

Draft Handbook on: Planning and executing national online surveys for EUROSTUDENT

From the Intensive Seminar: “Planning and executing national
online surveys for EUROSTUDENT”; Berlin 16th - 18th of
September 2009

This handbook is lifted directly from the entries in the EUROSTUDENT project wikipages here:
http://eurostudent.his.de:8080/wiki/index.php/IS_OnlineSurvey. Please refer to the wikipages for
the most current version and for active links between sections

HIS:EUROSTUDENT IV

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Planning and executing national online surveys for EUROSTUDENT

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1. Introduction

On September the 16th to 18th the EUROSTUDENT Coordination team organized an intensive Seminar on “Planning and Executing national online Surveys for EUROSTUDENT” in Berlin. Before the seminar, topics were collected from interested members of the EUROSTUDENT network and presenters informed about the key issues.

12 countries took place in this fruitful workshop. During the 3-day seminar issues concerned with implementing online surveys during EUROSTUDENT IV and exchanged expertise on the issues have been discussed. Many problems and alternatives for their solutions have been mentioned. The seminar provided five presentations for a discussion input.

The presentations consisted of:

1. **Brief introduction to online surveys** *From Martin Unger*

2. **Test of survey methods within the 18. Social Survey. Comparison of paper/pencil survey and online test-survey;**

This method report looks at three main questions: Is it possible to realise a long survey with a lot of difficult and complex questions as a web-survey? Is the composition of the samples (gender, age, subject, HEI, social background etc.) and the response rate the same or different? Do the different methods affect the reported findings?

From Elke Middendorff

3. **Carrying out an online survey on living conditions of students. Evidences, examples and hints from the Swiss online survey 2009;**

The presentation consists of:

- Motivation of participation (*recruitment, letters*);
- Size and structure of the sample;
- Invitation;
- Register and administrative sources;
- Software;
- Advantages and “problems” of using an online questionnaire;
- Practical example of our online questionnaire (*messages of error, multiple choice questions, filter, finance data, etc.*). *From Valentina DeLuigi*

4. **Joint Data Hosting;** The presentation consists of:

- Practical planning of an online survey: i.e. questionnaire translations, contact-information, sampling, invitations, planning of field-phase (duration, communication, reminders), questions from participants.
- Execution of an online survey: i.e. programming (software, design and layout), routing, supplementary questions, testing, monitoring response, other issues.
- Common data hosting: i.e. planning, soft- and hardware available, ownership of the data, privacy issues, delivery of raw data, data cleaning.

- Services and responsibilities for national partners: e.g. sampling, translation, testing, background / population data, communication (to participants/ students/ partners/ HIS), data cleaning and –weighting.

From Anja van den Broeck;Lette Hogeling; Jessica Pass; Froukje Wartenbergh- Cras

5. Sticky Issues; The presentation consists of:

- The design of the questionnaire concerning complex questions, drop-outs and online checks
- Missings or Zero especially for EUROSTUDENT
- Sampling and weighting

From Martin Unger

After each presentation, individual elements of the presentation, general topics relevant to executing online surveys within EUROSTUDENT and topics that have been raised have been discussed.

Each participant of the seminar (Referees excluded) was assigned to a topic for which they acted as rapporteurs. On the final day, the individual rapporteurs had the possibility to summarise the issues raised during the seminar relevant to their topic area. This gave an excellent and intensive summary of the key topics mentioned and discussed in the seminar.

On the basis of discussions and contributions during and after the Intensive Seminar, a practical handbook is drawn up. This handbook emphasises the issues and problems which are commonly encountered whilst executing an online survey and the solutions used by different partners in order to deal with them. It will be continually updated and expanded.

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2. Outcome of the seminar

2.1. General notes on the intensive seminar

Here are some of the most common points made about online surveys and many of them were discussed during the seminar.

Advantages

- Most participating countries in the EUROSTUDENT project are doing their survey online. Using the same method in every participating country will help us to assure the international comparability and provide an opportunity to learn from the experience of others.
- The most common expectations of online surveys are regarding cost and time issues. Since the questionnaires do not have to be sent back and forth by postal mail, no postage occurs and the field phase might be shorter. Additionally, it is not necessary to enter the collated data into a database when the questionnaire is filled out online, the data is immediately available.
- With the help of good programming and filtering, it is possible to provide an individualized dynamic questionnaire. This can make a long questionnaire appear shorter for the individual, since some of the questions are not relevant for them and they will therefore bypass them.
- Filter guidance, checks of plausibility or leaving only certain formats for strings or numbers etc. help to avoid mistakes possibly made by the respondents and therefore insures a good data quality. For example, if a student receives state support, than it is expected that an adequate amount of income is specified by the respondent.
- Data quality is further improved by the fact that the respondents' data is input by them straight into the databank and must not be transcribed by third persons after receiving a paper questionnaire.
- It is possible to offer the survey in a variety of languages (used by the Swiss colleagues and the service)
- Additionally, this method presents the possibility of collecting para-data and information on how the questionnaires are filled in, which can be useful for further rounds of such surveys and can feedback into the development of questions and survey layout.

Disadvantages

- The programming of an online survey requires more time than layouting a paper survey.
- In some cases, response rates are lower than for paper-pencil surveys. Germany, for example, made the experience that it is lower (7%) for the online-survey than for the paper-pencil survey, with drop-outs included even 26%. However, Switzerland has a very high response rate for its online survey. In any case, it is much easier to simply enlarge the sample by sending out more invitations.
- The online questionnaire cannot be simply translated from a paper questionnaire so that changes in design and implementation are necessary. The reason is a different reading behaviour.

- There is some concern that more complex questions, which require time to answer (e.g. financial data) may be answered more superficially having a negative effect on data quality. Not being able to see the whole survey may also be disadvantageous.
- Participation in the survey will be affected by access to the internet. It is important to assure that all relevant target groups (e.g. full and part time students) are really reached.

For a general review of the issues and approaches to online surveys, see:

Mick P. Couper (2000): Web surveys - a review of issues and approaches, in: Public Opinion Quarterly Volume 64:464–494

2.2. Drawing a sample

General considerations

The four major steps of determining the sample population for recruitment are:

- Defining the population of concern
 - Specifying a sampling frame, a set of items or events possible to measure
 - Specifying a sampling method for selecting items or events from the frame
 - Determining the sample size
-
- The "population of concern" has already been defined by the EUROSTUDENT coordinators. National researchers may, however, want to include other groups in the survey for their national reporting as well, e.g. ISCED5B students or foreign students
 - In the study we are looking at specific characteristics of students and want to compare them. Therefore, these should be focussed upon when designing the sampling frame. What is important, that the sample must be random!, i.e. that each student has an equal chance of taking part in the survey. Secondly, the sample must represent each of the student subgroups by key characteristics, e.g. age, sex, subject studies and type of study course. This might require using a stratified sample in which the total sample population is divided into sub-groups and each of these is randomly sampled, e.g. females in bachelor courses for engineering.
 - For the key characteristics of the student body, national statistics can be used. An even better source are student records, which have more detailed information on students. These are available in Scandinavian countries (e.g. Finland and Norway) and are being introduced in others at the moment (e.g. in Romania). Drawing the final sample of students to approach is often not easy in countries without student records. In such a case, one option is to approach the institutions of higher education themselves (e.g. universities) and ask them to draw a random sample from their student population. This approach is used in Germany and Switzerland. This is also a way of dealing with anonymity issues (as the researchers can not match the ID numbers with the students' addresses).
 - It is important that the time gap between sampling and executing the survey is not too long, as students may have dropped out or completed their studies during this period

- The size of the sample depends on what we want to know and how much we want to know. If a study should simply provide an overall idea of students in a country, then a small sample can be used. However, if the analysis should also compare type of institution or regions within a country, a bigger sample is necessary. However, the more specific analyses of subgroups should be, the more difficult it is to get a valid reliable sample. That's why it is important to determine at the start, which characteristics are really important (age, gender, HEI, study field etc) and then make the sample accordingly
- A major issue is how to reach students in order to recruit them to the sample. The general problem is that national databases and university records may have basic information on students, including their postal addresses (e.g. for registration matters), but they do not always have students' current email addresses. Even if universities give their students email accounts, they may not use them. Of course this problem is negligible if students have to use their university email accounts, for example, to hand in their coursework (as is becoming common in the UK). One way of getting around this problem is to send students an invitation to take part in the survey by post (snail mail) (e.g. used in Switzerland and Germany)
- One further issue raised at the seminar was the concern for the increasing survey burden of students. There is an increasing number of surveys asking students about their courses, their satisfaction etc. One solution is to try to avoid selecting the same students for more than one survey so that the response burden is spread across the whole student population.

Advice on drawing a sample for E:IV

This advice is general and applies to any participating countries in EUROSTUDENT. It is not specific to online surveys. However, it may be useful.

How to define the size of the initial sample

A relatively small sample is needed for the participation in EUROSTUDENT IV. The reason therefore is, that we only need data on the national level for each country and we only compare large subgroups of students (e.g. male – female). This paper provides you with hints on how to calculate the "minimum" "sample size" (not on the actual sampling as this depends too much from the specific higher education systems) needed for each country. However, it may make sense to increase the sample size because a larger sample usually provides better data quality and is therefore more reliable. Furthermore, this would enable national researchers to make additional analyses, for example deeper analyses of smaller subgroups not of relevance in the EUROSTUDENT context.

The sample plan should start out from the EUROSTUDENT target group, which has been defined as follows:

- Resident students. Resident students are students who have finished their prior education (school) in the respective country regardless of their nationality. (Not citizenship, which may be different.)
- Full-time and part-time students by status. (Not by study intensity, which may be different and will be included in the analysis of the data.)
- Students in ISCED 5A-programmes

- All higher education institutions offering programmes at ISCED 5A and considered “normal”. In many cases this means only public, non-specialist institutions of higher education.
- BA, MA and all national degrees corresponding to ISCED 5A (E.g. traditional diploma, Lizentiat, national degrees in medicine. Short courses only if they are based on ISCED 5A)
- Distance students that study at a “normal” higher education institution, i.e. excluding institutions solely for long distance students like open universities and similar.

In order to draw an adequate sample of your students, you have to ensure that you have enough questionnaires returned from each subgroup of interest for EUROSTUDENT.

Very important subgroups of students

You should ensure to have a minimum number of questionnaires (at least 50) returned from each of these groups:

- Male students
- Female students
- Male first year students
- Female first year students
- Groups of students by type of institution (e.g. University vs. University of Applied Science vs. Teacher Training College)
- Students from low educational background (Father ISCED 0, 1, 2)
- Students from high educational background (Fathers ISCED 5, 6)
- Full-Time students (by formal status)
- Part-Time students (by formal status)
- Bachelor students
- Master students
- Other Types of degree programmes on ISCED 5A
- Students aged 18-24 years
- Students aged 25 years or over
- Students living with parents
- Students not living with parents
- Working students

Less important subgroups of students

To be able to provide all indicators used in EUROSTUDENT, you should also ensure a minimum number of returned questionnaires from these groups:

- Students with children
- Students from study locations with less than 100.000 inhabitants
- Students from study locations with more than 500.000 inhabitants
- Students living in own lodging/sublet/private flat
- Students living in student halls
- Students aged 20 years
- Students aged 21 years
- Students aged 22 years
- Students aged 23 years

- Students aged 24 years
- Students aged 25 years
- Students aged 26 years
- Students aged 27 years
- Bachelor students not living with parents
- Students from high education background not living with parents
- Students from low education background not living with parents
- Receivers of state support for students not living with parents
- Non-working students
- Students working 1-5hrs/wk
- Students working 6-10hrs/wk
- Students working 11-15hrs/wk
- Students working more than 15hrs/wk
- Students in engineering studies
- Students in humanities/arts
- Students by year of study
- Students with study experience abroad ("mobile" students)
- Students with low education background, who have not been abroad
- Students studying engineering, who have not been abroad

Calculation of the minimum sample size needed

For the calculation of the sample size, you may assume the following:

- Return rate: 20% (conservative)
- A minimum of 50 questionnaires per subgroup is needed for analysis.

