Information on the Validation Study and the Reference Groups

What is this test about?

The Digital Competence Check that you completed assesses five areas of digital competence that are relevant to studying and working in higher education. These include (1) Creating and Editing Digital Content, (2) Digital Communication and Collaboration, (3) Digital Information Search and Evaluation, (4) Protecting Data in Digital Environments, and (5) Generative Artificial Intelligence.

Who is your test result compared with?

The reference values in your feedback are based on a validation study involving **3,103 participants** from four higher education institutions in North Rhine-Westphalia (NRW). The study included **1,906 Bachelor's students, 470 Master's students, and 727 higher education staff.**

To keep the testing time manageable, each participant completed only a randomly selected subset of the test items (an approach known as a multi-matrix design). As a result, the subsample differs slightly for each competence area. The number of participants with whom your result is compared therefore varies across competence areas. Four reference groups are available for interpreting your test result: all participants who completed items from the respective competence area (total sample), Bachelor's students, Master's students, and higher education staff. In the following overviews, **N** denotes the number of participants in the respective reference group.

What else should you know about the reference sample?

Data were collected during the winter semester 2025/26 and the summer semester 2026. Students were recruited primarily through university courses, while staff were recruited via internal communication channels such as newsletters, email distribution lists, and direct contact.

During recruitment, care was taken to include Bachelor's and Master's students from subject groups that were as comparable as possible. The sample includes more Bachelor's than Master's students. This ratio broadly reflects the distribution in North Rhine-Westphalia (NRW): in the winter semester 2025/26, there were approximately three times as many Bachelor's as Master's students in NRW. Recruitment focused on degree programmes in which digital competences are not themselves the main subject of study.

The following tables show, for each competence area, how the four reference groups are composed, for example in terms of gender, age, highest educational qualification, type of higher education institution, semester of study, and professional experience.

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Gefördert durch: Ministerium für Kultur und Wissenschaft des Landes Nordrhein-Westfalen

(1) Reference Groups for the Competence "Creating and Editing Digital Content"

	Total sample (*N* = 936)	Bachelor's students (*n* = 573)	Master's students (*n* = 139)	Staff (*n* = 224)
Gender				
Male	362 (39%)	242 (42%)	51 (37%)	69 (31%)
Female	562 (60%)	324 (57%)	83 (60%)	155 (69%)
Another gender	12 (1%)	7 (1%)	5 (4%)	0 (0%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Age				
Under 18 years	2 (<1%)	2 (<1%)	0 (0%)	0 (0%)
18 - 24 years	544 (58%)	474 (83%)	65 (47%)	5 (2%)
25 - 29 years	159 (17%)	73 (13%)	55 (40%)	31 (14%)
30 - 39 years	107 (11%)	19 (3%)	16 (12%)	72 (32%)
40 - 49 years	62 (7%)	1 (<1%)	2 (1%)	59 (26%)
50 - 59 years	41 (4%)	1 (<1%)	1 (<1%)	39 (17%)
60+ years	21 (2%)	3 (<1%)	0 (0%)	18 (8%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Highest educational qualification				
Lower secondary school certificate	4 (<1%)	3 (<1%)	0 (0%)	1 (<1%)
Intermediate secondary school certificate	19 (2%)	6 (1%)	0 (0%)	13 (6%)
University of applied sciences entrance qualification	95 (10%)	83 (14%)	0 (0%)	12 (5%)
General university entrance qualification	489 (52%)	457 (80%)	5 (4%)	27 (12%)
Bachelor's degree (or equivalent)	162 (17%)	13 (2%)	130 (94%)	19 (8%)
Master's degree (or equivalent)	82 (9%)	3 (<1%)	1 (<1%)	78 (35%)
Diplom/Magister degree	51 (5%)	1 (<1%)	2 (1%)	48 (21%)
State examination	13 (1%)	4 (<1%)	1 (<1%)	8 (4%)
Doctorate or higher	17 (2%)	1 (<1%)	0 (0%)	16 (7%)
Other	4 (<1%)	2 (<1%)	0 (0%)	2 (<1%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Type of higher education institution				
University	395 (42%)	230 (40%)	54 (39%)	111 (50%)
University of Applied Sciences	531 (57%)	335 (58%)	85 (61%)	111 (50%)
Private higher education institution	5 (<1%)	4 (<1%)	0 (0%)	1 (<1%)
Other	5 (<1%)	4 (<1%)	0 (0%)	1 (<1%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Semester of study (students)				
1	306 (33%)	249 (43%)	57 (41%)	/
2	106 (11%)	77 (13%)	29 (21%)	/
3	113 (12%)	85 (15%)	28 (20%)	/
4	25 (3%)	15 (3%)	10 (7%)	/
5	61 (7%)	55 (10%)	6 (4%)	/
6	40 (4%)	35 (6%)	5 (4%)	/
>6	61 (7%)	57 (10%)	4 (3%)	/
Missing	0 (0%)	0 (0%)	0 (0%)	/
Work experience (staff)				
<1 year	/	/	/	14 (6%)
1-2 years	/	/	/	28 (13%)
3-5 years	/	/	/	60 (27%)
6-10 years	/	/	/	41 (18%)
11-15 years	/	/	/	29 (13%)
16+ years	/	/	/	52 (23%)
Missing	/	/	/	0 (0%)

