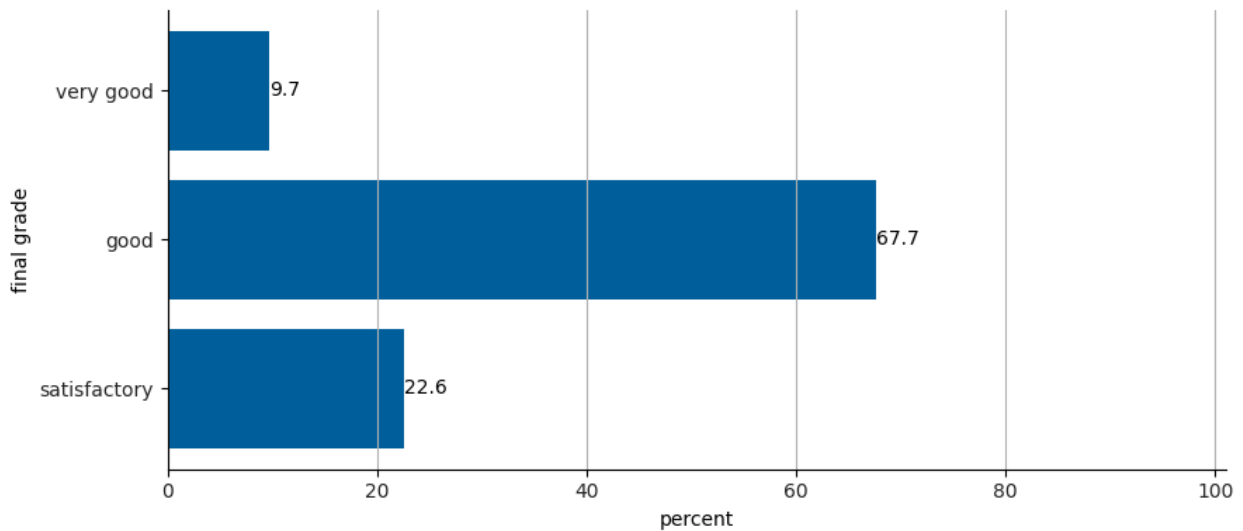
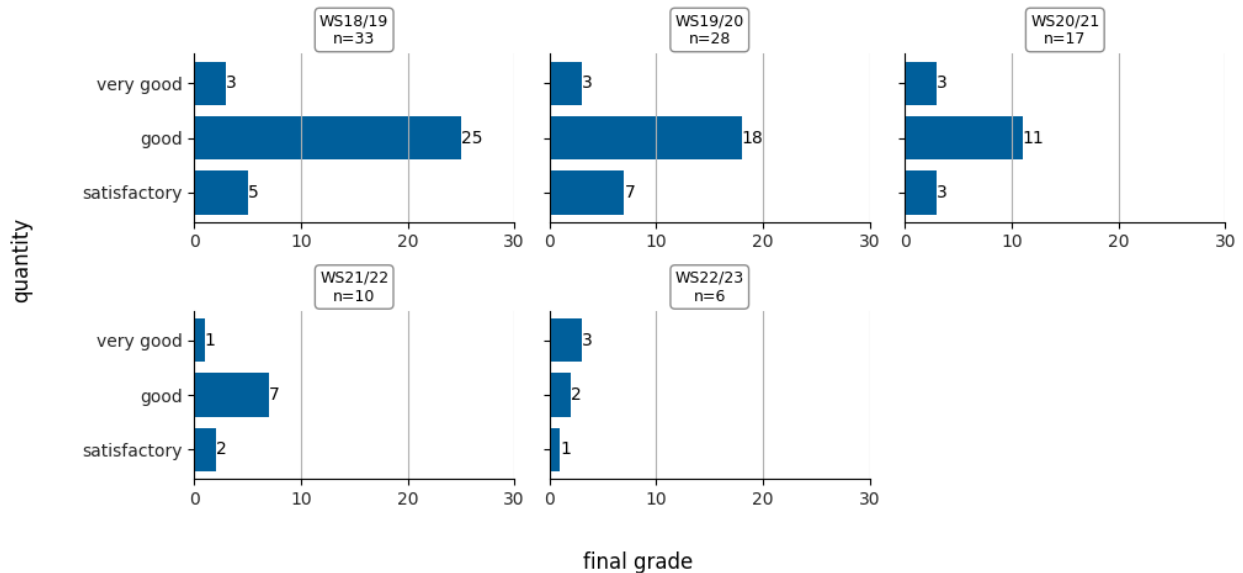


Chart 22 [FlexNow]: Distribution of final grades by start of programme cohort

Due to data protection, only results derived from cohorts with at least 5 individuals are shown.

