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SOEP-IS 2013 – Finding the most efficient question format for long list questions in computer-assisted surveys

Jessica M. E. Herzing and Silke L. Schneider

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DIW Berlin
German Socio-Economic Panel (SOEP)
Mohrenstr. 58
10117 Berlin
Germany

soeppapers@diw.de

SOEP-IS 2013 – Finding the most efficient question format for long list questions in computer-assisted surveys

Module Title in SOEP Documentation: Computer-Assisted Measurement and Coding of Educational Qualifications in Surveys (CAMCES)

Jessica M. E. Herzing, Dr. Silke L. Schneider

Title: Finding the most efficient question format for long list questions in computer-assisted surveys

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Involved Researchers: Jessica M. E. Herzing, Dr. Silke L. Schneider

Introduction

Computer-assisted personal interviews (CAPI) and self-administered web interviews (CAWI) grow in popularity, which gives new opportunities through technology.

The advantages of computer-assisted surveys are their huge scope for design. While in PAPI surveys long lists (e.g. country of residence, prescription drugs, etc.) are shown in show cards or get recorded in open questions that need to be office coded, computer-assisted surveys allow various other question designs. One is a list of answer options, where respondents have to tick a radio button, which is most similar to a simple show card and used for fairly short response lists. The other option is a drop down-box, where respondents can scroll in the list or use type-ahead look ups (cf. Fig. 1), which is especially common for very long lists such as country names.

All of these instrument designs have the problem of response order effects, which seem to influence answer behavior strongly (Couper, Tourangeau, Conrad, & Crawford, 2004), due to primacy effects (Tourangeau, Rips, & Rasinski, 2010). Only open-ended questions could overcome this problem. However, the office coding of the responses is time consuming, inefficient and expensive (Foddy, 1993). To overcome the drawbacks of the foresaid instruments and to improve data collection in terms of data quality and respondent burden, unique features for long list questions in computer-assisted surveys will be tested with paradata analysis and reliability checks using the example of education measurement. We would like to address the following research questions:

1) What is the optimal question design for long list questions and what are the differences to traditional question instruments?

2) What instrument design has the lowest respondent burden, measured with response latencies?

3) What instrument design has the best data quality, measured with reliability checks?

The results would be complementary to the GESIS project „Computer Assisted Measurement and Coding of Education in Surveys“ (CAMCES), in which the SOEP migration sample 2015 is a cooperation partner[1]. Furthermore, the results of this experiment would have a general impact on survey methodological issues in terms of instrument design in CAPI and CAWI studies. Another additional merit for other researchers is an improved measurement of education in migration and cross-national research.

[1]The aim of the CAMCES project is to develop a tool for measuring and coding educational qualifications “on the fly” in computer-assisted surveys, based on 1) an international database of educational qualifications, 2) optimized questionnaire instruments and 3) an interface to access the database for use in computer-assisted surveys using various surveying software products. The tool will be piloted in the SOEP immigration sample 2015 because especially for migrants, current measurement practice for education can be improved. Furthermore, coding routines for statistical software packages will be produced for the harmonization and simplification of the resulting highly detailed education variable during the data processing stage.

Challenges of long lists in the context of education measurement

Education is a key social background variable in socio-economic research, as it is one of the best predictors for different forms of social inequality. Thus, all socio-economic surveys, such as the Social-Economic-Panel Study (SOEP) or the General Social Survey (GSS), ask at least for the highest level of education achieved. Generally, this question is asked in a closed-ended format, which offers respondents a list of educational degrees for self-identification. The advantage of this method is that its usage is independent of the survey mode. The display of categories, however, restricts the respondents to a limited choice-set (Schneider, 2008, p. 311 ff.), they cause confusion if respondents read unknown terms and might lead to response order effects (Couper et al., 2004). This method makes it difficult to present complex education systems, which then cause troubles in recoding the answers. Hence, measuring educational qualifications is not a straightforward task.

First, response categories often cover the currently obtainable school degrees, thus former changes in the educational systems are often not reflected in the answer categories. And if they are, old terms may confuse respondents and lead to higher respondent burden. For example, respondents born after 1990 or migrants could be confused by the term “DDR: 8. Klasse” (SOEP Personenbiofragebogen, question 74), as this school system or the history of Germany is unfamiliar to them.

Second, younger migrants often obtained their qualification in their country of origin. Consequently, it is tricky to cover the full range of qualifications if the sample includes immigrant groups.

Third, the increase of student mobility asks for a more flexible way to measure educational attainment. In general, the Bologna process in Europe and the proceeding globalization make studies abroad easier. Hence, we have to expect more natives with foreign degrees in the future. Yet, the SOEP asks if respondents have taken their vocational training or their university education abroad. If respondents answer this with “yes”, they only get very generic answer categories.