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	Total sample (*N* = 936)	Bachelor's students (*n* = 573)	Master's students (*n* = 139)	Staff (*n* = 224)
Area of work (staff; multiple selections possible)				
Research	/	/	/	66 (29%)
Teaching	/	/	/	52 (23%)
Third space	/	/	/	29 (13%)
Administration	/	/	/	103 (46%)
Technical services	/	/	/	18 (8%)
Other	/	/	/	6 (3%)
Missing	/	/	/	3 (1%)
Academic field (multiple selections possible)				
Central administrative unit	75 (8%)	0 (0%)	0 (0%)	75 (33%)
Agricultural, forestry, and nutritional sciences; veterinary medicine	52 (6%)	32 (6%)	8 (6%)	12 (5%)
Humanities	97 (10%)	61 (11%)	15 (11%)	21 (9%)
Human medicine, dentistry, health sciences	32 (3%)	21 (4%)	5 (4%)	6 (3%)
Engineering, computer science, information technology	256 (27%)	199 (35%)	39 (28%)	18 (8%)
Arts, art history	22 (2%)	16 (3%)	6 (4%)	0 (0%)
Teacher education	88 (9%)	74 (13%)	14 (10%)	0 (0%)
Mathematics, natural sciences	129 (14%)	87 (15%)	13 (9%)	29 (13%)
Law	31 (3%)	26 (5%)	1 (<1%)	4 (2%)
Social sciences and economics	230 (25%)	178 (31%)	40 (29%)	12 (5%)
Sport sciences	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other / miscellaneous	53 (6%)	2 (<1%)	4 (3%)	47 (21%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)

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(2) Reference Groups for the Competence "Digital Communication and Collaboration"