Start of programme cohorts - winter semester



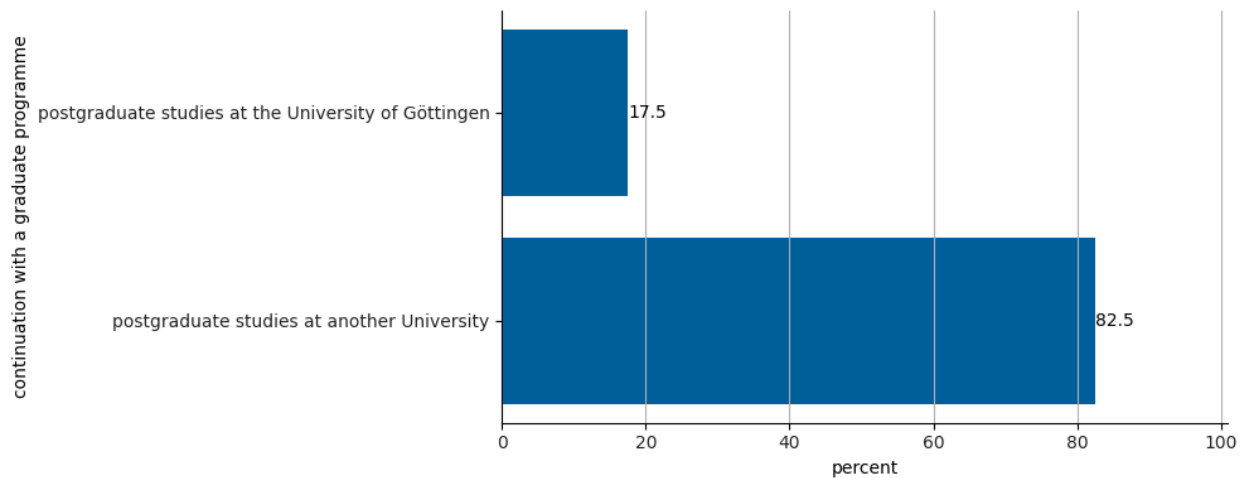
6.4 Continuation with a graduate programme at Göttingen University

(only Bachelor)

Which percentage of students who have successfully completed an undergraduate degree at Göttingen University continue their academic studies with a graduate degree programme at Göttingen University?

The average over the last five years shows that 17.5 percent of students who have successfully completed an undergraduate degree at Göttingen University continued their academic studies with a graduate degree programme at Göttingen University.

Chart 23 [FlexNow]: Number of students with an undergraduate degree from Göttingen University over the last five years who continue their studies with a graduate degree programme at Göttingen University in percent (n=417)

