

# Questionnaire Development



Contribution to the Workshop  
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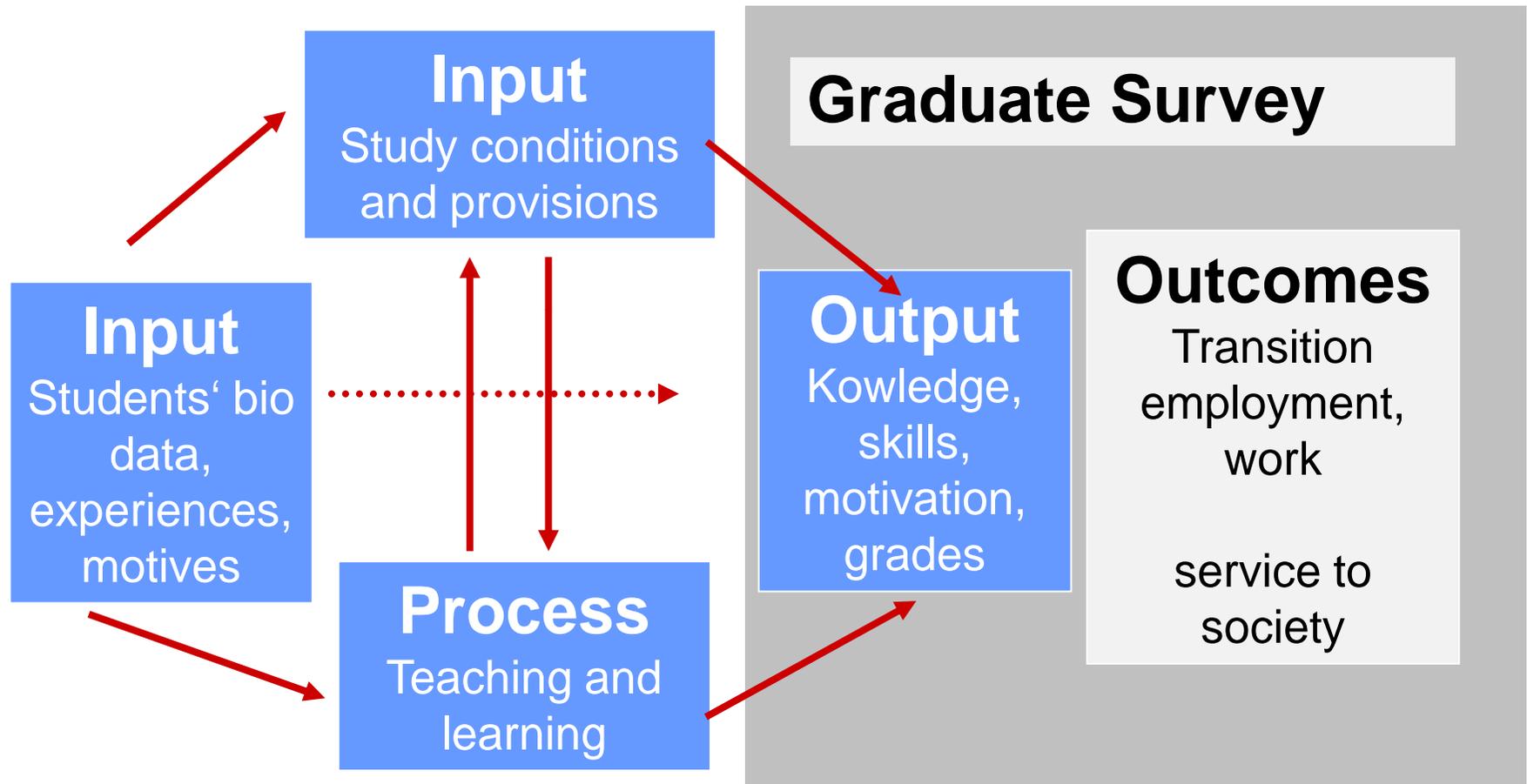