	Total sample (*N* = 926)	Bachelor's students (*n* = 563)	Master's students (*n* = 137)	Staff (*n* = 226)
Gender				
Male	343 (37%)	217 (39%)	52 (38%)	74 (33%)
Female	572 (62%)	338 (60%)	83 (61%)	151 (67%)
Another gender	11 (1%)	8 (1%)	2 (1%)	1 (<1%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Age				
Under 18 years	2 (<1%)	1 (<1%)	1 (<1%)	0 (0%)
18 - 24 years	539 (58%)	468 (83%)	67 (49%)	4 (2%)
25 - 29 years	155 (17%)	74 (13%)	56 (41%)	25 (11%)
30 - 39 years	100 (11%)	14 (2%)	10 (7%)	76 (34%)
40 - 49 years	50 (5%)	2 (<1%)	2 (1%)	46 (20%)
50 - 59 years	53 (6%)	2 (<1%)	1 (<1%)	50 (22%)
60+ years	27 (3%)	2 (<1%)	0 (0%)	25 (11%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Highest educational qualification				
Lower secondary school certificate	4 (<1%)	3 (<1%)	0 (0%)	1 (<1%)
Intermediate secondary school certificate	16 (2%)	2 (<1%)	0 (0%)	14 (6%)
University of applied sciences entrance qualification	86 (9%)	73 (13%)	2 (1%)	11 (5%)
General university entrance qualification	486 (52%)	455 (81%)	7 (5%)	24 (11%)
Bachelor's degree (or equivalent)	171 (18%)	16 (3%)	126 (92%)	29 (13%)
Master's degree (or equivalent)	71 (8%)	5 (<1%)	1 (<1%)	65 (29%)
Diplom/Magister degree	49 (5%)	1 (<1%)	1 (<1%)	47 (21%)
State examination	10 (1%)	4 (<1%)	0 (0%)	6 (3%)
Doctorate or higher	27 (3%)	0 (0%)	0 (0%)	27 (12%)
Other	6 (<1%)	4 (<1%)	0 (0%)	2 (<1%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Type of higher education institution				
University	402 (43%)	235 (42%)	65 (47%)	102 (45%)
University of Applied Sciences	516 (56%)	323 (57%)	72 (53%)	121 (54%)
Private higher education institution	2 (<1%)	1 (<1%)	0 (0%)	1 (<1%)
Other	6 (<1%)	4 (<1%)	0 (0%)	2 (<1%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Semester of study (students)				
1	295 (32%)	226 (40%)	69 (50%)	/
2	118 (13%)	100 (18%)	18 (13%)	/
3	104 (11%)	80 (14%)	24 (18%)	/
4	25 (3%)	17 (3%)	8 (6%)	/
5	62 (7%)	56 (10%)	6 (4%)	/
6	35 (4%)	25 (4%)	10 (7%)	/
>6	61 (7%)	59 (10%)	2 (1%)	/
Missing	0 (0%)	0 (0%)	0 (0%)	/
Work experience (staff)				
<1 year	/	/	/	10 (4%)
1-2 years	/	/	/	27 (12%)
3-5 years	/	/	/	57 (25%)
6-10 years	/	/	/	47 (21%)
11-15 years	/	/	/	26 (12%)
16+ years	/	/	/	59 (26%)
Missing	/	/	/	0 (0%)

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	Total sample (*N* = 926)	Bachelor's students (*n* = 563)	Master's students (*n* = 137)	Staff (*n* = 226)
Area of work (staff; multiple selections possible)				
Research	/	/	/	58 (26%)
Teaching	/	/	/	57 (25%)
Third space	/	/	/	32 (14%)
Administration	/	/	/	117 (52%)
Technical services	/	/	/	16 (7%)
Other	/	/	/	4 (2%)
Missing	/	/	/	2 (<1%)
Academic field (multiple selections possible)				
Central administrative unit	82 (9%)	0 (0%)	1 (<1%)	81 (36%)
Agricultural, forestry, and nutritional sciences; veterinary medicine	46 (5%)	27 (5%)	9 (7%)	10 (4%)
Humanities	95 (10%)	61 (11%)	15 (11%)	19 (8%)
Human medicine, dentistry, health sciences	32 (3%)	21 (4%)	3 (2%)	8 (4%)
Engineering, computer science, information technology	254 (27%)	196 (35%)	38 (28%)	20 (9%)
Arts, art history	19 (2%)	15 (3%)	4 (3%)	0 (0%)
Teacher education	91 (10%)	78 (14%)	13 (9%)	0 (0%)
Mathematics, natural sciences	117 (13%)	85 (15%)	12 (9%)	20 (9%)
Law	37 (4%)	32 (6%)	2 (1%)	3 (1%)
Social sciences and economics	227 (25%)	173 (31%)	44 (32%)	10 (4%)
Sport sciences	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other / miscellaneous	61 (7%)	0 (0%)	5 (4%)	56 (25%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)

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(3) Reference Groups for the Competence "Digital Information Search and Evaluation"