That means, the "initial" sample size for each subgroup should be 250 questionnaires.

The calculation of the sample size has to consider several characteristics of the national higher education system. For example the different types of institutions, different degree types, different shares of full- and part time students, gender segregation by field of study and so on. Hence, it is not possible here to provide a formula that fits all countries.

Instead, we will provide you with a very simple formula that allows you to calculate an approximated value of the minimum sample size needed. In any case, you have to do a proper random sampling based on the real data of your student population considering the subgroups listed above. However, for a first and rough calculation of the sample size, the following will do:

Take the number of different degree programmes (e.g. Bachelor, Master, Lizentiat) per type of higher education institution (private universities, public universities...) in your country and multiply it by 2.000. That will provide you with enough questionnaires to be able to provide data on most of the very important subgroups listed above – unless a certain subgroup is very small in your country. In such a case, you should add questionnaires for oversampling that group. However, this formula gives you only an approximated value of the sample "size". It is not a substitute for a proper random sampling as such!

Table : Rough formula to calculate a minimum sample size

Type of Institution	Type A	Type B	Type C	Type D	Sum
Type of Degrees					

- x different types of programmes * 2.000
- expected return rate 20%

Example : Country with a diversified HE system

Type of Institution	Public Universities	Public Univ. of Applied Sciences	Private Universities	Teacher Training Colleges	Sum
Type of Degrees	BA, MA, Dipl.	BA, MA	BA, MA	BA, Dipl.	9

- 9 different types of programmes * 2.000
- expected return rate 20%

Example : Country with a homogeneous HE system

Type of Institution	Public Universities	---	---	---	Sum
Type of Degrees	BA, MA	---	---	---	2

- 2 different types of programmes * 2.000
- expected return rate 20%

Why do we focus here on the type of institution and the type of degrees? We assume that students attending a private or public university or an UAS are different, e.g. by their social background. Moreover, we assume that the Bologna-Structure of degrees (BA, MA) is of special interest for international comparisons. That's why we regard these two characteristics as the "basis" for any sampling.

Further considerations

As mentioned above, you have to consider real data about your student population or – in absence of data – use assumptions, for a proper random sampling. If you want to provide all indicators needed for your country, you have to ensure that you have at least 50 questionnaires for analysis from each of the groups listed above. E.g.: If we assume that 5% of the students have been enrolled in a foreign country ("mobile students")* we need to have an initial sample of 5.000, of which 1.000 will participate (20% return rate) so we will end up with 50 mobile students in the realized sample. In such a case, an initial sample of 5.000 is the minimum – regardless of the shape of your higher education system (if 10% of your students were mobile, a sample size of 2.500 would do it). Hence, when you do your real sampling, you have to consider such assumptions for all the subgroups listed above. Thus, the general formula above cannot be used to decide how many questionnaires should really be sent to each type of degree programme per

institutional type. Instead, you have to carefully sample your students to ensure that each of the subgroups listed above receives at least 250 questionnaires.

- Be aware that we are surveying students not graduates. Hence the rate of mobile students is relatively low, because it includes beginners as well who did not yet have the chance to be mobile.

However, questionnaires will usually "not" be sent equally to all groups, but some groups have to be oversampled according to the real number of enrolled students ("quota sample"). This oversampling has to be corrected in the final data set by weighting the data.

- Hence, if your budget is limited, you should invest in a very detailed planning of your sample to use your resources as efficient as possible while still gaining enough questionnaires for each group of analysis. Or in other words, the more limited your budget is, the more you should pay attention to sampling of your student population. "Please do not hesitate to contact us if you need further assistance with that!
- (Further weighting (post stratification) is usually needed, because we have a different share of non-responses in different groups.)

An alternative

You may also use the considerations above to calculate your sample the other way around: Fix your sample size according to your resources and then check with the rough formula presented here on what level you can do analysis and what kind of indicators you can calculate. For example, if your budget allows you to send out 20.000 questionnaires, you can estimate how many questionnaires you can expect from each subgroup according to the specifications of your HE-System.

Invitations sent via email

If you have chosen to do an online survey and if you have the possibility to send the invitations for the survey by email, you should consider increasing the sample size, because this may be done with nearly no extra costs.

2.3. Inviting participants and encouraging participation

Approaching the students

Motivation for survey participation depends on numerous factors and is to degree country and target group specific. It depends on inter alia:

- perceived importances of the issues
- belief that participation can lead to improvements
- scope and significance of the survey
- material incentives or similar

The challenge is to ensure a good understanding of the purpose of the survey. Most surveys emphasise that the students' participation is important, because the results can lead to improvements to their lives and the lives of other students.

For their last round the Swiss colleagues thought of some activities to make the survey and its purpose public. For the advertisement they:

- used different ways of distributing the information like posters, flyers, newsletters or e-mails
- wrote articles for various university newspapers about the survey

Involving the Students Union, addressing student's media, but also internet community fora, such as Facebook could be another way to address students. At the same time, the seriousness of the survey must be clear. The German survey team have a special website with information on the previous surveys and their. The Austrian colleagues send a brochure using previous results along with their invitation.

The experience of the Swiss team was not to start too early with the advertisement, but around three weeks before the survey.

The invitation to participate

A convincing invitation letter is the key to motivate a student to participate in the survey. It has to contain the information about the purpose of the survey, the user name and the password for the student to access the online survey and the deadline. It is very important to assure the student that his or her privacy is a priority and no other person or institution could access his/her answers (Austria has a link to an official privacy document assuring anonymity of the respondents). The letter should also contain the contact information of the researchers in case of problems or questions.

Organisation behind the survey

Two important questions regarding its contents are:

- Which organisation should formally invite students to take part in the survey (government, research institute)?
- Should it be advertised as a national or international survey?

In the case of Switzerland, the invitation is officially sent by Statistics Switzerland. In the case of Germany, the invitation comes not from the ministry, but from the organisation responsible for providing student affairs services. Whilst in Switzerland, this official character is received positively, the German team feel that students might be cynical about an invitation coming straight from the ministry, which could suggest the use of the data as a political instrument and not an independent assessment of the real situation of students.

In some countries, such as Slovenia and Bulgaria, a reference to the survey being international gives it an extra legitimation. This may be related to some students feeling that their countrymen will not assess the situation objectively. In other countries, such as Germany or Austria, the reference is of less importance.

Mode of delivery of the invitation

There are two options, by postal mail or by email. The pros and cons can be sketched as follows, based on the discussions and presentations.

Sending a letter by post

Pros	Cons
More personal	Expensive (due to printing and postage costs)
If it is very official, it makes students feel, that this is very important	In some countries the official letter can have the opposite effect: students do not want to do anything that comes from the government
Has bigger possibility, that the letter will reach students as their home addresses do not change as fast as their e-mail addresses	It is becoming an unusual medium for some students - they are more used to emails
When students actually make the effort to go to the computer and log on to the survey, they are more likely to answer to all of the questions and to do it with more thought	Risk of lower response rate, because students have to change mediums – take the letter on paper and go sit behind the computer (however, in Germany and Switzerland this was not the case)
The letter on the kitchen table works as a reminder itself	

Sending an email

Pros	Cons
Reaches more potential respondents	Addresses might change often; the letter may easily end up in the SPAM folder
Cheaper	Only very short and explicit emails are read, so no option to give long explanations and instructions
This might be the more usual form of communication for students	Students may get a lot of email letters inviting them to participate in a survey – harder to convince them to actually take part in this one
	If you spell even one letter wrong in the e-mail address, the letter will not be sent (in the case of a snail mail the post-office workers are more likely to understand the address, even if you spell something wrong)
Emails can easily be individualised for special target groups	It may be difficult to reach all types of students (which will lead to the requirement for more careful sampling)

In Estonia and Finland much university communication is done through email accounts. For this reason, they are sure to reach most students through emails. The Dutch colleagues have specialised in approaching survey respondents by email. The last round of the Irish survey was online and the resulting sample had an underrepresentation of part-time students.

Below, you will see the Dutch example for an email invitation letter:

Dear Student,

How would you assess the quality of your Bachelor's programme? Are you satisfied with the teachers, the quality of education, computer facilities, or the possibilities to participate in foreign exchange programmes? The Dutch weekly paper Elsevier conducts a survey amongst students of the University Colleges Maastricht, Utrecht, and Middelburg. The research is carried out by ResearchNed Nijmegen. Your email address has been provided by your college and will be used only for the Best Studies 2009 project.

You can find the questionnaire by clicking on the link below.

<http://s8.rn.nl/mriWeb/mriWeb.dll?!.Project=EFR09UC&wachtwoord=t7814efgba>

If this link doesn't work, you can also find the questionnaire on the following website: <http://www.bestestudies.nl> Your access code is: t7814efgba

Answering the questionnaire will take about 8 minutes of your time. It is possible to stop during the questionnaire and resume later on.

Please read the instructions for each question carefully.

1 Apple MacBook Pro and 5 Flip Video's will be drawn amongst all participants who completed the Elsevier questionnaire. After submitting the survey, you are informed right away whether you have won one of the 5 Flip Video's. When this survey research is finished, the winner of the MacBook will be drawn amongst all participants.

For questions or remarks regarding this research, please contact: bestestudies@researchned.nl.

Thank you in advance for your participation.'

Best regards,

Dr. Anja van den Broek, project manager

Incentives

The majority of online surveys use some kind of incentive as they have been found to encourage participation. There are three types of incentive:

- Incentives given to all participants, e.g. Germany/HIS has given students who took part in a particular survey postage stamps as a symbolic gift. Other variations might be vouchers for music or books.
- Lottery prizes, given only to a few. In The Netherlands, for example, the participants in one survey could win a computer or one of five ipods. The Polish colleagues are considering approaching a sponsor to fund this type of gift.

- Soft incentive. The design and purpose of a survey can also play a major part. The questionnaire should be as easy as possible to follow. The participant should be encouraged, for example, to fill out the survey by emphasis on why certain questions are asked or by asking students to express their feelings towards current discussions or their demands. The Czech colleagues have introduced some additional questions into their survey which make reference to discussions in Czech higher education, in order to give students the feeling that their opinion counts. Participants can also be offered a copy of the final report of the study if they wish it.

It should be noted that in the case of the first two types of incentives, the respondents will have to give up their anonymity, if they the incentive is delivered later, e.g. by email or post.

Additionally, material incentives might attract a certain type of respondent and, indeed, such incentives might place a burden on intrinsically motivated respondents or even drive them away.

Literature reference: Göritz, A.S. (2006): Incentives in web studies: Methodological issues and a review. In: International journal of internet science, Vol. 1, No. 1, 58-70.