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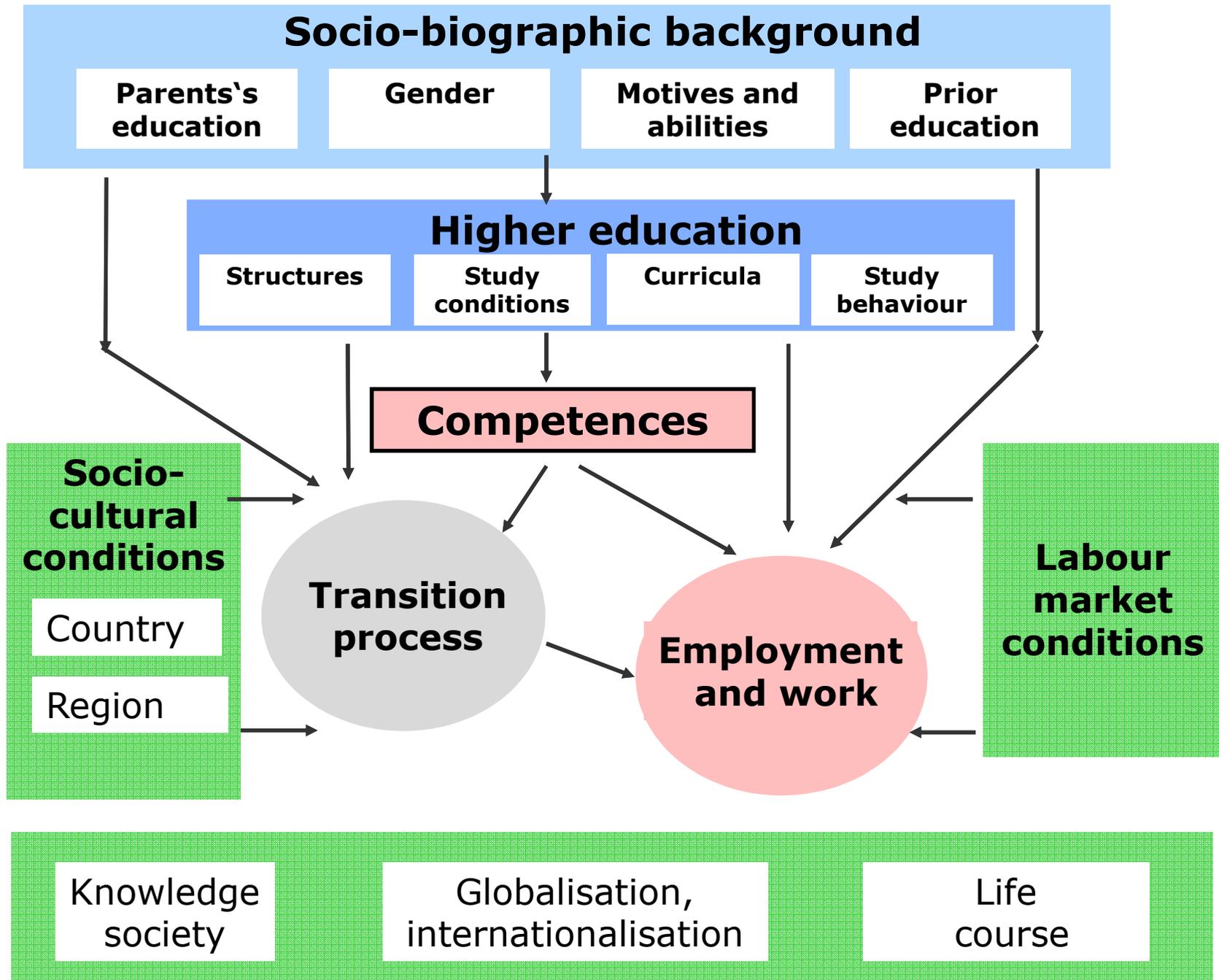
# Overview

- Theoretical background
- Methodological requirements
- Core questionnaire and optional questions
- Objective and subjective indicators
- Length of questionnaire and response rate

# Conceptual Framework for Graduate Surveys



Context: Labour market – Region – Country; Socio-economic development and personal development



# Key Theoretical Problems: Causal Relevance of Study Programs

1. Which indicators do we need? (search duration, employment status, income, position, level match, field of study match, work autonomy, job satisfaction, etc.)
2. How to measure the labour market signals?
3. Which factors are relevant to explain the success of the graduates besides higher education? (labour market, regional mobility, individual motivation, etc.)
4. To what extent is the professional success/career caused by HE?
5. Which elements of HE (study conditions and provisions, etc) have an impact?