	Total sample (*N* = 931)	Bachelor's students (*n* = 574)	Master's students (*n* = 146)	Staff (*n* = 211)
Gender				
Male	368 (40%)	232 (40%)	61 (42%)	75 (36%)
Female	554 (60%)	336 (59%)	84 (58%)	134 (64%)
Another gender	6 (<1%)	3 (<1%)	1 (<1%)	2 (<1%)
Missing	3 (<1%)	3 (<1%)	0 (0%)	0 (0%)
Age				
Under 18 years	3 (<1%)	2 (<1%)	1 (<1%)	0 (0%)
18 - 24 years	561 (60%)	487 (85%)	70 (48%)	4 (2%)
25 - 29 years	139 (15%)	64 (11%)	56 (38%)	19 (9%)
30 - 39 years	93 (10%)	14 (2%)	18 (12%)	61 (29%)
40 - 49 years	55 (6%)	1 (<1%)	0 (0%)	54 (26%)
50 - 59 years	55 (6%)	3 (<1%)	0 (0%)	52 (25%)
60+ years	23 (2%)	1 (<1%)	1 (<1%)	21 (10%)
Missing	2 (<1%)	2 (<1%)	0 (0%)	0 (0%)
Highest educational qualification				
Lower secondary school certificate	1 (<1%)	0 (0%)	0 (0%)	1 (<1%)
Intermediate secondary school certificate	14 (2%)	5 (<1%)	0 (0%)	9 (4%)
University of applied sciences entrance qualification	82 (9%)	67 (12%)	1 (<1%)	14 (7%)
General university entrance qualification	510 (55%)	481 (84%)	8 (5%)	21 (10%)
Bachelor's degree (or equivalent)	160 (17%)	13 (2%)	131 (90%)	16 (8%)
Master's degree (or equivalent)	74 (8%)	1 (<1%)	4 (3%)	69 (33%)
Diplom/Magister degree	46 (5%)	2 (<1%)	0 (0%)	44 (21%)
State examination	7 (<1%)	0 (0%)	1 (<1%)	6 (3%)
Doctorate or higher	27 (3%)	1 (<1%)	1 (<1%)	25 (12%)
Other	8 (<1%)	2 (<1%)	0 (0%)	6 (3%)
Missing	2 (<1%)	2 (<1%)	0 (0%)	0 (0%)
Type of higher education institution				
University	393 (42%)	237 (41%)	60 (41%)	96 (45%)
University of Applied Sciences	530 (57%)	330 (57%)	86 (59%)	114 (54%)
Private higher education institution	2 (<1%)	2 (<1%)	0 (0%)	0 (0%)
Other	5 (<1%)	4 (<1%)	0 (0%)	1 (<1%)
Missing	1 (<1%)	1 (<1%)	0 (0%)	0 (0%)
Semester of study (students)				
1	290 (31%)	217 (38%)	73 (50%)	/
2	129 (14%)	99 (17%)	30 (21%)	/
3	114 (12%)	90 (16%)	24 (16%)	/
4	33 (4%)	26 (5%)	7 (5%)	/
5	55 (6%)	53 (9%)	2 (1%)	/
6	32 (3%)	29 (5%)	3 (2%)	/
>6	65 (7%)	58 (10%)	7 (5%)	/
Missing	2 (<1%)	2 (<1%)	0 (0%)	/
Work experience (staff)				
<1 year	/	/	/	19 (9%)
1-2 years	/	/	/	25 (12%)
3-5 years	/	/	/	38 (18%)
6-10 years	/	/	/	35 (17%)
11-15 years	/	/	/	28 (13%)
16+ years	/	/	/	66 (31%)
Missing	/	/	/	0 (0%)