Thus, it is a huge burden for respondents with foreign educational degree to answer this question and hence it is conceivable that the measurement is error-prone. A conventional instrument in computer-based surveys which would cover these issues would be a long list, either as a drop-down box or a list with radio buttons. Our instrument could solve this issue by generating possible suggestions with the underlying data base filtering results by parameters, such as the country in which the qualification was obtained and year of birth. In addition, dynamic forms would support the presentation of the suggested educational degree with a low response burden and measurement error. The results concerning the question interface could be transferable to other long lists (e.g. drug consume, occupation) in future.

All of these aspects may result in lower data quality or even drop out of the survey. Thus how can we improve data quality and lower the response burden with a better question interface in computer-assisted surveys?

Reviewing question formats for long lists in computer-assisted surveys

A solution to this would be a question instrument which defines possible response categories, which has low response times, low item drop-out rates and minimizes measurement error. The conventional question designs are very controversial concerning the mentioned respondent behaviors (e.g. low response time). The comparison of closed-ended questions (using radio buttons) with open-ended

question with regard to numerical information (number of friends), for instance, showed no significant difference in the time needed for question completion (Couper, Traugott, & Lamias, 2001). Additionally, Couper et al. (2001) found evidence for significantly larger item non-response in case of open-ended questions compared to closed-question formats. However, the results prompt smaller measurement error in case of open-ended questions (Couper et al., 2001). These findings suggest that the choice of question format can have an impact on data quality (Couper, 2008) and that a mix of open- and closed-ended questions could reduce measurement error and respondent burden.

New innovations in this context are *dynamic forms*, which is the generic heading for *dynamic text fields* and *dynamic lists*, two newly developed ways of reactive data collection in computer-assisted surveys. The usage of dynamic forms in combination with large numbers of response categories, which are hierarchically ordered (like education), can be answered like a closed-ended questions without the restrictions posed by show cards or short radio button lists (cf. Funke & Reips, 2007). As the response categories are generated from an underlying data base, the response is automatically field coded at a detailed level. Dynamic forms give instant feedback to the respondent/interviewer, as the search of an answer can be supported in a new way. Therefore, these innovations combine advantages of open-ended and closed-ended question formats and hence overcome the disadvantages of both question types (Funke & Reips, 2007) and may result in better data quality.

Dynamic text fields do initially not differ from an ordinary text field (cf. Funke & Reips, 2007). The moment the respondent starts typing, multiple suggestions for the most probable matches in the underlying data base are offered below the text field (*type suggestion*). Each additional letter will reduce the number of suggestions. Consequently it is a combination of text sting matching and drop-down boxes (cf. Fig. 1, left side). A prominent example in this context is the Google search. This response format might entail similar problems as drop-down boxes, as they have similar design characteristics. However, it has the advantage that respondents only see a selection of answers, which reduces social desirability. Alternatively, the ending of the current word being entered are shown while the respondents types in the dynamic text field (*type auto-completion*). Especially the dynamic text field with auto-completion can cause problems as respondents cannot generate their answer out of the context of the response categories. This can cause primacy effects because respondents do not see alternative matches. Nevertheless, this method might reduce order and social desirability effects.

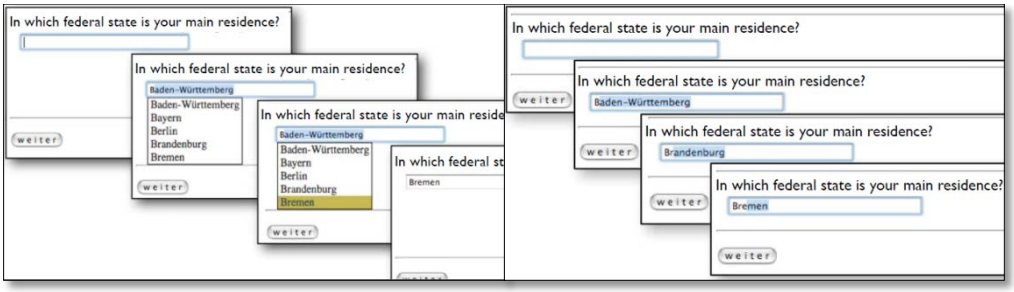

Fig. 1: Dynamic text field with type suggestion and dynamic text field with type auto-completion (referring to Funke and Reips (2007))

In case of *dynamic lists,* respondents see a single table with a limited number of response categories, like on a show card. The categories extend in a second table after the respondent has selected one response option in the first table (cf. Fig. 2 right side). Thus, dynamic lists offer gradually more detailed descriptions of the previous selected category and break the answer process down to multiple steps

(cf. Funke & Reips, 2007). Therefore, an essential condition is the possibility to bring the answer categories in a hierarchical order, so that they can be presented like “nested show cards”.