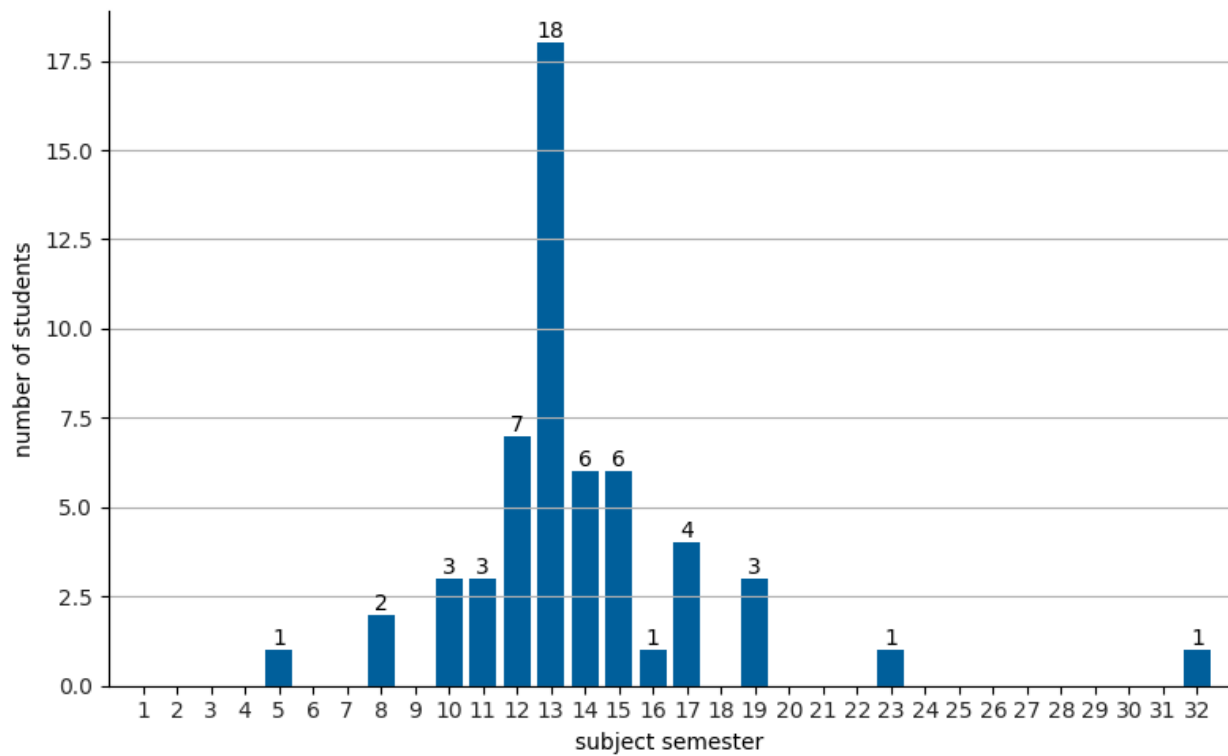


6.4 Retention period in teaching profession studies (only Master Education)

How long do students take to complete their undergraduate and graduate studies in their entirety?

This assessment considers students who have completed their graduate studies within the last five years after having completed their undergraduate studies at Göttingen University prior to this.

Chart 23 [FlexNow]: Retention period in undergraduate and graduate studies in their entirety over the last five years sorted by subject semester (n=56)



7. Graduates

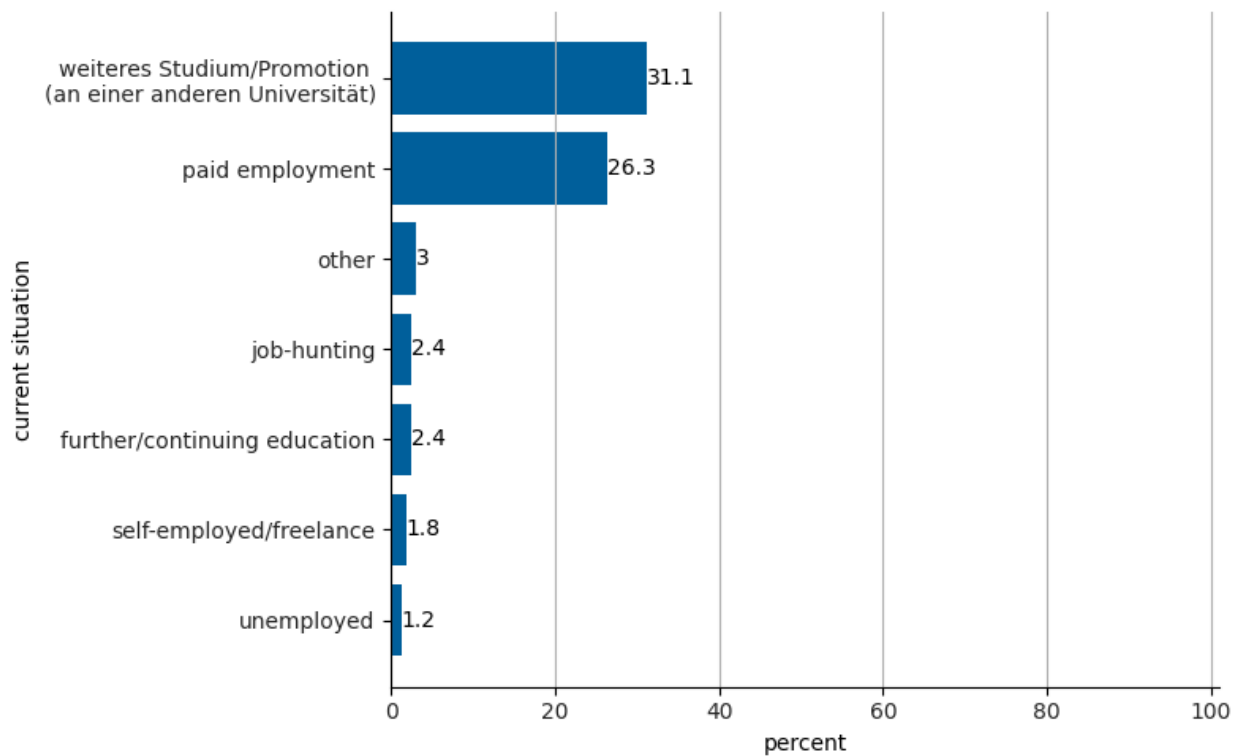
7.1 Professional situation after graduation

What does the career entry of Göttingen University graduates look like?

Please note: The following assessments are based on results from the graduates survey conducted by Göttingen University. The survey is conducted approximately nine to twenty months after graduation. Only individuals who have not continued their studies at Göttingen University have been surveyed. The choice “Further studies/Doctoral studies” in the following assessment therefore only applies to individuals who have continued their studies at another university.