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	Total sample (*N* = 931)	Bachelor's students (*n* = 574)	Master's students (*n* = 146)	Staff (*n* = 211)
Area of work (staff; multiple selections possible)				
Research	/	/	/	64 (30%)
Teaching	/	/	/	60 (28%)
Third space	/	/	/	29 (14%)
Administration	/	/	/	91 (43%)
Technical services	/	/	/	15 (7%)
Other	/	/	/	7 (3%)
Missing	/	/	/	0 (0%)
Academic field (multiple selections possible)				
Central administrative unit	68 (7%)	0 (0%)	0 (0%)	68 (32%)
Agricultural, forestry, and nutritional sciences; veterinary medicine	41 (4%)	28 (5%)	8 (5%)	5 (2%)
Humanities	85 (9%)	53 (9%)	13 (9%)	19 (9%)
Human medicine, dentistry, health sciences	37 (4%)	22 (4%)	5 (3%)	10 (5%)
Engineering, computer science, information technology	267 (29%)	200 (35%)	45 (31%)	22 (10%)
Arts, art history	22 (2%)	18 (3%)	4 (3%)	0 (0%)
Teacher education	86 (9%)	70 (12%)	15 (10%)	1 (<1%)
Mathematics, natural sciences	121 (13%)	85 (15%)	15 (10%)	21 (10%)
Law	36 (4%)	32 (6%)	1 (<1%)	3 (1%)
Social sciences and economics	240 (26%)	178 (31%)	49 (34%)	13 (6%)
Sport sciences	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other / miscellaneous	56 (6%)	3 (<1%)	3 (2%)	50 (24%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)

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(4) Reference Groups for the Competence "Protecting Data in Digital Environments"

	Total sample (*N* = 929)	Bachelor's students (*n* = 574)	Master's students (*n* = 141)	Staff (*n* = 214)
Gender				
Male	381 (41%)	257 (45%)	56 (40%)	68 (32%)
Female	539 (58%)	312 (54%)	83 (59%)	144 (67%)
Another gender	7 (<1%)	4 (<1%)	2 (1%)	1 (<1%)
Missing	2 (<1%)	1 (<1%)	0 (0%)	1 (<1%)
Age				
Under 18 years	2 (<1%)	2 (<1%)	0 (0%)	0 (0%)
18 - 24 years	558 (60%)	490 (85%)	65 (46%)	3 (1%)
25 - 29 years	140 (15%)	59 (10%)	62 (44%)	19 (9%)
30 - 39 years	85 (9%)	17 (3%)	13 (9%)	55 (26%)
40 - 49 years	62 (7%)	2 (<1%)	1 (<1%)	59 (28%)
50 - 59 years	53 (6%)	2 (<1%)	0 (0%)	51 (24%)
60+ years	27 (3%)	1 (<1%)	0 (0%)	26 (12%)
Missing	2 (<1%)	1 (<1%)	0 (0%)	1 (<1%)
Highest educational qualification				
Lower secondary school certificate	2 (<1%)	1 (<1%)	0 (0%)	1 (<1%)
Intermediate secondary school certificate	16 (2%)	6 (1%)	0 (0%)	10 (5%)
University of applied sciences entrance qualification	83 (9%)	70 (12%)	1 (<1%)	12 (6%)
General university entrance qualification	514 (55%)	481 (84%)	9 (6%)	24 (11%)
Bachelor's degree (or equivalent)	158 (17%)	10 (2%)	128 (91%)	20 (9%)
Master's degree (or equivalent)	60 (6%)	0 (0%)	2 (1%)	58 (27%)
Diplom/Magister degree	54 (6%)	2 (<1%)	1 (<1%)	51 (24%)
State examination	7 (<1%)	0 (0%)	0 (0%)	7 (3%)
Doctorate or higher	29 (3%)	1 (<1%)	0 (0%)	28 (13%)
Other	5 (<1%)	2 (<1%)	0 (0%)	3 (1%)
Missing	1 (<1%)	1 (<1%)	0 (0%)	0 (0%)
Type of higher education institution				
University	388 (42%)	229 (40%)	60 (43%)	99 (46%)
University of Applied Sciences	536 (58%)	341 (59%)	80 (57%)	115 (54%)
Private higher education institution	2 (<1%)	2 (<1%)	0 (0%)	0 (0%)
Other	2 (<1%)	1 (<1%)	1 (<1%)	0 (0%)
Missing	1 (<1%)	1 (<1%)	0 (0%)	0 (0%)
Semester of study (students)				
1	285 (31%)	224 (39%)	61 (43%)	/
2	115 (12%)	92 (16%)	23 (16%)	/
3	107 (12%)	79 (14%)	28 (20%)	/
4	33 (4%)	26 (5%)	7 (5%)	/
5	71 (8%)	61 (11%)	10 (7%)	/
6	35 (4%)	31 (5%)	4 (3%)	/
>6	68 (7%)	60 (10%)	8 (6%)	/
Missing	1 (<1%)	1 (<1%)	0 (0%)	/
Work experience (staff)				
<1 year	/	/	/	10 (5%)
1-2 years	/	/	/	26 (12%)
3-5 years	/	/	/	41 (19%)
6-10 years	/	/	/	36 (17%)
11-15 years	/	/	/	36 (17%)
16+ years	/	/	/	65 (30%)
Missing	/	/	/	0 (0%)