Tijdens (2014) suggests that single page filtering, for example with dynamic lists, will causes lower dropout rates and shorter response times, compared to a 3-page search tree (multi-page filtering). Hence, dynamic lists with two sub-categories and maximum 10 items per category (page/pillow) might be a better solution than multi-page filtering (Tijdens, 2014).

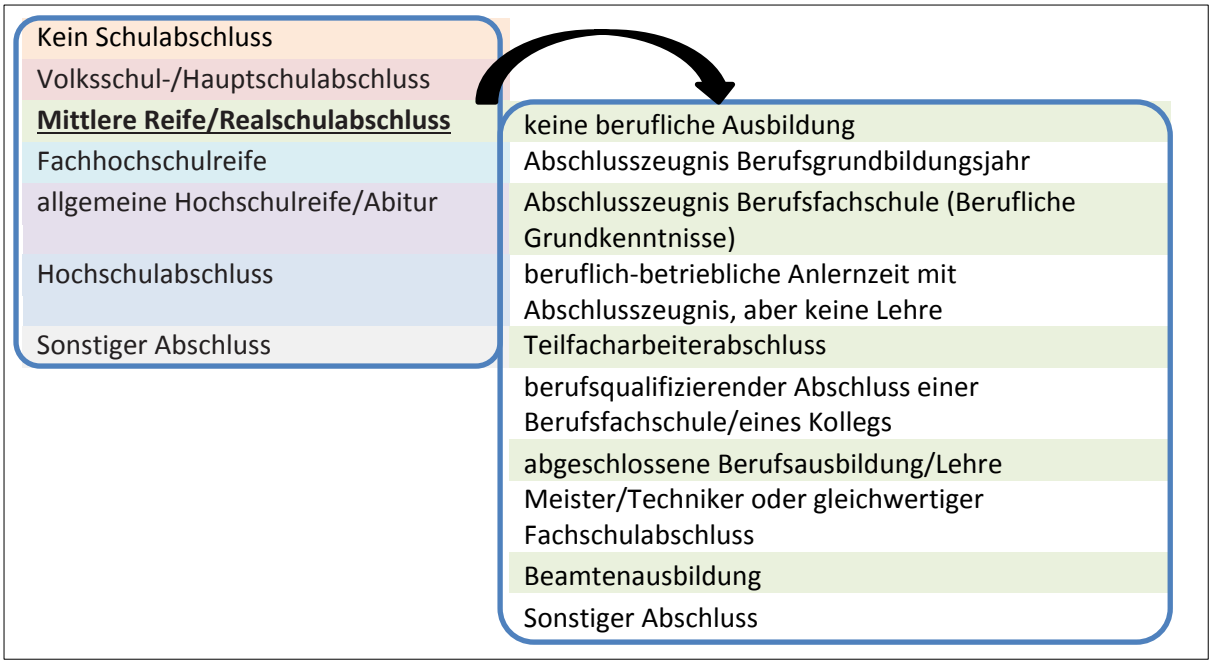

Fig. 2: Dynamic list; Respondents clicked “Mittlere Reife” (this are not the final categories)

Although some surveys and online survey tools are already using dynamic lists (WageIndicator) or dynamic text fields with type suggestion (WageIndicator and SurveyMonkey) there is insufficient evidence so far if these kinds of instrument designs are really improving data collection in terms of speed, accuracy, data quality, and respondent as well as interviewer burden. For example, do the mentioned surveys not consider possible primacy-effects, which could occur due to the order of the shown suggestions. Furthermore, the possibility to have an “other” option is not given in the existing dynamic forms. Thus, there is obviously need for research and potential for further developments in CAI-Software.

Why the SOPE-IS?

The SOEP-IS has the advantage that it is a probability sample which allows us to make assumptions about the general response behavior. As our other pretest focus on migrants (SOEP migration sample 2015), the SOEP-IS would give us information if we can use this new way of education measurement for the complex German education system. Additionally, the SOEP-IS is a CAPI survey with a large number of cases and hence, allows various randomized split-ballot conditions, which will produce scientifically meaningful results. Generally, the huge advantage of panel analysis is the within-person comparison. Therefore, a longitudinal study allows us to compare the same measurement with different question instruments at two different time points. The longitudinal nature of the SOEP-IS avoids possible memory effects of the respondents. Hence, this survey design allows us additional reliability checks between the different question instruments. Concerning education we could compare results using traditional instruments from earlier waves with the new question designs. In

this concrete case, we can use the answers of the core questionnaire (e.g. SOEP Survey 2012, Additional questionnaire: "Life History", questions 39 et seq.) and compare them with our new way of education measurement.