2.4. Designing an online survey

Considerations for design

The basic approach should be to design the survey so that it is easy as possible to complete for the respondent. This might mean that it is more difficult for you! In other words, more programming is necessary to individualise the survey in such a way that each respondent has to spend a minimum amount of time and effort completing the survey.

Layout

- Besides programming, design is an important factor. It is vital that the aesthetic qualities of use of page and indeed of colour are carefully considered. This can make the survey appear better structured and even 'lighter'.
- Since the reading behaviour of respondents is different on the screen, the layout is more important than for a paper version. It should be clear to the respondent on what part of the survey they are on, what is coming next and how far do they still have to go.
- The German test of an online survey showed that students asked to reply yes or no to the question of whether they had a disability were less likely to give an affirmative response than students who could see the list of possible disabilities. Therefore, it is very important for respondents to have the opportunity to go back to questions they have already answered and possibly correct them.
- Special attention should be paid to complex questions such as those on student income and expenditure and their "time budget". The German test showed that less students filled in these questions in comparison to the paper version.
- Some studies have shown that an online survey should not take longer than 20 minutes. The experiences of Austria, Germany and Switzerland, however, contradict this. The German study showed that the first six minutes are particularly important for getting students 'into' the survey. It is also good practice to give the respondent an idea of how long it will take. If

there is concern that students are going to drop out before the end and, therefore, important questions will not be dealt with by a large section of the respondents, there is the option of organising the sections in such a way that their order is not always the same but randomised (no-one at the seminar had had experience of using this feature).

- Recommendations from the seminar are:
 - clear navigation bar in order to go forward and back
 - an index bar showing all the survey topics (both completed and still to come)
 - progress bar on survey completion
 - the use of explanations for difficult questions
 - the opportunity for students to leave the survey and return later (e.g. when they have more time or the required information)

Reference: Presentation from Elke Middendorff on comparison between paper and online surveys

Plausibility check and help messages

- Checking the information or data entered should be automatic wherever possible. Examples are total sums for expenditure entries, maximum numbers for children or age.
- Error messages can then be used to highlight problems. For the Czech survey students then have to resolve the problems before they can continue, whilst the Austria and Swiss surveys provide the information, but let the student choose "ignore" and continue. There is an argument for not using too many error messages, but only to assign them to important questions, as they may disturb the respondent, who then quits the survey. Therefore a balance between error messages and allowing respondents to continue must be found.
- For complex questions where numbers must be filled in, it is important to be able to distinguish between a zero and a non-response. This issue is relevant in the EUROSTUDENT survey for financial data and information on time budget. Experience has shown that students with, e.g. nil hours working, will leave the field blank, just as those students do, who do not work. None of the partners has yet found a perfect solution to this problem, which means that it must be dealt with in data cleaning.
- In cases where plausibility checks are not possible or not desirable, it may be useful to use help messages, which explain more about what is expected of the respondent. These may take the form of FAQs.

Reference: Presentation from Valentina DeLuigi on Swiss online surveys

Filtering of respondents

- One of the advantages of online surveys is the possibility to personalise the questionnaire by applying filters. In this way, respondents can avoid questions which are irrelevant for them. This has the effect of reducing the time for completing the questionnaire and keeping the respondent motivated during the survey, therefore reducing drop-outs.
- With very long surveys, it is also possible to modularise the survey so that not all students cover all sections of the questionnaire, e.g. a randomised group are asked about their time budget but not their monthly expenditure and another randomised group about their monthly expenditure but not their time budget. However, only certain software applications offer this feature and the sample must be big enough.

User friendliness

- A paper survey can be put on a pile and returned to later. Therefore, it is good practice to allow the respondent to interrupt filling out the survey and return to it again later.
- This might be especially important for topics such as financing, where a student may want to look up certain information.

Pre-test

- Countries that do the survey for the first time should do a pre-test of more or less 3 weeks; the sample chosen for the pre-test is, of course, less important than for the test (in Switzerland, 2000 people, against 20.000 for the survey); the questionnaire should not be complicated and should contain less questions; it is suggested that the students taking part in it are informed it is a pre-test; it is also important that testers have the possibility to write their comments on the formulation and layout of questions.
- Some countries complement the online pre-test with face-to-face meetings. Austria relies a lot on the pre-test to find out where the problems are. In this country a pre-test is carried out among experts first, then using focus groups (in which students are paid 35€ for 2 to 3 hours' collaboration) before the field pre-test.
- The EUROSTUDENT core questions have been used previously for national surveys, so they are largely proven (see handbook for which questions are new: [[ReviewQ]]). However, there are two points, which make pre-tests advisable even here:
 - national context or expectations may lead to problems or uncertainties with certain questions
 - in the main, the EUROSTUDENT core questions have to be translated into national language, which may lead to new problems
- Pre-testing of the online survey is, nevertheless, important for all countries as the additional programming possibilities (e.g. filtering and plausibility checks) need testing. These should also be tested in different browsers and on computers with different operating systems in or to assure their operation irrespective of the computer used.

2.5. Managing the survey

Length and date of field phase

- The length of the field phase is often ± 2 months. Often replies still come in several days after the deadlines. The German test found that the majority of potential respondents had filled out their survey by the fourth week and a further 2 months in the field phase led to very little change in the overall response rate (from 23% in week 5 to 24% in week 11+).
- If possible, the examination period should be avoided (exception: Belgium/Flanders where many questionnaires were filled in during the June examination period). During the field phase a hotline should be set-up, which is reachable for respondents at any time of the day, by phone and/or by mail. Switzerland mentions contact persons at the bottom of each

window. The number of reminders was also discussed as well as when they should be sent (several days after the deadline).

- It makes a difference, when the survey is carried out. This is the reason why it would be desirable (but is not yet possible) to get all countries to execute their survey at the same time. Two examples are financial issues and satisfaction ratings, which might both be seen more critically at the end of a study year than at the beginning.
- The online survey must be available 24/7. Whilst the majority of respondents to the German survey did so in normal working hours (74% between 8.30 and 18.30), 13% took part between the hours of 0 and 8.30. Other national surveys show different patterns.

Reference: Presentation from Elke Middendorff on comparison between paper and online surveys

Respondent statistics

- One clear advantage of an online survey is that the field phase can be observed up to the minute via respondent statistics. This administrative data shows how many students have taken part up to a certain time and at what point in the survey they might be dropping out.
- Close attention to this data is also necessary to assure that there is no systematic problem with access to the survey, e.g. access by only certain types of computers or browsers, problems with passwords, server overload.
- Respondent statistics can also be used to clean some of the data as superficial "clickers", who don't spend time trying to honestly answer the questions can be identified and deleted easily.

Reference: Presentation from Lette Hogeling on online surveys and the Central Survey Hosting service

Reminders

All the experiences discussed at the seminar confirmed the importance of roughly two reminders in order to encourage further students and ensure a large enough sample.

Reference: Presentation from Valentina DeLuigi on Swiss Online Survey

2.6. Preparations for data delivery to EUROSTUDENT

General approach

- This is not specific to online surveys. However, countries using online surveys will have the advantage that the respondents' data is already saved in a databank.
- The data delivered to the HIS coordinators must already be cleaned and checked and must be representative of the country in which the survey was carried out (i.e. weighted).
- The data delivered to the EUROSTUDENT coordinators is not micro-data, but aggregates according to the indicators and tables which have been defined. The Consortium is currently

drafting a handbook, which will specify indicators and tables and how to enter the data into the Data Delivery Module.

- A further development will be a standard flat file, which can be used to deliver the data for the Data Delivery Module electronically.

2.7. Central Survey Hosting

What is CSH?

EUROSTUDENT IV offers at least five countries the chance to host their online survey centrally and at no costs. That means, we offer the technical infrastructure to run the EUROSTUDENT questionnaire as an online survey. However, participating countries still have to prepare the survey, do the data preparation and analyze the data themselves (details see below).

The centrally programmed questionnaire can be adapted to national requirements (e.g. different types of HE institutions, different degree programmes, and different student support systems) and further national questions may be added (details see below).

Several countries already made use of this service successfully in EUROSTUDENT III.

Advantages of a central survey hosting

There are two big advantages of such a central survey hosting:

First of all, it is cheaper if the questionnaire is programmed only once for several countries. Secondly, a high standard of online surveying can be achieved more easily. This refers e.g. to layout, filters, error treatments, monitoring of the return rate, the stability of the technical infrastructure and data security. Moreover, the centrally programmed survey implements the common standards for online surveys as agreed upon by the EUROSTUDENT coordinators and discussed at the Intensive Seminar on online surveys, Berlin 16-18.9.2009 .

This will be supervised by the coordinators of EUROSTUDENT. Using this infrastructure will increase data quality and hence the comparability of the data – a benefit for all members of EUROSTUDENT IV and not only for those countries making use of the CSH.

Furthermore, some countries are interested in sharing their raw-data with others for a deeper comparative analysis. Such an exchange would be easier for countries participating at the CSH (because the data sets will have the same structure). However, it is in any case the sole decision of participating countries if they want to share their data or not.

Who will take part (update: 18.11.09)

- Croatia
- Denmark
- Malta

- Poland
- Slovenia

3. Annex: Discussion inputs/Presentations

3.1. Introduction to the online surveys by Martin Unger, IHS

Pros and Cons of Online Surveys

- + Cheap
- + Individualized, dynamic questionnaires (better data quality)
- + Immediate availability of data
- + Can be quite a long questionnaire
- Answers more superficial/ ad hoc (less data quality)
- Selection bias?
- Yes but

“Open questionnaire” – public website

- + Anonymous
- No control who participates
- No control how often a person participates
- Not possible to interrupt answering
- “Dirty sample”

→ Not an option for E:IV

Survey protected by individual Password

- + Possible to interrupt answering
- + Control “who” participates (random sample)
- + Everybody participates only once
- + Different versions of questionnaire by password
- ? Anonymity ? Technically vs trustfully ?
- ? How to deliver passwords

→ Desirable option for E:IV

Password delivered by snail mail

- Expensive
- “Individualization” by target group even more \$
- Change of media needed (lower return rate)
- If anonymous, reminder difficult
- + Anonymity can be ensured trustfully
- + Further info can be provided (folder)
- + Postal address not case sensitive

→ Possible

Password delivered by E-Mail

- Addresses may change often, case sensitive
- Only very, very short E-Mails are read

- ? Maybe technically anonymous, but trustfully ?
- ? E-Mails, esp. Private E-Mails available ?
- ? Inflation of online surveys advertised by E-Mail
- + Cheap
- + Targeted reminders possible
- + Immediate control of access by groups
- + Easy “individualization”

→ Possible

The questionnaire

Its not a translation of a paper questionnaire !

People hardly read on screen!

- Design and Layout are very important
- Interactive, dynamic, “personalized”: As more suited to individual situations, as less drop-outs
- Make it as easy as possible for respondents (use checks carefully, error messages, complicated questions, allow back moving and interruption)

3.2. Test of survey methods within the 18. Social Survey. Comparison of paper/pencil survey and online test-survey by Elke Middendorf, HIS

Test of survey methods within the 18. Social Survey

- I Introduction: Motives and design of the test
- II Main test results
- III Methodological notes and conclusions

I. Introduction, motives and composition of the test

Motives:

- common trend to online-questioning
market research → social science
- expectation of various advantages:
lower costs, shorter duration, less mistakes
- embedding in EUROSTUDENT:
Aim: internat. comparability, even referring to survey method

⇒ Consideration, if German Social Survey should/ could join this trend and if yes: under which prerequisites?