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	Total sample (*N* = 929)	Bachelor's students (*n* = 574)	Master's students (*n* = 141)	Staff (*n* = 214)
Area of work (staff; multiple selections possible)				
Research	/	/	/	58 (27%)
Teaching	/	/	/	58 (27%)
Third space	/	/	/	35 (16%)
Administration	/	/	/	96 (45%)
Technical services	/	/	/	22 (10%)
Other	/	/	/	5 (2%)
Missing	/	/	/	1 (<1%)
Academic field (multiple selections possible)				
Central administrative unit	72 (8%)	0 (0%)	1 (<1%)	71 (33%)
Agricultural, forestry, and nutritional sciences; veterinary medicine	49 (5%)	34 (6%)	8 (6%)	7 (3%)
Humanities	87 (9%)	55 (10%)	10 (7%)	22 (10%)
Human medicine, dentistry, health sciences	30 (3%)	19 (3%)	6 (4%)	5 (2%)
Engineering, computer science, information technology	273 (29%)	210 (37%)	40 (28%)	23 (11%)
Arts, art history	22 (2%)	16 (3%)	6 (4%)	0 (0%)
Teacher education	83 (9%)	71 (12%)	12 (9%)	0 (0%)
Mathematics, natural sciences	117 (13%)	81 (14%)	18 (13%)	18 (8%)
Law	38 (4%)	30 (5%)	3 (2%)	5 (2%)
Social sciences and economics	231 (25%)	180 (31%)	37 (26%)	14 (7%)
Sport sciences	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other / miscellaneous	58 (6%)	3 (<1%)	6 (4%)	49 (23%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)

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(5) Reference Groups for the Competence "Generative Artificial Intelligence"