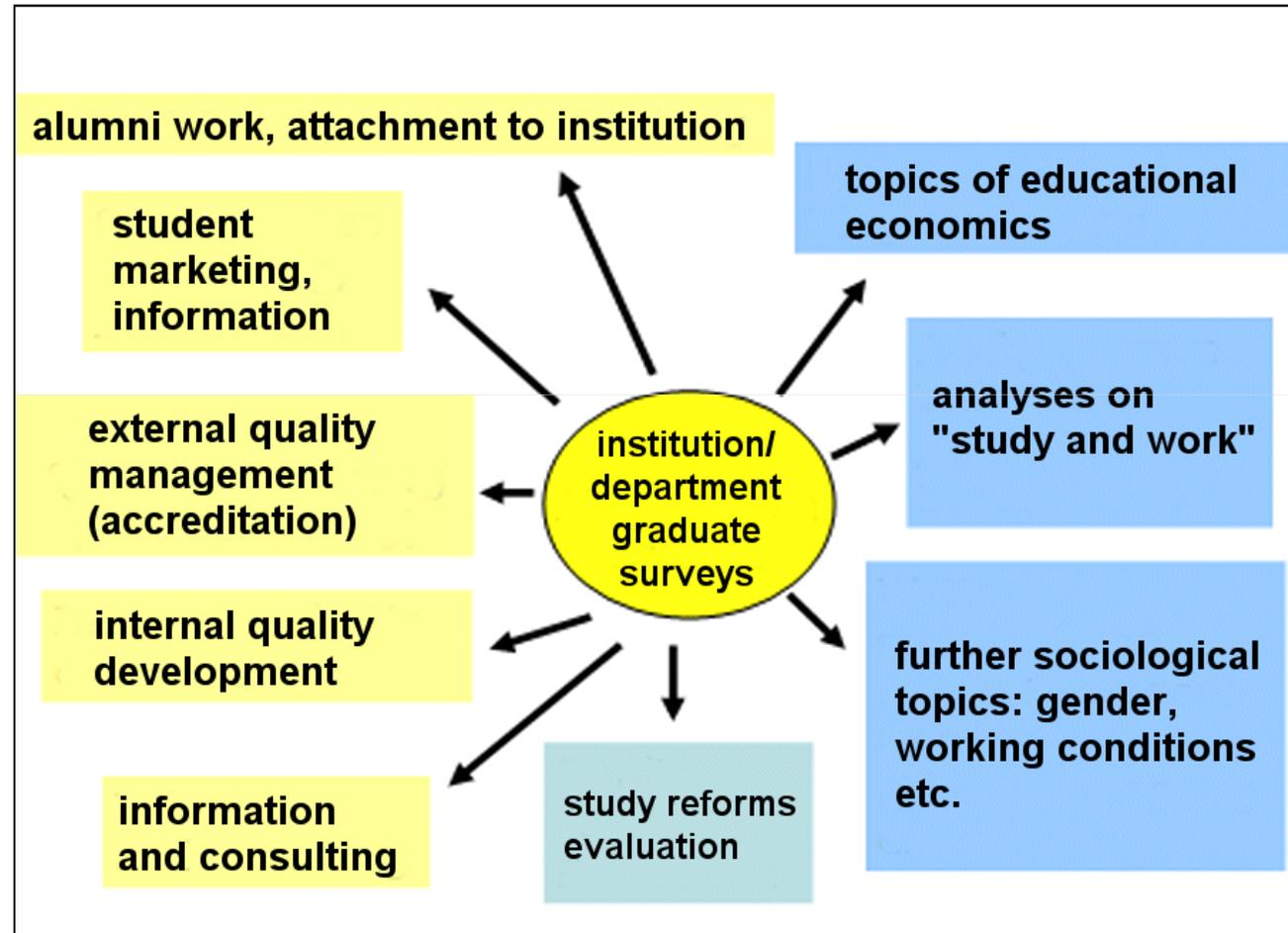
# Indicators of Professional Success

- Objective indicators
  - search duration
  - employment status
  - income
  - position
- Subjective indicators
  - level match - vertical
  - field of study match - horizontal
  - work autonomy,
  - job satisfaction, etc.