Chart 24 [Graduate Questionnaire]: Current professional situation of graduates of the years 2019 to 2024 (n=167)

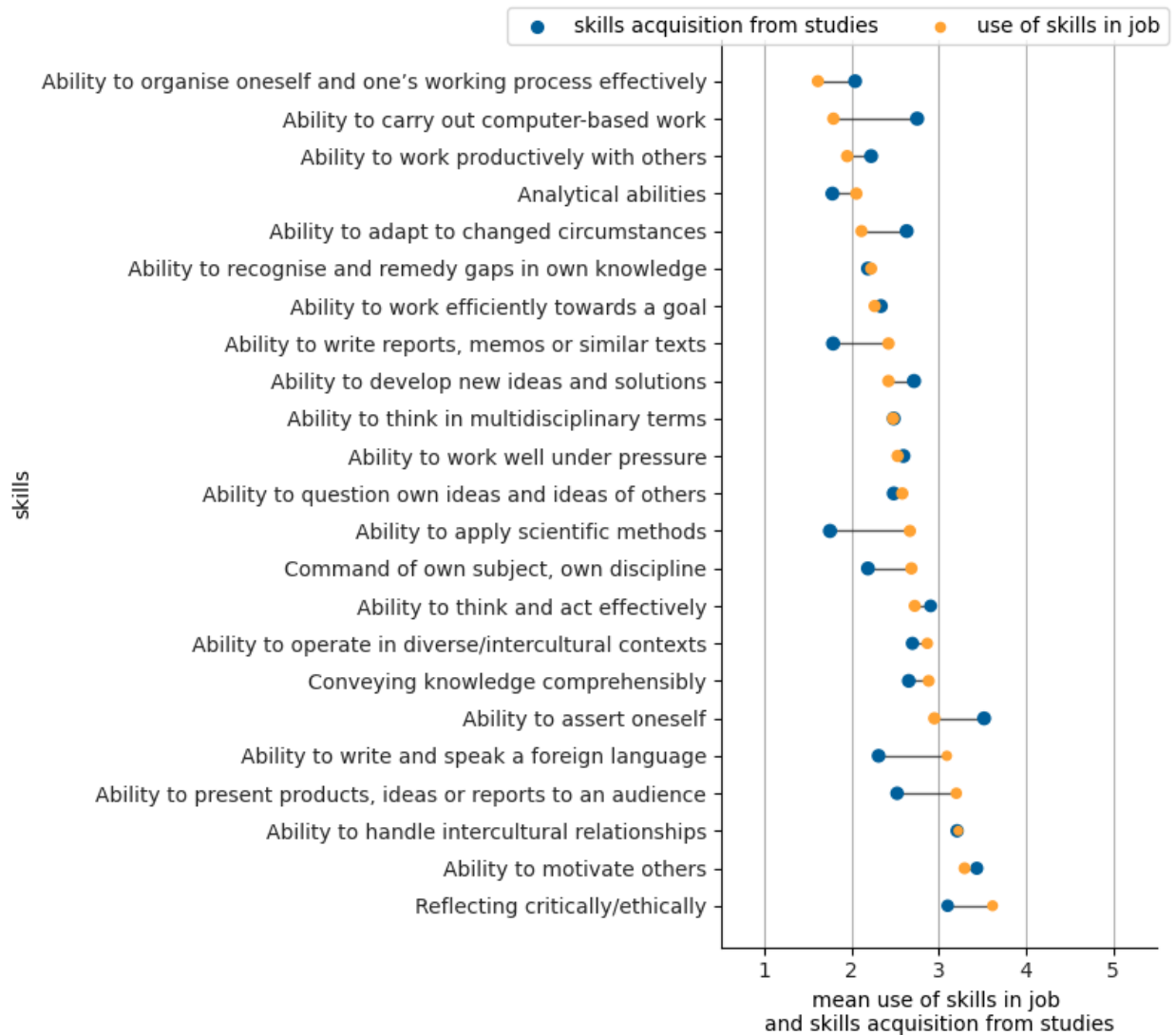
“What applies to you and your current situation?” (Multiple answers possible)



7.2 Comparison of academic competence acquisition with their professional use

Comparison of academic competence acquisition during studies with the use of these competences in the graduates' professional settings for graduates of the years 2019 to 2024, arithmetic means, evaluation from 1 (very frequent use) to 5 (very rare use), n in 27 - 117.

Chart 25 [Graduate Questionnaire]: Academic competence acquisition and their professional use (arithmetic means)



Other abilities/skills mentioned in free text as important in the current role of the graduate are listed below.

Soziale Fähigkeiten
Diplomatisches Handeln
Didaktik