Questions:

¿Is it possible to realize such a long survey with a lot of difficult and complex questions as a web-survey?

¿Is the composition of the samples (gender, age, subject, HEI, social background etc.) realized via online-survey and paper-pencil questionnaire the same?

¿Is it possible to continue the (long) time series already existing?

Test design:

→ maximal possibly correspondence of sampling and questioning

- random sampling at HEI: every 27th student, 20% of which for online-survey
- corresponding questionnaires (formulation, order of question/ categories)
- layout as close as possible to the corporate / traditional layout
- no use of all the technical possibilities software offer in order to avoid or lower mistakes

Three dimension of comparing the methods

1. Response: rates and styles of response
2. Composition of realized samples
 - socio-demographic characteristics
 - characteristics of study program
3. Findings to (central) subjects of the survey

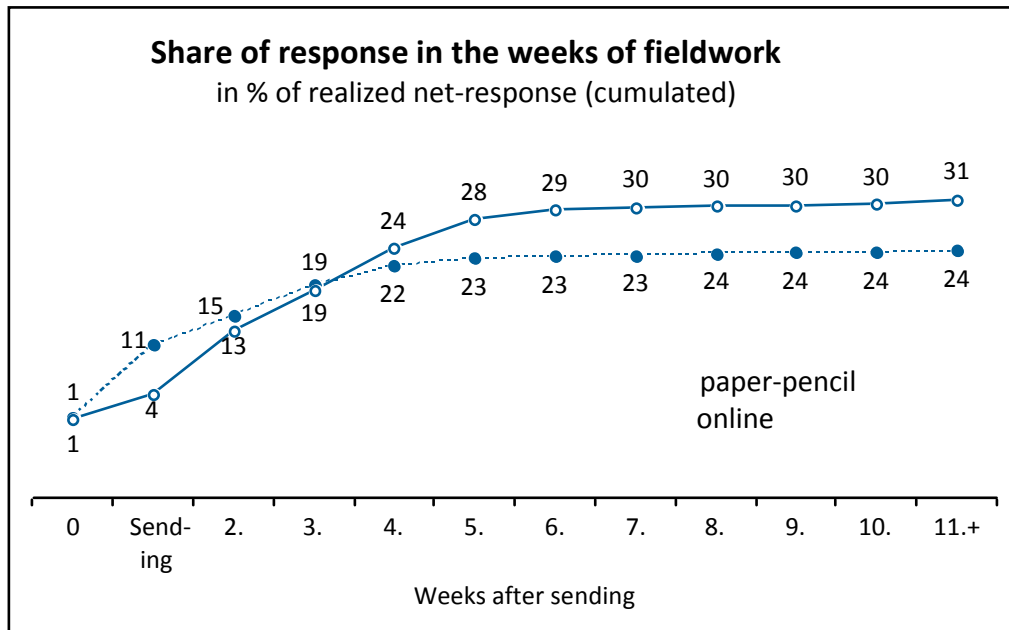
II. Presentation of central results in comparison of the method

1. Rates and styles of response
2. Sample composition
 - 2.1. Socio-demographic characteristics

- 2.2. Characteristics of study program
- 3. Critical differences of selected contents
 - 3.1. Study funding
 - 3.2. Accommodation
 - 3.3. Time-budget for study and employment

Rates and styles of response

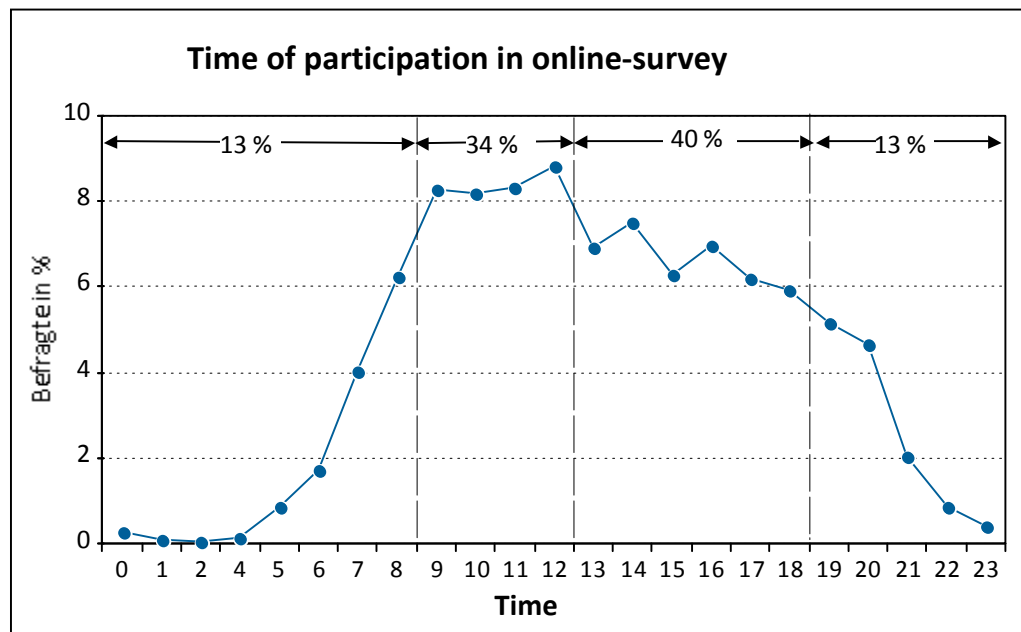
Response ra-



18. Social Survey

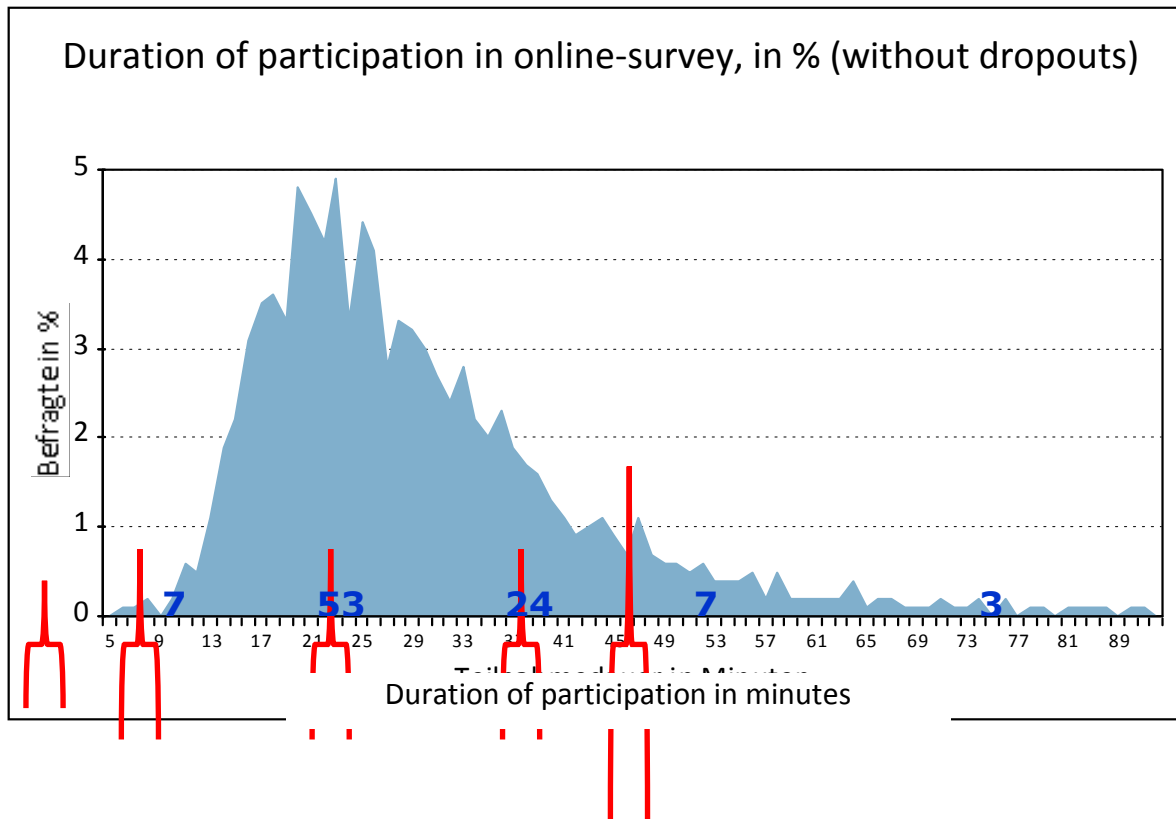
DSW/HIS

Time of participation



DSW/
HIS
18. Social Survey

Duration of participation



DSW/HIS
18. Social Survey
online

Item-Nonresponse

Average amount of Item-Nonresponse according to duration of participation in minutes
(without dropouts)

Duration of participation in minutes	Number of respondent	Amount of Item-Nonresponse	
		arithm. Average	Medi-
bis	16	4	2
16'	1.36	2	1
31'	62	2	1
46'	18	2	2
61'	8	2	1
Interrupted without time designation	14	2	2

Average amount of Item-Nonresponse on method

Online-	2.56	2	1
Paper/ Pencil	16.45	2	1

DSW/HIS 18. Social survey online

Differences in survey situation

- Δ possibilities to self-determine the order of answering the questions
- Δ (obviously) possibilities to interrupt the response
- Δ overview of questionnaire content / the scope of meaning of questions

Possibilities to optimise response-rate in online-surveys:

- “constantly visible“ contents / index of survey topics
- may additionally be used as a “progressing bar“
- dropout link in order to show, that interruption of participation is allowed and in order to facilitate an interruption (with demand for e-mail address to send a reminder with a link for returning directly)
 - user-friendly passwords, e.g. instead of s9zcDxd3 → ThreeFoot

Handicap/illness of students by survey method and type of study program (in %)

Type of study	Handicap/illness	online	Paper/ pencil
In Total	no	91,0	82,3
	yes	9,0	17,7
First-year students	no	90,9	82,2
	yes	9,1	17,8
postgrad. Studies	no	92,1	82,8
	yes	7,9	17,2

DSW/HIS 18. Social Survey

Relevance of knowing the scope of possible meanings of a question

PHYSICAL HANDICAP

Do you have a chronic handicap/ illness?