	Total sample (*N* = 939)	Bachelor's students (*n* = 582)	Master's students (*n* = 137)	Staff (*n* = 220)
Gender				
Male	372 (40%)	231 (40%)	66 (48%)	75 (34%)
Female	554 (59%)	343 (59%)	70 (51%)	141 (64%)
Another gender	9 (<1%)	5 (<1%)	1 (<1%)	3 (1%)
Missing	4 (<1%)	3 (<1%)	0 (0%)	1 (<1%)
Age				
Under 18 years	6 (<1%)	4 (<1%)	2 (1%)	0 (0%)
18 - 24 years	562 (60%)	490 (84%)	67 (49%)	5 (2%)
25 - 29 years	148 (16%)	64 (11%)	58 (42%)	26 (12%)
30 - 39 years	98 (10%)	19 (3%)	10 (7%)	69 (31%)
40 - 49 years	42 (4%)	3 (<1%)	0 (0%)	39 (18%)
50 - 59 years	58 (6%)	0 (0%)	0 (0%)	58 (26%)
60+ years	22 (2%)	0 (0%)	0 (0%)	22 (10%)
Missing	3 (<1%)	2 (<1%)	0 (0%)	1 (<1%)
Highest educational qualification				
Lower secondary school certificate	5 (<1%)	4 (<1%)	0 (0%)	1 (<1%)
Intermediate secondary school certificate	14 (1%)	3 (<1%)	0 (0%)	11 (5%)
University of applied sciences entrance qualification	81 (9%)	67 (12%)	1 (<1%)	13 (6%)
General university entrance qualification	517 (55%)	486 (84%)	10 (7%)	21 (10%)
Bachelor's degree (or equivalent)	159 (17%)	11 (2%)	121 (88%)	27 (12%)
Master's degree (or equivalent)	57 (6%)	3 (<1%)	4 (3%)	50 (23%)
Diplom/Magister degree	49 (5%)	2 (<1%)	0 (0%)	47 (21%)
State examination	9 (<1%)	2 (<1%)	1 (<1%)	6 (3%)
Doctorate or higher	36 (4%)	0 (0%)	0 (0%)	36 (16%)
Other	10 (1%)	2 (<1%)	0 (0%)	8 (4%)
Missing	2 (<1%)	2 (<1%)	0 (0%)	0 (0%)
Type of higher education institution				
University	415 (44%)	253 (43%)	64 (47%)	98 (45%)
University of Applied Sciences	514 (55%)	321 (55%)	73 (53%)	120 (55%)
Private higher education institution	3 (<1%)	3 (<1%)	0 (0%)	0 (0%)
Other	6 (<1%)	4 (<1%)	0 (0%)	2 (<1%)
Missing	1 (<1%)	1 (<1%)	0 (0%)	0 (0%)
Semester of study (students)				
1	304 (32%)	238 (41%)	66 (48%)	/
2	114 (12%)	88 (15%)	26 (19%)	/
3	99 (11%)	82 (14%)	17 (12%)	/
4	36 (4%)	25 (4%)	11 (8%)	/
5	56 (6%)	55 (9%)	1 (<1%)	/
6	28 (3%)	20 (3%)	8 (6%)	/
>6	80 (9%)	72 (12%)	8 (6%)	/
Missing	2 (<1%)	2 (<1%)	0 (0%)	/
Work experience (staff)				
<1 year	/	/	/	22 (10%)
1-2 years	/	/	/	27 (12%)
3-5 years	/	/	/	48 (22%)
6-10 years	/	/	/	45 (20%)
11-15 years	/	/	/	21 (10%)
16+ years	/	/	/	57 (26%)
Missing	/	/	/	0 (0%)

Table continues on the next page.

Ein Kooperationsvorhaben empfohlen durch die: DIGITALE HOCHSCHULE NRW – INNOVATION DURCH KOOPERATION

Gefördert durch:
Ministerium für Kultur und Wissenschaft des Landes Nordrhein-Westfalen

	Total sample (*N* = 939)	Bachelor's students (*n* = 582)	Master's students (*n* = 137)	Staff (*n* = 220)
Area of work (staff; multiple selections possible)				
Research	/	/	/	69 (31%)
Teaching	/	/	/	62 (28%)
Third space	/	/	/	23 (10%)
Administration	/	/	/	97 (44%)
Technical services	/	/	/	16 (7%)
Other	/	/	/	7 (3%)
Missing	/	/	/	1 (<1%)
Academic field (multiple selections possible)				
Central administrative unit	76 (8%)	0 (0%)	0 (0%)	76 (35%)
Agricultural, forestry, and nutritional sciences; veterinary medicine	48 (5%)	31 (5%)	8 (6%)	9 (4%)
Humanities	97 (10%)	68 (12%)	10 (7%)	19 (9%)
Human medicine, dentistry, health sciences	28 (3%)	19 (3%)	2 (1%)	7 (3%)
Engineering, computer science, information technology	260 (28%)	198 (34%)	45 (33%)	17 (8%)
Arts, art history	21 (2%)	17 (3%)	3 (2%)	1 (<1%)
Teacher education	96 (10%)	82 (14%)	13 (9%)	1 (<1%)
Mathematics, natural sciences	132 (14%)	89 (15%)	19 (14%)	24 (11%)
Law	36 (4%)	32 (5%)	0 (0%)	4 (2%)
Social sciences and economics	231 (25%)	181 (31%)	39 (28%)	11 (5%)
Sport sciences	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other / miscellaneous	57 (6%)	1 (<1%)	4 (3%)	52 (24%)
Missing	0 (0%)	0 (0%)	0 (0%)	0 (0%)

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