# Employment and Work

- Employment rewards and context – the exchange value of HE
  - Unlimited term contracts
  - Income
  - Position
- Work
  - Kind of work (work assignment)
  - Job title
  - Sector of employment
  - Required competencies

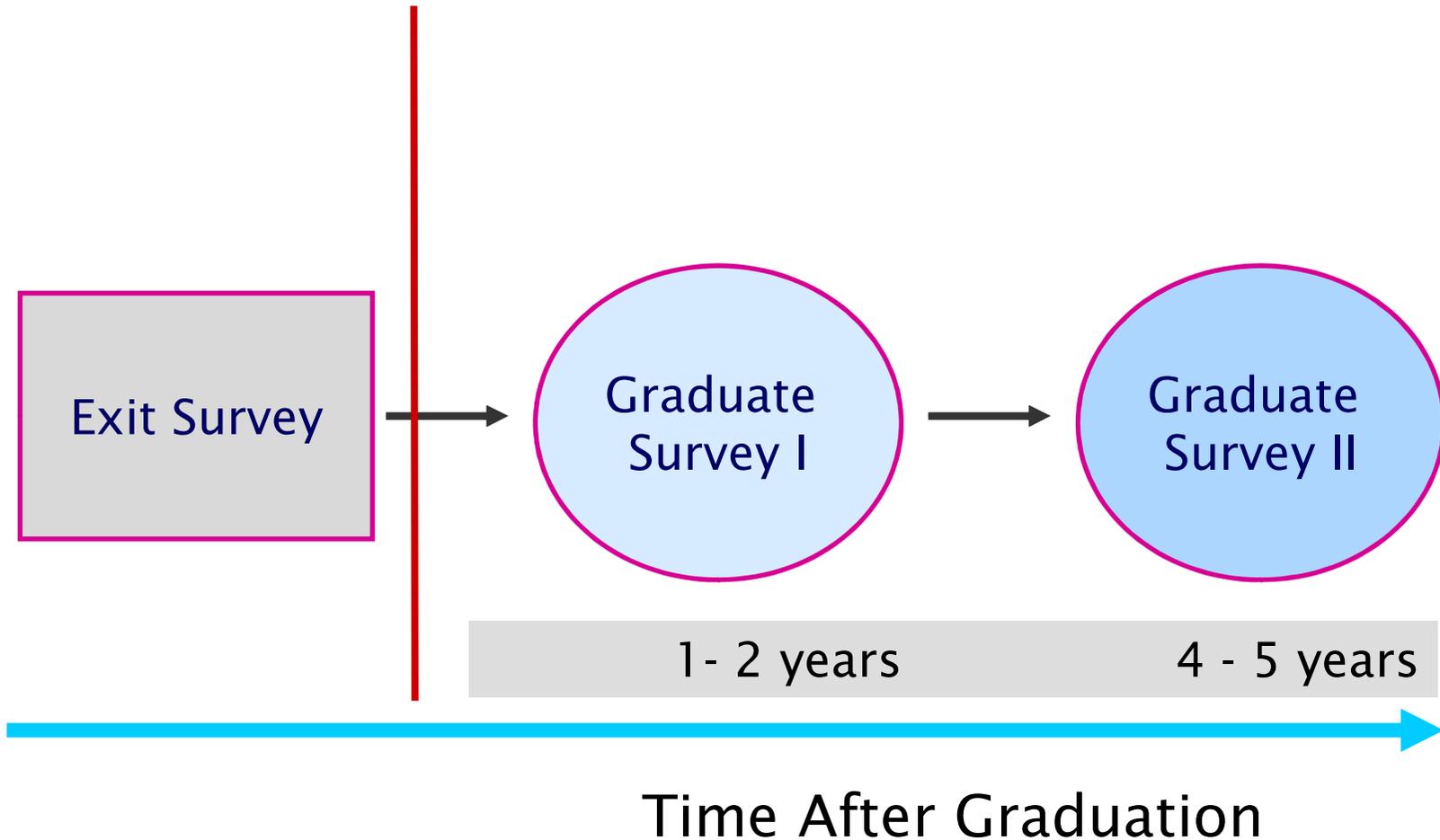
# The Bridge Concept – HE Research and Application



# Questions: Satisfaction with Services of the University

- Practical training
- Career activities
- Provision of „key skills“ training
- Advice for professional development
- Assistance to find a job
- ... (space for OPTIONAL QUESTIONS of institutions)