- No
- Yes, a handicap/ chronic illness

Weiter

2.4 Other critical findings: Accommodation, time-budget,

- students questioned via online-survey
 - are more satisfied in general with their accommodation
- students questioned via online-survey
 - named less hours per week spent on courses (-0,5 h/w)
 - named less hours per week spent on other study-related activities (-0,7 h/w)
 - no differences with regard to time for employment & employment rate

III. Methodological notes and conclusions

- Evaluation by GESIS
- Workshop with extern experts, project sponsors and clients

Method

- paper/ pencil- and online-surveys are the most similar survey methods compared to other enquiries (e. g. face-to-face interviews, CATI)
 - both are self-administrative and visual
 - the experiment carried-out is the most appropriate method for measuring the equivalence between this two surveys
 - it is important not to leave the decision on participants on which kind of survey (online / paper-pencil) they would like to take part
- otherwise it would cause biases within the sample without the possibility to attribute the reasons for the biases.
- the main problem – availability due to a lack of internet connection (“online-penetration-rate”) - is no difficulty if students are surveyed

Differences between the instruments

- Additional instructions can lead to additional responses

<p>What are your average monthly expenses for the following needs?</p> <p>What do you pay by yourself? What is paid by your parents, as the case may be?</p> <p>Accommodation (including utilities, water, electricity etc.)</p> <p>Food (including meal in canteens, cafeteria, restaurants or similar)</p>	<table border="0"> <tr> <td style="text-align: center;">I pay myself</td> <td style="text-align: center;">Paid by parents/partner</td> </tr> <tr> <td style="text-align: center;">€ per month</td> <td style="text-align: center;">€ per month</td> </tr> <tr> <td style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> </td> <td style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> </td> </tr> <tr> <td style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> </td> <td style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> </td> </tr> </table>	I pay myself	Paid by parents/partner	€ per month	€ per month	<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>
I pay myself	Paid by parents/partner								
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<p>Accommodation (preparation/ revision, reading textbooks, papers/assignments, library research, meeting teachers)</p>	<table border="0"> <tr> <td style="text-align: center;">I pay myself</td> <td style="text-align: center;">Paid by parents/partner</td> </tr> <tr> <td style="text-align: center;">€ per month</td> <td style="text-align: center;">€ per month</td> </tr> <tr> <td style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> </td> <td style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> </td> </tr> </table>	I pay myself	Paid by parents/partner	€ per month	€ per month	<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>
I pay myself	Paid by parents/partner						
€ per month	€ per month						
<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>						

(P. 43)

Bias due to implementation

- Format of answer-box gives advices for the expected precision of a response.
Impact: less precise statements in online-surveys

How many hours per day did you spend on the following activities during your last "typical" semester week in 2009 summer semester? Figures for each weekday in hours. Please round to full hours!

Courses (lectures, seminars, practical training/internships, etc.)
Other study-related activities (preparation/revision, reading textbooks, papers/assignments, library research, meeting teachers during office hours, etc.)
Paid jobs/work

Zeitaufwand in der vergangenen Woche

	MO	DI	MI	DO	FR	SA	SO
Courses							
Other study-related activities							
Paid jobs/work							

	MO	DI	MI	DO	FR	SA	SO
Courses (lectures, seminars, practical training/internships, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other study-related activities (preparation/revision, reading textbooks, papers/assignments, library research, meeting teachers during office hours, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Paid jobs/work	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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- Protracted questions lead to less responses

02. What main subject(s) are you studying in the 2009 summer semester?
Please enter the number of the appropriate, or most closely approximating, area(s) of study from the list on the opposite page.

1st subject
 2nd subject (if applicable)

LIST OF AREAS OF STUDY
- needed for answering question 3

Sollte Ihr Studienfach keinem der aufgeführten Studienbereiche zuzuordnen sein, dann geben Sie bitte bei Frage 2 die genaue Bezeichnung Ihres Hauptstudienfachs an.

Sprach- und Kulturwissenschaften	Mathematik, Naturwissenschaften
11 Evangelische Theologie, - Religionslehre	40 Mathematik, Statistik
12 Katholische Theologie, - Religionslehre	41 Informatik
13 Philosophie, Ethik, Religionswissenschaft	42 Physik, Astronomie

In welchem 1. Studienfach sind Sie eingeschrieben?
Sollte ihr Studienfach nicht aufgeführt sein, tragen Sie bitte die genaue Bezeichnung in das Eingabefeld ein.

Bitte anklicken und auswählen

Sonstiges, und zwar

(P. 33)

Conclusion: Causes of differences

Regarding the quantity and quality of answers

- Different compositions of samples
 - e.g. no internet-connection of possible subgroups

→ **not solvable**

- Difference between instruments
 - e.g. different formulations of questions and instructions

→ **solvable**

- Bias due to implementation
 - e.g. missings due to technical implementation of long lists

→ **mainly solvable**

Recommendation

- long-term change-over to online-surveys
- before change: Setup of an online time-series
- methodological refinement in the next two rounds while using online-advantages
- at least two more surveys in both methods
- advantages:
 - changes due to the method can be differentiated from changes that happened over the time
 - prevention of a discreditation of results due to methodological failures
 - cost-efficiency in the long run

3.3. Carrying out an online survey on living conditions of students. Evidences, examples and hints from the Swiss online survey 2009 by Valentina DeLuigi, Swiss Statistics to the online surveys by Martin Unger, IHS

Contents

1. The Swiss online survey (2005 and 2009)
2. Student population
3. Why an online survey?
4. Lessons learnt from the online survey 2009
5. Layout of the online survey 2009

1. The Swiss online survey: brief overview

- Pilot (one year before, online)
Main survey (online)
Letter & two reminders
Password and identification number
Three languages (D, F, I)
- Same set-up as 2005
Four languages (online D, F, I, E)

2. Student population

- Sample: UNI and UAS, 20.000 students
- Sample based on student register
- Sampling method: stratified random sample by higher education institution / fields of study
- HEI provide the addresses

3. Why an online survey?

- Access
- Filters
- Data cleaning
- Less expensive
- 2005: excellent experience

4. 2009 Survey:

First step, advertising


- Advertising in HEI (posters)
- Articles in HEI newspapers/newsletters
- Email to students
- Flyer with the first letter

Online features

- Field phase: April-May 2009

- Survey institute: responsible for layout, programming
- Tests: server, languages, filters, error messages, etc
- Software used: ConFirmat from Norway firm FIRM A/S in Oslo (version 12.5)

First contact, letter


 Schweizerische Eidgenossenschaft
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Département fédéral de l'intérieur DFI
 Office fédéral de la statistique OFS
 Direction

P.P. - CH-2010 Neuchâtel, OFS, 53 BILD-0

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 «PLZ», «Ort»
 «Land»

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 Collaborateur/trice responsable: Laurence Boegli
 Neuchâtel, mars 2009

Enquête sur la situation sociale et économique des étudiant-e-s des hautes écoles

[Madame] / [Monsieur]

Bologne est une réalité!

Quelles incidences ces réformes ont-elles sur vos études? Pour juger de la situation, les instances politiques ont besoin de données pour l'ensemble de la Suisse sur des thèmes tels que le logement des étudiant-e-s, leurs activités rémunérées, les bourses d'études ou la mobilité.

C'est pourquoi, après l'enquête de 2005, l'Office fédéral de la statistique OFS lance pour la deuxième fois une enquête nationale sur les conditions de vie et d'études des étudiant-e-s dans toutes les hautes écoles (universités, écoles polytechniques, hautes écoles spécialisées et hautes écoles pédagogiques).

Vous faites partie des personnes tirées au sort à l'aide des numéros matricules pour participer à cette enquête. Vos coordonnées nous ont été transmises par votre haute école.

L'étude est réalisée grâce à un questionnaire online, disponible à l'adresse ci-contre.

Nous vous sommes très reconnaissants de répondre au questionnaire jusqu'au 15 avril 2009 au plus tard.

<http://www.gfk-online.ch/etudes>

Vous accédez alors à votre questionnaire personnel en inscrivant les informations suivantes:

Nom d'utilisateur: [XXXXX]
 Mot de passe: [YYYYY]

Office fédéral de la statistique OFS
 Laurence Boegli
 Espace de l'Europe 10, CH-2010 Neuchâtel
 Tél: +41 32 71 36115, fax +41 32 71 36107
 Laurence.Boegli@fs.admin.ch
 www.statistique.admin.ch

L'enquête est cofinancée par l'Office fédéral de la statistique OFS et le Secrétariat d'Etat à l'éducation et à la recherche SER. Les informations que vous nous communiquerez seront traitées de manière rigoureusement confidentielle et dans le strict respect de l'anonymat.

Le temps nécessaire pour répondre à l'ensemble du questionnaire, disponible en français, allemand, italien et anglais, est d'environ 30 minutes. Vous avez la possibilité d'interrompre momentanément votre participation et de la reprendre ultérieurement à l'endroit où vous l'avez arrêtée.

Il est déterminant que toutes les personnes contactées répondent au questionnaire, afin que nous disposions d'une image aussi complète que possible de la situation. Le succès de cette enquête dépend de votre participation!

Pour toute question ou tout complément d'information, vous pouvez vous adresser à l'Institut mandaté par nos soins pour programmer le questionnaire: GfK Switzerland AG, tél. 041 632 90 63, courriel: etudes@gfk.com.


Nous vous remercions d'ores et déjà de votre précieuse collaboration et vous adressons nos salutations les meilleures.

Office fédéral de la statistique OFS

Jürg Marti
 Directeur

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1rst reminder



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Département fédéral de l'intérieur DFI
Office fédéral de la statistique OFS
Division Education

P.P. CH-2010 Neuchâtel, OFS, 63 BILD-0, SUD-1

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Collaboratrice responsable: Laurence Boegli
Neuchâtel, le 05 avril 2009

Rappel

Enquête sur la situation sociale et économique des étudiant-e-s des hautes écoles

[Madame.] / [Monsieur.]

Il y a quelques temps, vous avez reçu de l'Office fédéral de la statistique un courrier vous demandant de participer à l'enquête susmentionnée. Nous vous adressons aujourd'hui ce rappel car le succès de l'enquête dépend de la participation du plus grand nombre possible de personnes, indépendamment de leur situation.

Par conséquent, nous vous serions très reconnaissants de bien vouloir remplir le questionnaire sur Internet jusqu'au **05 mai 2009** en vous rendant à l'adresse suivante

<http://www.gfk-online.ch/etudes>

Vous accédez alors à votre questionnaire personnel en inscrivant les informations suivantes:

Nom d'utilisateur: [XXXX]
Mot de passe: [YYYY]

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www.statistique.admin.ch

Le questionnaire est disponible en français, allemand, italien et en anglais et le temps nécessaire pour répondre à l'ensemble du questionnaire est d'environ 30 minutes.

Pour toute question ou complément d'information, vous pouvez vous adresser à l'institut mandaté par nos soins: GfK Switzerland AG, tél. 041 632 90 63, courriel: etudes@gfk.com.

Si vous avez déjà répondu au questionnaire, nous vous prions de ne pas prendre en considération ce rappel et vous remercions de votre précieuse collaboration.


Avec nos meilleures salutations.

Division Education
Section Système de formation

Laurence Boegli
Responsable du projet

22

2nd reminder



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Département fédéral de l'intérieur DFI
Office fédéral de la statistique OFS
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Collaboratrice responsable: Laurence Boegli
Neuchâtel, le 6 mai 2009

Enquête sur la situation sociale et économique des étudiant-e-s des hautes écoles: dernière possibilité de participer

[Madame.] / [Monsieur.]

L'enquête nationale sur la situation sociale et économique des étudiant-e-s a débuté voici un mois. Depuis lors, elle a rencontré un accueil favorable, avec un taux de réponse qui se situe actuellement à **70%**. Cependant, les résultats de l'enquête seront d'autant plus significatifs que le taux de réponse sera plus élevé. C'est pourquoi nous avons décidé de laisser l'enquête ouverte encore jusqu'au 27 mai 2009, en espérant pouvoir compter sur votre collaboration.