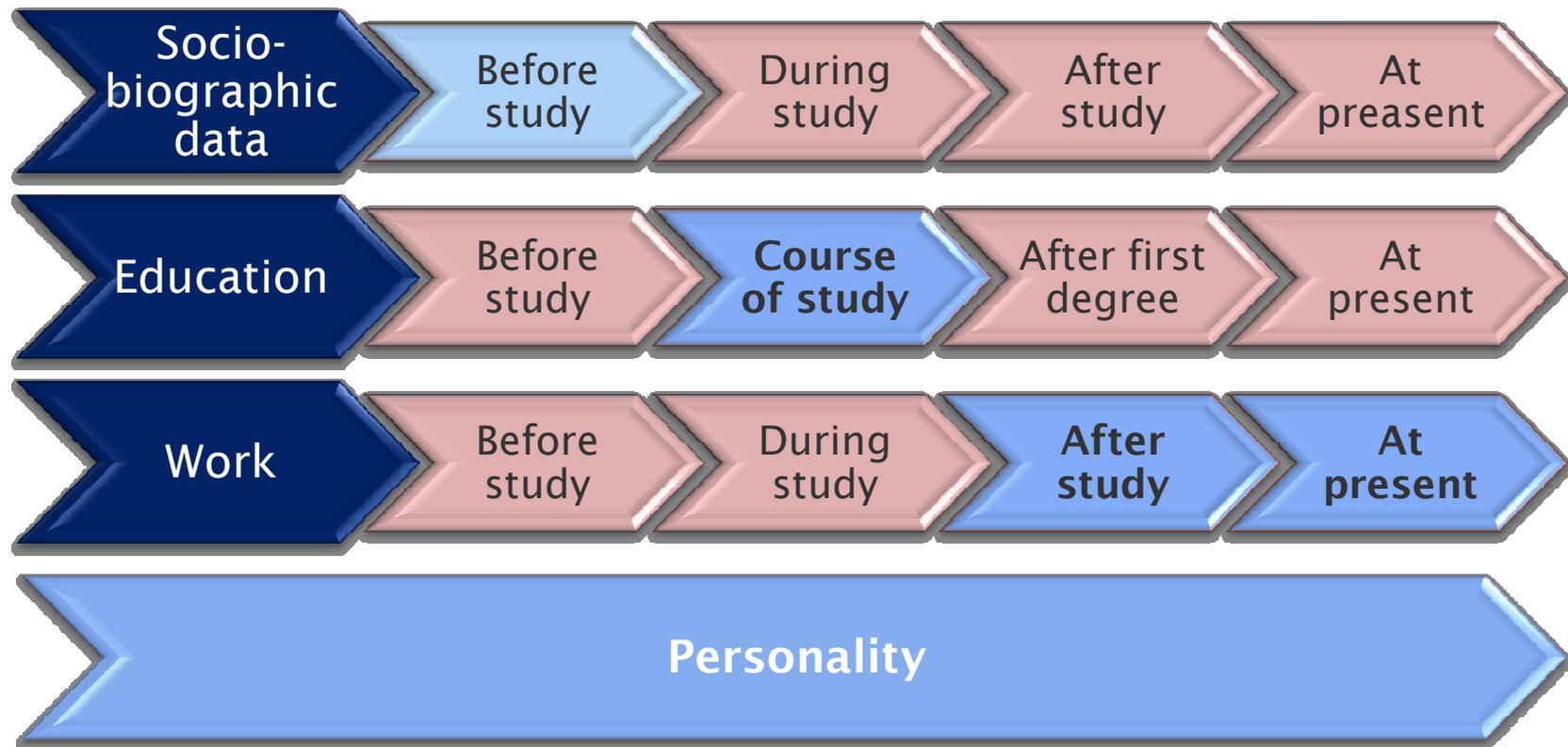
# (Future) Design of Graduate Surveys



# Time Related Information

- Bio-data before study
  - Gender
  - Regional origin
  - Nationality
- Educational and work experiences before study
- Course of study
- Further education
- Job search
- First employment
- Current employment**
- Live situation
  - Parental status
  - Children

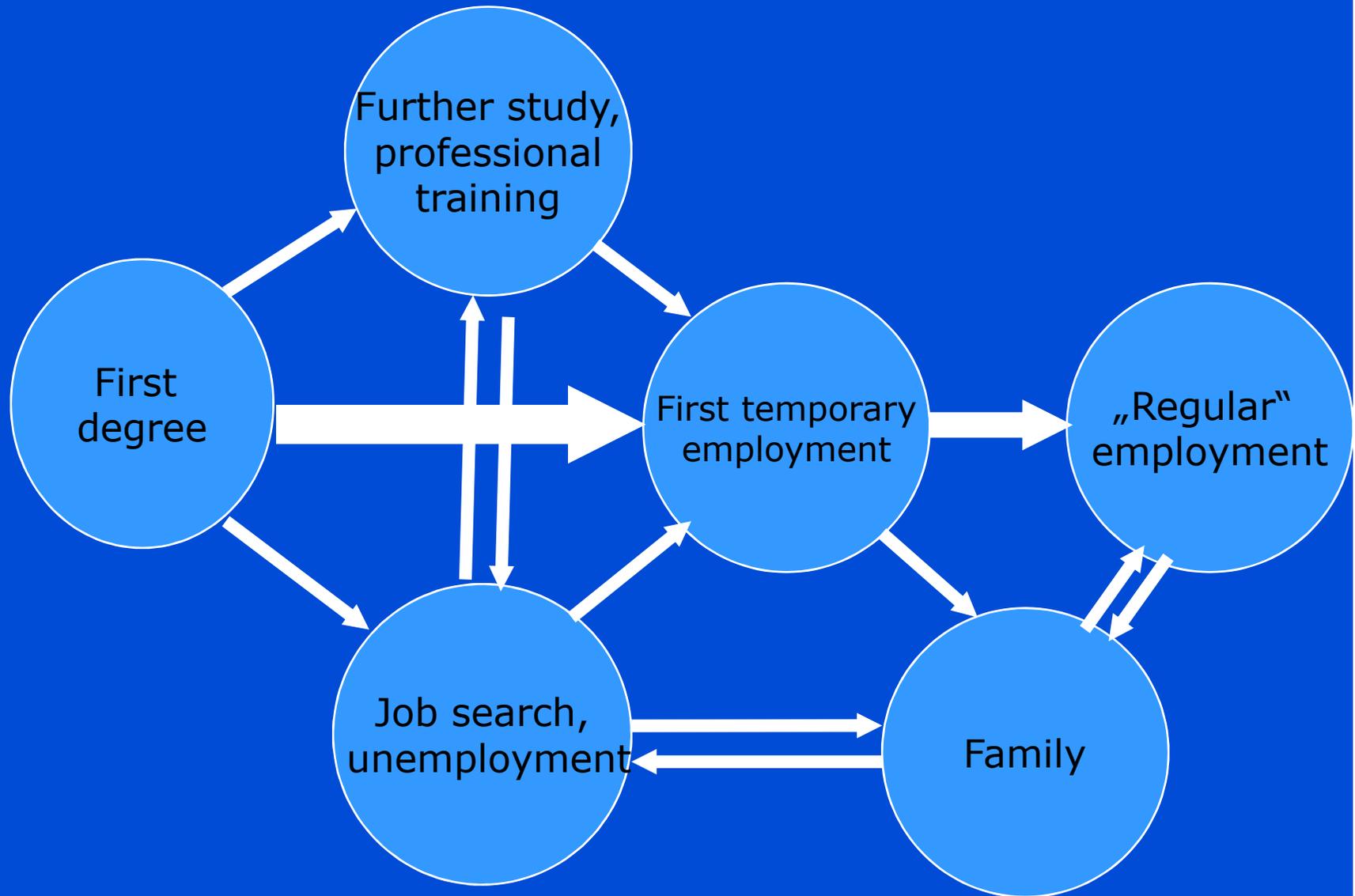
# Time Relation of Key Questionnaire Topics



# Fiction one: Clear Boundaries and well Defined Transition Periods?

- End date of course of study?
  - Last examination date?
  - Delivery of certificate?
  - Last lecture?
- Termination or interruption of study?
  - Direct transition to MA study
  - Intermediate work experiences
  - Live long learning – study and work
  - Live long learning – pensionists study