Nous souhaitons vivement que vous participiez à l'enquête, en vous rendant à l'adresse

<http://www.gfk-online.ch/etudes>

Vous accédez alors à votre questionnaire personnel en inscrivant les informations suivantes:

Nom d'utilisateur: [XXXX]
Mot de passe: [YYYY]

Office fédéral de la statistique OFS
Laurence Boegli
Espace de l'Europe 10, CH-2010 Neuchâtel
Tél. +41 32 71 36810, fax +41 32 71 36857
Situation.Sociale@dfs.admin.ch
www.statistique.admin.ch

Le questionnaire est disponible en français, allemand, italien et en anglais et le temps nécessaire pour répondre à l'ensemble du questionnaire est d'environ 30 minutes. Pour toute question ou complément d'information, n'hésitez pas à contacter l'institut mandaté par nos soins: GfK Switzerland AG, tél. 041 632 90 63, courriel: etudes@gfk.com.

Les résultats de l'enquête 2005 sont disponibles sur notre site internet: www.etudiants-stat.admin.ch.

Si vous avez déjà répondu au questionnaire, nous vous prions de ne pas prendre en considération ce rappel et vous remercions de votre précieuse collaboration.

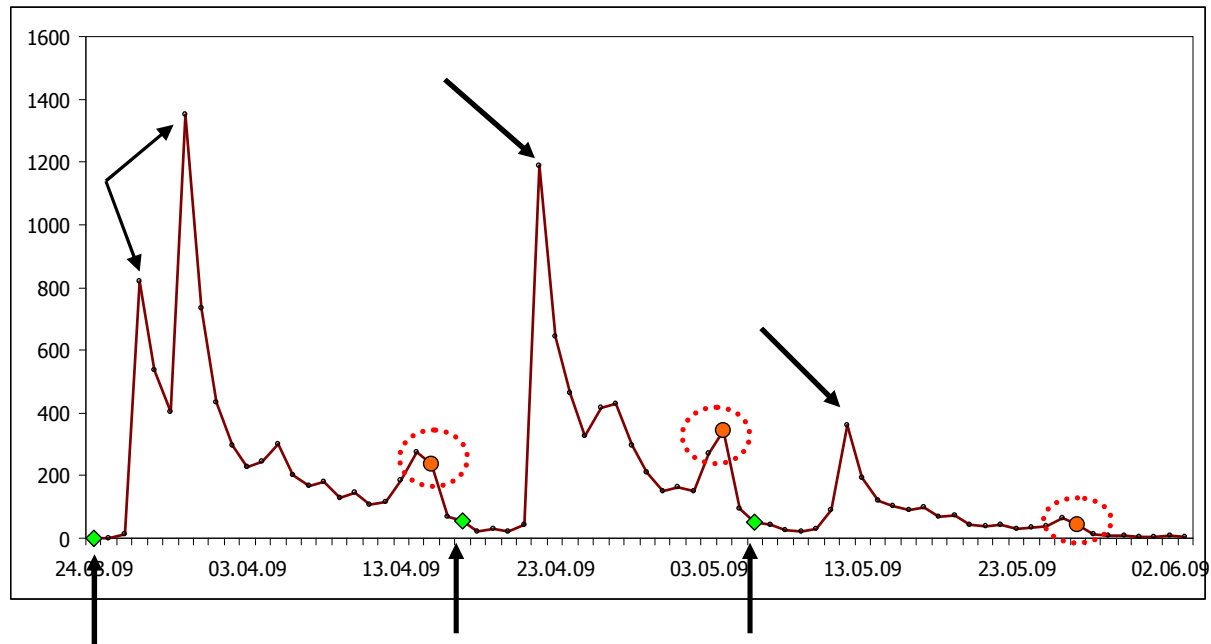
Avec nos meilleures salutations.

Division Education
Section Système de formation

Laurence Boegli
Responsable du projet

22

Participation rate



Advantages of an online survey

- Filter
- Easy access
- Start and finish later
- Database
- Languages
- Limits
- Error messages

During the field phase

- Phone / Email presence
- Day by day monitoring of the survey
- Check the server

What can be improved

- Time gap between sampling and launching
- Be more transparent
- Time length of the questionnaire
- Timing of the survey and reminders
- Reminder by email?

Examples of the layout:

1. Introduction





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Bitte Ihren Benutzernamen und Kennwort eingeben, um an der Umfrage teilzunehmen:

Benutzername

Kennwort

Bevorzugte Sprache
Lingua preferita
Langue préférée
Preferred language

Deutsch ▼

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National Survey on the Social and Economic Situation of Students 2009

The survey makes it possible to draw a detailed profile of the living and study conditions of students across Switzerland. It is an instrument to help make higher education policy decisions.

We guarantee that your data will be treated confidentially and that your anonymity will be strictly protected.

The time necessary to answer the questionnaire can vary depending on your degree programme, but should be around 30 minutes.

The survey's success depends on your participation.

It is imperative that all students who have been contacted answer the questionnaire in order to obtain a complete picture of the situation.


Thank you in advance for your participation.

To go forwards and backwards within the questionnaire, please only use the «back» and «next» buttons at the bottom of the questionnaire.



[back](#) [next](#)

1. Questions and error messages


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0% 25% 50% 75% 100%


1. Current degree programme and previous education

1.1. Are you currently pursuing an academic degree programme?

Yes
 Yes, but I have taken one semester/one year off
 No, I have interrupted my degree programme, but I would like to continue it at a later stage
 No, I have stopped my degree programme
 No, I have already completed my degree programme


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0% 25% 50% 75% 100%


Would you please answer to this question. Thank you!


1. Current degree programme and previous education

1.1. Are you currently pursuing an academic degree programme?

Yes
 Yes, but I have taken one semester/one year off
 No, I have interrupted my degree programme, but I would like to continue it at a later stage
 No, I have stopped my degree programme
 No, I have already completed my degree programme

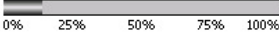
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**Would you like to leave this question unanswered?
If it is the case, please carry on with the questionnaire.**


1. Current degree programme and previous education

1.4 What is the highest higher education degree you plan to obtain?
(Please only indicate the highest degree you plan to obtain)

- Bachelor in a university/federal institute of technology
- Bachelor in a university of applied sciences/university of teacher education
- Master in a university/federal institute of technology
- Master in a university of applied sciences/university of teacher education
- Diploma/university "licence"
- University of applied sciences/university of teacher education diploma
- State examination
- DESS (Diploma of Advanced Specialised Studies), DEA (Diploma of Advanced Studies), MAS (Master of Advanced Studies), MBA (Executive Master of Business Administration), etc.
- PhD

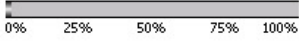
backnext





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1. Current degree programme and previous education


1.1a. Why have you decided to stop your degree programme?
(Please select a maximum of 5 answers)

- I had doubts about the purpose of my degree programme
- I wanted to obtain other experiences
- I was refused a grant
- I had to pursue a paid employment
- I had to interrupt my degree programme for family reasons
- I had to interrupt my degree programme for health reasons
- I had to interrupt my degree programme due to maternity
- I had to perform my civil or military service
- I was facing financial problems
- I felt stressed out or overworked by my degree programme
- My professional prospects seemed to be too uncertain
- I failed my exams
- Other (please explain briefly):

back
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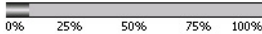


2. Filter



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1. Current degree programme and previous education

1.2c. Did you change higher education institution to start your Master?

(Exmatriculation from the higher education institution in which you obtained your Bachelor or "licence"/diploma and registration in another higher education institution for the Master)


Yes
 No

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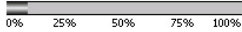
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1. Current degree programme and previous education

1.2ca. What were your reasons for changing higher education institution to start your Master?


(Several answers possible)

The Master I wanted to do didn't exist in my original higher education institution
 Because the Master I am pursuing in my new higher education institution has a good reputation
 To pursue a Master in another language
 To study with a specific professor
 To get to know another region
 To keep the costs of my degree as low as possible
 To pursue a paid employment
 Because I came to Switzerland after my Bachelor to pursue a Master
 For another reason (please explain briefly):

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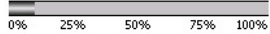


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1. Current degree programme and previous education

1.2cb. Why did you not change higher education institution to start your Master?
(Several answers possible)


- The Master programme I wanted to do was offered in my original higher education institution
- Because my Master has a good reputation in my original higher education institution
- To pursue a Master in the same language
- To study with a specific professor
- To avoid having to relocate
- To keep the costs of my degree programme as low as possible
- To pursue a paid employment
- Because there was no reason for me to change higher education institution
- For another reason (please explain briefly):

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0% 25% 50% 75% 100%


8. Personal information

8.5. What language do you think in and have the best command of?
(Only one answer possible)


- German/Swiss German dialect
- French
- Italian
- Romansh
- Other (please explain briefly):

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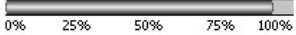


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8. Personal information


8.6 Please indicate how well you know the languages listed below.
(Please respond to each statement on a scale of 1 to 5: 1=not at all 5=very well)

	not at all 1	2	3	4	very well 5
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Italian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please explain briefly):

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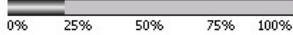


3. Limits



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0% 25% 50% 75% 100%

1. Current degree programme and previous education

1.8a What is the duration of your work placement/internship?
(Please state the duration in weeks)

weeks

1.8b. As part of your degree programme, your work placement/internship is...

compulsory

optional

1.8c. Your work placement/internship is ...

paid

unpaid

unpaid, but it comes with a stipend/grant from your higher education institution

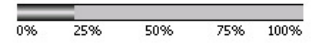
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Would you please insert a valid value between 1 and 999. Thank you!

1. Current degree programme and previous education

1.8a What is the duration of your work placement/internship?

(Please state the duration in weeks)

weeks


1.8b. As part of your degree programme, your work placement/internship is...

- compulsory
- optional

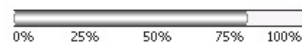
1.8c. Your work placement/internship is ...

- paid
- unpaid
- unpaid, but it comes with a stipend/grant from your higher education institution



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7. Student mobility programmes

7.3g. How did you finance your (last) academic stay abroad?
(Please give an approximate percentage for each source)


	%
Parents, partner or other relatives:	<input type="text"/>
Own resources from paid employment before academic stay:	<input type="text"/>
Own resources from paid employment during the academic stay:	<input type="text"/>
EU grant (Erasmus, etc.):	<input type="text"/>
Grant from a level of the Swiss government (Confederation, canton, municipality):	<input type="text"/>
Grant from my original higher education institution:	<input type="text"/>
Grant from the host higher education institution:	<input type="text"/>
Loan from a level of the Swiss government (Confederation, canton, municipality):	<input type="text"/>
Loan from my original higher education institution:	<input type="text"/>
Loan from the host higher education institution:	<input type="text"/>
Other (please explain briefly): <input style="width: 100px;" type="text"/>	<input type="text"/>



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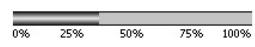


4. Help



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0% 25% 50% 75% 100%

3. Living and studying conditions


3.2. During an academic week you consider to be typical, how much time do you devote to the following activities?
(Here a week is a full week from Monday to Sunday. Please round off to give full hours and enter <<0>> for the activities you do not practise)

[Help](#)


	hours
Academic programme (lectures, seminars, internships, exercises, etc.)	<input type="text"/>
Other academic work (preparation, research and final papers, library study, library research, etc.)	<input type="text"/>
Paid employment (all paid activities: jobs, professional activity, babysitter, etc.)	<input type="text"/>
Voluntary activities (within or outside of your academic institution: societies, youth groups, politics, etc.)	<input type="text"/>
Family activities, looking after children, household chores	<input type="text"/>

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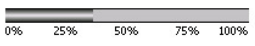


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0% 25% 50% 75% 100%

3. Living and studying conditions

3.2. During an academic week you consider to be typical, how much time do you devote to the following activities?
(Here a week is a full week from Monday to Sunday. Please round off to give full hours and enter <<0>> for the activities you do not practise)

[Help](#)

Time spent on various activities


This question is about how much time students spend on various activities. If the amount of time you devote to a particular activity varies widely from one period to another, please indicate the amount spent on this activity during a "typical" week during the semester.