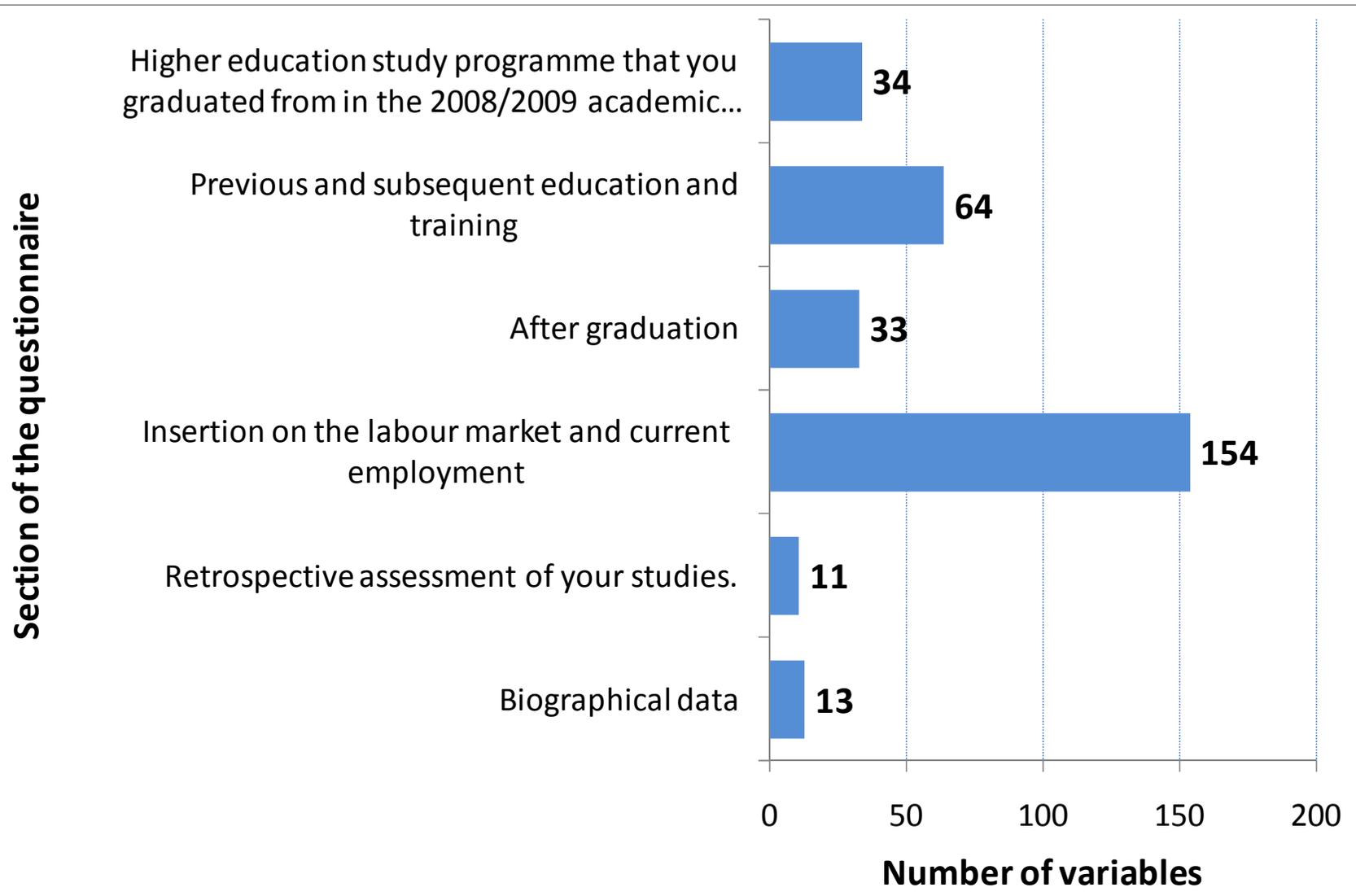
# Phases of Transition



# The Romania Base Questionnaire: Many Sources

- Experts from Romania
- International experiences
- Sinaia workshop 2008
- Comments and recommendations from universities 2010

# Content of the Base Questionnaire



# Content and Length

- Base questionnaire: about 300 variables
- Current employment and work is the core domain
- Work history (D23)
- Only a few „subjective“ variables
- Space for optional questions for universities