"Voluntary activities" comprise activities involving social, political or cultural engagement. In this sense, they are to be differentiated from leisure activities. For example, a "coach" in a sports club is a voluntary activity. But as far as we are concerned a sports activity in a sports club is "only" a leisure activity.

Academic programme (lectures, seminars, internships, exercises, etc.)	<input type="text"/>
Other academic work (preparation, research and final papers, library study, library research, etc.)	<input type="text"/>
Paid employment (all paid activities: jobs, professional activity, babysitter, etc.)	<input type="text"/>
Voluntary activities (within or outside of your academic institution: societies, youth groups, politics, etc.)	<input type="text"/>
Family activities, looking after children, household chores	<input type="text"/>

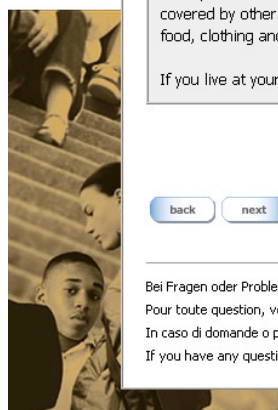
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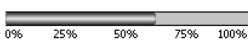
5. Financial situation of students





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The questions below refer to your financial situation. They help us get a better understanding of the expenses students confront as well as of the funds that are available to them.

We assure you once again that all information you give us will be handled with the strictest confidentiality.

Because a student's budget can vary widely from one month to the next, we ask you to estimate which of your expenditures and funds represent the average for a "normal" month (during the semester and not the holidays). If you cannot give an exact amount, please give an approximation you consider to be the most realistic.


Monthly expenditures during this semester

This question aims to ascertain students' average expenditures. These include your own expenditures as well as those covered by other people (parents, family, etc.) on your behalf, such as paying in whole or in part for your rent, your food, clothing and health insurance.


If you live at your parents', please do not include your parents' fixed expenditures (e.g. rent, telephone bill).

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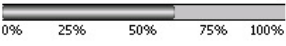


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0% 25% 50% 75% 100%

6. Financial situation


6.1a. What is the amount of your total tuition for the Spring 2009 semester?

Note: Please include all the tuition and fees you pay for your degree programme (registration fee, examination fees, etc.) for one semester and not for an academic year.

Tuition: CHF for the Spring 2009 semester

back
next

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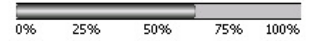
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6. Financial situation

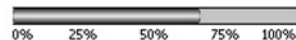
6.2a. What are your average monthly expenditures during this semester?

To enable us to take due account of your answers, please state both sums in each column and enter <<0>> for the items that do not apply to you.




	I pay out of my own pocket	My parents/ my family pay for me
Accommodation (including charges) (if you are not paying a rent, enter "0")	<input type="text"/>	<input type="text"/>
Food (including restaurant and canteen meals)	<input type="text"/>	<input type="text"/>
Clothing and footwear	<input type="text"/>	<input type="text"/>
Health (medical insurance, medicine, medical consultations)	<input type="text"/>	<input type="text"/>
Children (crèche, nursery schools, child care)	<input type="text"/>	<input type="text"/>
Transport costs (public and private transport)	<input type="text"/>	<input type="text"/>
Tuition (Fr. corresponds to the sum you indicated for the preceding question, divided by six months)	<input type="text"/>	<input type="text"/>
Educational costs (material, books, etc.) and work placement/internship costs (Fr. corresponds to the sum you indicated for the preceding question, divided by six months)	<input type="text"/>	<input type="text"/>
"Communication" costs (telephone, Internet, TV, radio)	<input type="text"/>	<input type="text"/>
Leisure activities (sport, culture, holidays, etc.)	<input type="text"/>	<input type="text"/>
Others (taxes, insurance, paying back debts, presents, cosmetics, etc.)	<input type="text"/>	<input type="text"/>

[back](#) [next](#)



Your answer does not seem to be correct. It is likely that one of the following errors has occurred:

- no sum has been introduced,
- the total amount of monthly expenditures is higher than the total amount of monthly resources,
- the total amount you receive from your parents is smaller in respect of the expenditures your parents assume for you (previous question "My parents pay for me"). In the category "Amount received from my parents", would you please take into account all expenditures your parents carry out for you.

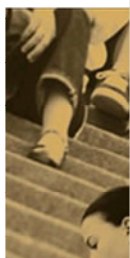


If your answers are correct, would you please carry on with the questionnaire. If it is not the case, please check your answers on monthly resources and expenditures.

6. Financial situation

6.3a. What are your average monthly resources during this semester?

To enable us to take due account of your answers, please state a sum for each item and enter «0» for the items that do not apply to you.



Income from my own paid employment	<input type="text"/>
Amount received from my parents (directly, money transfer, expense paid directly by them, etc.)	<input type="text"/>
Amount received from my partner/spouse or other members of my family (directly, money transfer, expense paid directly by them, etc.)	<input type="text"/>
Average monthly loan from friends or family	<input type="text"/>
Average monthly contribution from savings from previous paid employment	<input type="text"/>
Monthly utilisation of other savings	<input type="text"/>
Other sources of income (please explain briefly):	<input type="text"/>



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Ihre Ausgaben sehen wie folgt aus:

CHF

Wohnung (inkl. Nebenkosten)

Nahrung (inkl. Essen im Restaurant, Mensa)

Bekleidung (Kleider, Schuhe)

Gesundheit (Krankenversicherung, Medikamente, Arztbesuche)

Kind oder Kinder (Krippe, Kindergarten, Kinderbetreuung)

Transportkosten (öffentlicher und privater Verkehr)

Studiengebühren (Fr. entspricht dem Betrag, den Sie bei der vorangehenden Frage angegeben haben, geteilt durch sechs Monate)

Kosten für Studium (Bücher, Büromaterial usw.) und Praktikum (Fr. entspricht dem Betrag, den Sie bei der vorangehenden Frage angegeben haben, geteilt durch sechs Monate)

Telekommunikationskosten (Telefon, Internet, Fernsehen, Radio)

Freizeit (Sport, Kultur, Ferien usw.)

Anderes (Versicherungen, Kreditrückzahlung, Steuern, Geschenke, Körperpflege usw.)

Zusammengerechnet betragen Ihre durchschnittlichen Ausgaben pro Monat: 0 Franken (von Ihnen oder Ihren Eltern bezahlt).


Ist das richtig, dann gehen Sie weiter.

Stimmt das Ergebnis nicht, bitte korrigieren Sie auf der vorhergehenden Seite.

zurück

weiter

6. Database



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0% 25% 50% 75% 100%

9.2a What is your father's profession or what was it during his last paid employment?
Note: the occupational status is identified based on the international ISCO-88 classification. This includes some designations that do not correspond exactly to the Swiss situation. They are nonetheless necessary in order to allow international comparisons.

Please type the profession in the space provided:
 My father has never been employed
 I don't know my father's profession


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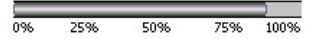
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9. Origines familiales

9.2a. Quelle profession votre père a-t-il ou avait-il dans sa dernière activité ?

Attention: le statut professionnel est recensé à l'aide de la classification internationale ISCO-88. Celle-ci inclut certaines dénominations qui ne correspondent pas exactement à la situation suisse. Elles sont toutefois nécessaires en vue de permettre des comparaisons internationales.

Nous vous prions d'employer la **forme masculine de la profession** pour votre recherche.

Afin de minimiser le temps de recherche, nous vous prions d'employer si possible des mots complets.

Mot-clé pour la recherche d'une profession:

- Mon père n'a jamais été professionnellement actif
- Je ne connais pas la profession de mon père

Si vous n'avez pas trouvé la profession de votre père avec l'outil de recherche, veuillez cliquer sur le bouton « pas trouvé » ci-dessous afin de saisir la profession manuellement.

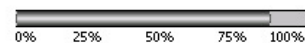
Liste des professions trouvées:





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Mot-clé pour la recherche d'une profession:

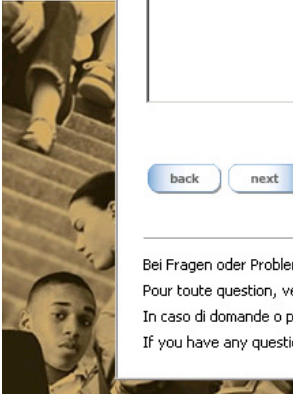
- Mon père n'a jamais été professionnellement actif
 Je ne connais pas la profession de mon père

Si vous n'avez pas trouvé la profession de votre père avec l'outil de recherche, veuillez cliquer sur le bouton « pas trouvé » ci-dessous afin de saisir la profession manuellement.

Liste des professions trouvées:

<input type="radio"/> Paysan	Professions de l'agriculture, de l'économie forestière et de l'élevage » Professions de l'agriculture, de l'économie forestière, de l'élevage et des soins aux animaux » Professions de l'agriculture » Agriculteurs
<input type="radio"/> Paysan de montagne	Professions de l'agriculture, de l'économie forestière et de l'élevage » Professions de l'agriculture, de l'économie forestière, de l'élevage et des soins aux animaux » Professions de l'agriculture » Agriculteurs
<input type="radio"/> Paysan de montagne/fromager d'alpage	Professions de l'agriculture, de l'économie forestière et de l'élevage » Professions de l'agriculture, de l'économie forestière, de l'élevage et des soins aux animaux » Professions de l'agriculture » Agriculteurs
<input type="radio"/> Paysan diplômé	Professions de l'agriculture, de l'économie forestière et de l'élevage » Professions de l'agriculture, de l'économie forestière, de l'élevage et des soins aux animaux » Professions de l'agriculture » Agriculteurs
<input type="radio"/> Paysan diplômé EP	Professions de l'agriculture, de l'économie forestière et de l'élevage » Professions de l'agriculture, de l'économie forestière, de l'élevage et des soins aux animaux » Professions de l'agriculture » Agriculteurs
<input type="radio"/> Paysan, brev. féd. EP	Professions de l'agriculture, de l'économie forestière et de l'élevage » Professions de l'agriculture, de l'économie forestière, de l'élevage et des soins aux animaux » Professions de l'agriculture » Agriculteurs
<input type="radio"/> Paysan del ens	Professions de l'agriculture, de l'économie forestière et de l'élevage » Professions de l'agriculture, de l'économie

7. End of the questionnaire



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Thank you for taking part in this survey.


The space below is reserved for comments you may wish to make about your living or studying conditions or about the questionnaire.