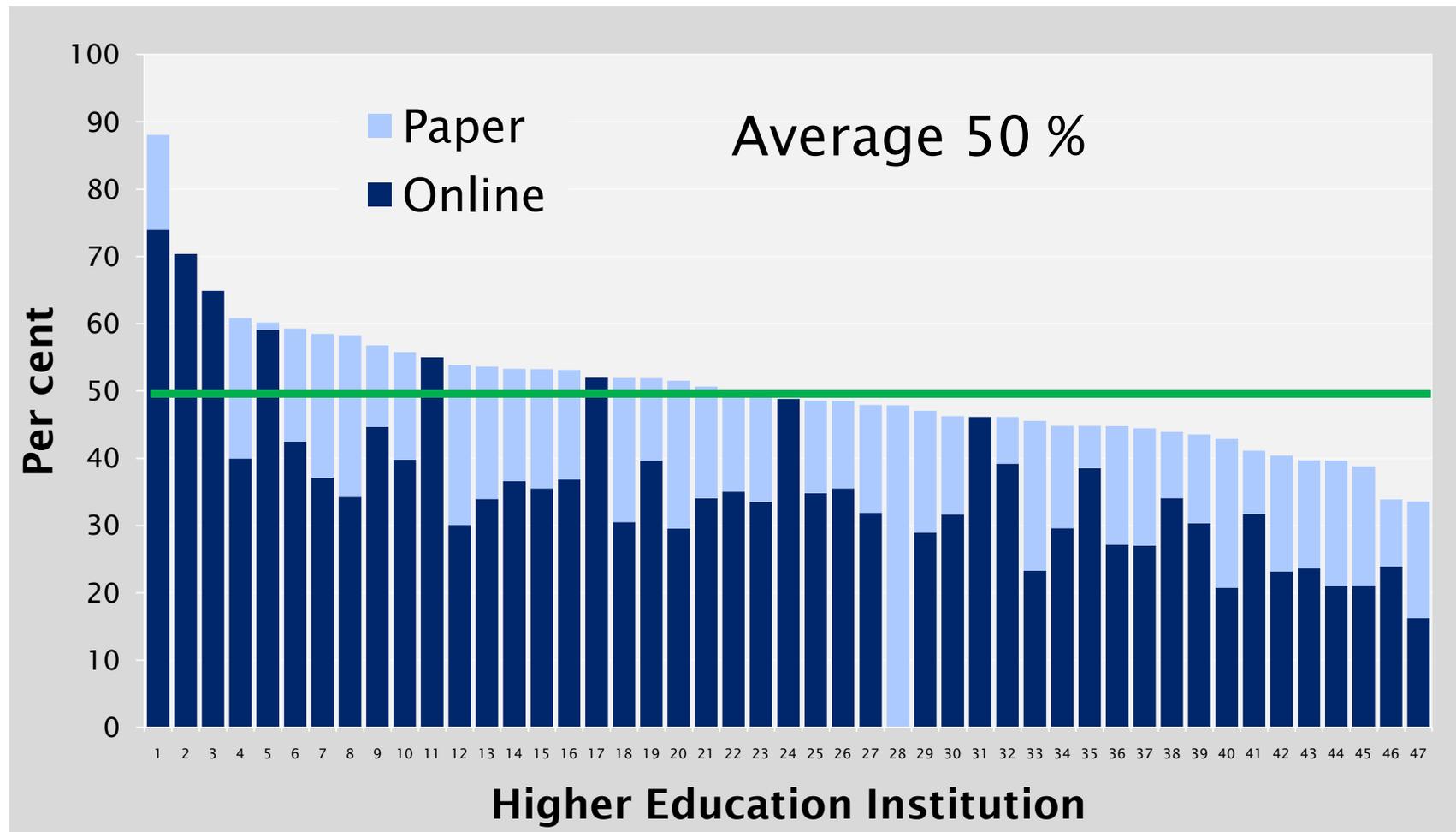
# Length of a Questionnaire

- How to define the „length“?
- Paper questionnaire: number of pages?
  - Problem: font, font size, layout, two column layout
- Length of time to fill in the questionnaire?
  - Problem: user friendly, font size, layout, number of clicks, open questions
- Number of variables – best indicator

# Optimal Length of a Questionnaire

- With a longer the questionnaire we can answer more research questions – more relevance
- Wrong assumption: the longer the questionnaire the less the response rate
  - Experiences: in Germany no relation between number of pages (range 20 to 40) and return rate
- Response rate depends mainly on the efforts of the university project coordinators (number of contacts, updating of addresses)

# Example: Response Rate of the Survey 2009, by Higher Education Institution (%)



Quelle: INCHER, KOAB Absolventenbefragung 2009; Jg. 2007

# 21 Further development of the Basic Questionnaire

- Adaptation of the basic questionnaire
  - Adaptation for institutions
  - Adaption for domains
  - Adaptation for study programmes
- Possible new modules
  - International and regional mobility
  - Self-employment („job creators“?)
  - Work motivation

# Challenges

- High response rate: 50 %
- Feedback for the universities for development
  - Data quality
  - Data analysis
- The project coordinator as the key person and the commitment of the university
- How to make use of the results – meaningful interpretation is needed
- Dissemination strategies

**THANK YOU**