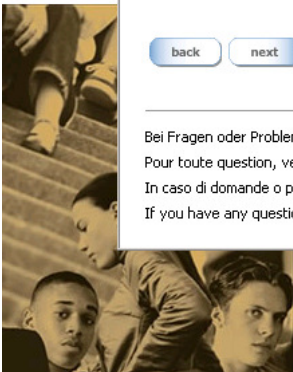
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If you would like to be informed about the results of the national survey, please use the space below to give us an email address where the FSO can reach you.


Email address

Bei Fragen oder Problemen wenden Sie sich bitte an studium@gfk.com

Pour toute question, veuillez vous adresser à etudes@gfk.com

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3.4. Planning and executing national online surveys for EUROSTUDENT by Anja van den Broek, Lette Hogeling, Jessica Pass, Froukje Wartenbergh-Cras, Research Ned

Benefits of joint data hosting

- It's cheap!
- It's efficient!
- It's based on experience!
- It offers a good infrastructure!

Proceedings of joint data hosting

- Preparation of the online survey
- Execution of the online survey
- Data hosting, cleaning, and analysis
- Communication

Preparation phase

How do different national questionnaires combine into one online survey?

- Adjusting questionnaires to country-specific situations and terminology
- Translation of questionnaires
- Design and programming of questionnaire(s)
- Testing of online questionnaire(s)
- Creating logins/passwords

Translation of the questionnaires by using MR-Translate

The screenshot shows the SPSS mrTranslate application window. The main area displays a translation table with columns for 'Name', 'Dutch (Netherlands) - NLD', and 'English (United Kingdom) - ENG'. The table lists various questionnaire items and their corresponding translations.

Name	Dutch (Netherlands) - NLD	English (United Kingdom) - ENG
andere (Label, Question)	Een andere opleiding	Another programme of study
v5 (Label, Analysis)		
andere (Label, Question)		
v5 (Label, Question)	In welk jaar van uw opleiding zit u?	Which year of your study are you in?
jaars (Label, Analysis)		
jaars (Label, Question)		
a (Label, Analysis)		
a (Label, Question)	Eerste jaar	First year
b (Label, Analysis)		
b (Label, Question)	Tweede jaar	Second year
c (Label, Analysis)		
c (Label, Question)	Derde jaar	Third year
d (Label, Analysis)		
d (Label, Question)	Vierde jaar	Fourth year
n.v.t.* aankruisen.		
v6 (Label, Question)	Faciliteiten	Facilities
@class (Label, Analysis)		
@class (Label, Question)		
faciliteiten1 (Label, Analysis)		
faciliteiten1 (Label, Question)		
a (Label, Analysis)		
a (Label, Question)	Het aantal zitplaatsen bij colleges	The number of available seats during lectures
b (Label, Analysis)		
b (Label, Question)	De beschikbaarheid van computer	The availability of computers
c (Label, Analysis)		
c (Label, Question)	De beschikbaarheid van apparatuur	The availability of equipment and facilities
d (Label, Analysis)		
d (Label, Question)	Het gemak waarmee u boeken of documenten kunt vinden	The ease of obtaining books or documents

Will I be losing control over my national data when data-collection is provided by a central hoster?

- Provision of technical infrastructure for web-hosting
- Delivery of country-specific accounts
- Monitoring of servers

How do we reach enough students?

- Sampling and selecting students
- Draft invitation e-mail/letter
- Conducting and matching population/background data

How do we deal with privacy issues?

- Use of identification codes
- No reports on individual levels

Invitations with log-in codes

Dear Student,

How would you assess the quality of your Bachelor's programme? Are you satisfied with the teachers, the quality of education, computer facilities, or the possibilities to participate in foreign exchange programmes? The Dutch weekly paper Elsevier conducts a survey amongst students of the University Colleges Maastricht, Utrecht, and Middelburg. The research is carried out by ResearchNed Nijmegen. Your email address has been provided by your college and will be used only for the Best Studies 2009 project.

You can find the questionnaire by clicking on the link below.

<http://s8.rn.nl/mriWeb/mriWeb.dll?l.Project=EFR09UC&wachtwoord=t7814efgba>

If this link doesn't work, you can also find the questionnaire on the following website:

<http://www.bestestudies.nl>

Your access code is: t7814efgba

Answering the questionnaire will take about 8 minutes of your time. It is possible to stop during the questionnaire and resume later on.

Please read the instructions for each question carefully.

1 Apple MacBook Pro and 5 Flip Video's will be drawn amongst all participants who completed the Elsevier questionnaire. After submitting the survey, you are informed right away whether you have won one of the 5 Flip Video's. When this survey research is finished, the winner of the MacBook will be drawn amongst all participants.

For questions or remarks regarding this research, please contact: bestestudies@researchned.nl.

Thank you in advance for your participation.

Best regards,

Dr. Anja van den Broek, project manager

Field phase

How do I get enough students to complete the questionnaire?

- Sending invitation e-mail/letter
- Monitoring response (volume and quality of data)
- Reminders (selecting non-response / sending invitation)

Monitoring response

The screenshot shows the SPSS ReviewProject web interface. A 'Report' table is displayed, summarizing the project's case data. The table has columns for 'Active' and 'Test' cases, with sub-columns for counts and percentages. The project details are: Project Id: STUDMON09, Project Name: STUDMON09, and Description: 110902006 STUDMON09, Studentenmonitor 2009 LIVE.

	Active		Test	
Total	10363		1	
Completed successfully	8278	80%	0	0%
Active / In progress	0	0%	0	0%
Timed out	2085	20%	1	100%
Stopped by script	0	0%	0	0%
Stopped by respondent	0	0%	0	0%
Interview system shutdown	0	0%	0	0%
Reviewed	0	0%	0	0%
Stopped by signal	0	0%	0	0%
Undetermined Status	0	0%	0	0%

Data cleaning and weighting

What kind of data-file will I receive?

- Raw data downloads (data ownership?)
- Raw data cleaning
- Weighting

Data analysis and reporting

Who get's the data from the file to Eurostudentindicators?

- Delivery of raw data
- Delivery (to data entry module / HIS) and analysis of Eurostudent indicators

Communication

Will all communication be in Dutch?

- Recruitment strategy (e.g. reminders / incentives)
- Communication (e-mail/letters) with students
- Questions from participants (field phase)
- Communication between partners

Examples of previous projects - Netherlands

Student monitor Netherlands (2008)

Number of approached students: 38,062

Total gross response: 12,259 (32%)

Total nett response: 10,078 (27%)



Vul hieronder je toegangscode in en klik vervolgens op "Start".

toegangscode

>> Start

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Examples of previous projects - Belgium

Student monitor Belgium

Number of approached students: 168,289

Total gross response: 67,141 (33%)

Total nett response: 49,240 (29%)



Vlaamse overheid

STUDENTENMONITOR
(HOGER ONDERWIJS)

Welkom bij de Studentenmonitor Vlaanderen 2009

Het veldwerk van dit onderzoek is gesloten. Je kunt de vragenlijst daarom niet meer invullen.

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EUROSTUDENT III: Experience

Conducting online surveys for:

- Bulgaria
- Latvia
- Romania
- Slovenia

EUROSTUDENT III: Lessons learned

Most important for success:

Teamwork & Communication!

3.5. Online surveys: Tricky issues by Martin Unger, IHS

Waldmeister ?

Woodruff !



Agenda

- Complex questions
- Drop-Outs
- Online-Checks
- Missing or Zero ?
- Sampling, weighting



Design of the questionnaire

Especially for Eurostudent

Not a specific online problem

Design

Make it as easy as possible for respondents (and not for you) !

- Allow forward and backward moving, interruption
- Individualize as far as possible
- Use checks/ error messages carefully (compulsory questions)
- Avoid complex questions

Forward – Backward moving

- Some people want to see what they are asked about before answering.
- Some are not sure about their answer. When they realize the consequences they want to change it.

Individualization

- Try to adopt the questionnaire to the individual situation of the student.
 - E.G. Design different versions, different wording for different types of institutions, different degree levels, nationals – foreigners...
- Hide items that do not fit the student according to previous answers
- Mention name of institution, field of study or the like in the question
- Make them feel at home

Online checks, error messages

Checks for value range or checks with previous answers (mainly open questions, numbers)

- Too many “errors” may annoy respondents
- By allowing wrong answers you can identify the fools
- *But, by allowing everything causes a lot of work with data cleaning: Trade-Off*
- E.g. Allow only digits, but do not limit the range
- E.g. Let error messages be ignored

Avoid complex questions

What is the average monthly income at your disposal from the following sources?

*At your disposal is the money which is meant for monthly consumption, no matter when it was earned.

	Average Income
Provision from family/partner	_____
Financial support from state or other public sources	_____
Financial support from state or other public sources	_____
- grant (non-repayable)	_____
- loan (repayable)	_____
- scholarship from other public sources (non-repayable)	_____
Self-earned income through paid job	_____
Savings (e.g. previously earned money)	_____
Other sources (other public or private transfers)	_____
Total	_____

Avoid complex questions II

1. We already know
 - if they receive state support and which type
 - if they are working
- Hide items for the not affected students
2. Split it into 2 questions:
 - Do you receive anything from... yes/no
 - Only if yes, ask for the amount
- More definitions possible (gross/net....)
- Transfers in kind often mixed-up with cash
- We ask
 - cash received from family (income)
 - expenditures paid by family (expenditure)
- 1st question: Do you receive financial assistance from your parents?
- Yes, in cash
 - Yes, „Transfers in kind“ [definition]
 - No
- 2nd question if yes: Amount

- Avoid long lists (drop-down), but try to split it

E.g.: What do you study? = Long list

- at which university do you study?
- Do you attend a bachelor, master, PhD-Programme ?
- List only the specific programmes of the univ.

Missing or Zero ?

Problem: When we ask for many numbers in open, complex questions, some respondents are too lazy to fill in Zero in every field not corresponding to them, but leave it empty. (time budget, financial issues)

However: Missing \neq Zero (averages)

How do we know if miss = miss or miss = 0 ?

Missing or Zero ?

3.11 How many hours do you spend in a typical week in taught courses, personal study and on paid jobs?

(Try to remember day by day and fill in the sum of hours over the whole week including the weekend. Add a '0' or strike-out box if no hours were spent on an activity on the respective day.)

	MO	TU	WE	TH	FR	SA	SU
Taught studies (lessons, seminars, labs, tests, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Personal study time (like preparation, learning, reading, writing homework)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Paid jobs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Zeitaufwand

Wie viele Stunden wenden Sie im SS 2009 während einer für Sie "typischen" Semesterwoche insgesamt für Ihr Studium auf?

Anwesenheit in Lehrveranstaltungen

Vorlesungen, Seminare, Übungen, etc.

Unterrichtseinheiten bitte in **reale Stunden** umrechnen, z.B. 2 Unterrichtseinheiten à 45min = 1,5 Stunden

Geblockte Lehrveranstaltungen bitte anteilig eintragen

Mo Di Mi Do Fr Sa So Summe: 0,00 h

Sonstiger studienbezogener Aufwand

Lernen, Üben, Pflichtpraktikum, Fachlektüre, Bibliothek, Referate,

Seminar- oder Abschlussarbeiten, Hausübungen, etc.

Mo Di Mi Do Fr Sa So Summe: 0,00 h

Total: 0,00 h

- If all fields are missing keep missing.
- Else: replace missing by Zero.

Further Literature

Mick Couper, Univ Michigan:

<http://www.psc.isr.umich.edu/people/profile/472>

<http://www.websm.org/>