However, the comparability of a traditional question, in this case radio buttons, and a new instrument is tricky. One problem might be that response latencies of the traditional measurement of education would be shorter, as interviewers are familiar with the traditional instrument. To avoid this pitfall we will only use the traditional measurement of education for answer consistency checks[2]. This allows us to check for divergences and gives us hints for the possible collection of incorrect information[3].

As the main SOEP gives people with foreign degrees only very generic response categories, our tool could contribute to its improvement by capturing the exact name of the degree independent of the country where it was obtained. Additionally, we see advancement in the existing education measurement even if the educational achievements were all gained in Germany. For example, is a more precise and faster measurement of educational degrees imaginable, due to the design of different dynamic forms. The office coding of the exact name of the degrees in question 81 could also become obsolete (Personenbiofragebogen 2013). For this purpose our study needs to be based on the entire SOEP-IS sample, given that the respondents have answered the traditional education question in advance.

Analytical concept and research design

In a split-ballot design with four conditions we would compare:

- dynamic lists
- radio buttons
- dynamic text fields with type suggestion
- dynamic text fields with type auto-completion

To understand and improve the questions we will use the extension of the Total Survey Error framework (Groves et al., 2004) by Kreuter and Casas-Cordero (2010), which indicates that paradata can be used to evaluate measurement and processing errors. As we do not expect high item-nonresponse in CAPI surveys, we would like to collect additional paradata for the evaluation of possible measurement errors, respondent burden and further differences between the question designs. While response latencies[4] can be interpreted as an indicator for poor question wording and response formats, cognitive processing, complex visual layouts and usability problems, mouse clicks and keystrokes represent answer changes, due to confusion, difficulties in searching for the answers and so forth (Kreuter & Olson, 2013). With sufficient paradata we can even determine if the problems occur on the interviewer, the respondent or on both sides of the question answering process. For the

[2] Nevertheless, response times are relevant for the evaluation if the new question designs have lower response times than traditional measurements with regard to general usability.
[3] We are aware of the fact, that the traditional measurement of education in the SOEP might be more generic. Thus, we will compare if our more specific results can be found in the more generic equivalent of the SOEP.
[4] However, we have to discuss if the usage of active response latencies is possible. Otherwise we would use passive response latencies, which would cause some disadvantages (Mayler & Urban, 2008).

survey mode (face-to-face interview) the usage of time-stamps, keystrokes, if possible mouse clicks and interviewer evaluations would be useful (Olson & Parkhurst, 2013). Additionally, data quality will be measured with reliability checks, as we can compare the answers of the core questionnaire with the response to our questions (controlling for possible changes since the last wave).

Analysis Methods

For data preparation purposes we would drop response times that are shorter than 1s, given that it is not possible to administer a question in that short time (Couper & Kreuter, 2013). Instead of using a fixed limit for the exclusion of extreme response times, the usage of the median and the interquartile range could also be considered (e.g. Q1-1.5*IQR). We expect the response times to be skewed, thus we would normalize them by taking their natural logs (Fazio, 1990). Depending on the amount and selectivity of item-nonresponse and drop-outs we consider analyses of those; otherwise we will proceed with the common data cleaning procedures.

Next to descriptive statistics, such as the comparison of mean response times, relative differences between time points and answer consistencies, multivariate analyses are desirable. Respondent characteristics (marital status, migration background, motivation, age), interviewer characteristics (education, migration background, prior CAI experience, age), the baseline speed of the interview and page browsing times should function as control variables. Considering this as an exploratory study to investigate sources of variation at the instrument, respondent and interviewer level we ask the following methodological research questions:

1) Are different question instruments associated with longer or shorter response time and do they differ in data quality?

2) Do instrument specific results, with regard to response time and data quality, hold when controlling for respondents characteristic?

3) Controlling for question instruments and interviewers, can we replicate the findings about respondent characteristics and response times found earlier?

Furthermore, the relative differences between the responses of the earlier waves and the new designed education questions are compared. The stability of responses due to question design should also find consideration as part of reliability checks.

Already planned pretests and pilots

The development of the tool takes place in the CAMCES project. This project aims to improve the measurement of education in an international context and especially in the improvement of the education measurement of immigrants in Germany. If education can be asked in an open-ended question format was tested in an explorative analysis in the GESIS Panel Pilot. Preliminary instrument designs will be pretested by TNS Infratest in July 2014. Thus, our data base, the dynamic list and one version of dynamic text fields are already programmed by the DIPF and implemented in NIPO by TNS Infratest at the start of the SOEP-IS 2014. Finally, a version of the instrument will be tested in the SOEP migration sample in 2015. Furthermore, cognitive interviews to test the interface/question design are planned for August 2014. However, the pretests focus on the measurement of education for migrants, thus the SOEP-IS would be complementary for the German respondents. Additionally the SOEP-IS would give us the chance to test the relatively new question design, which would contribute to the research on question design. We expect our education questions to be below two minutes.

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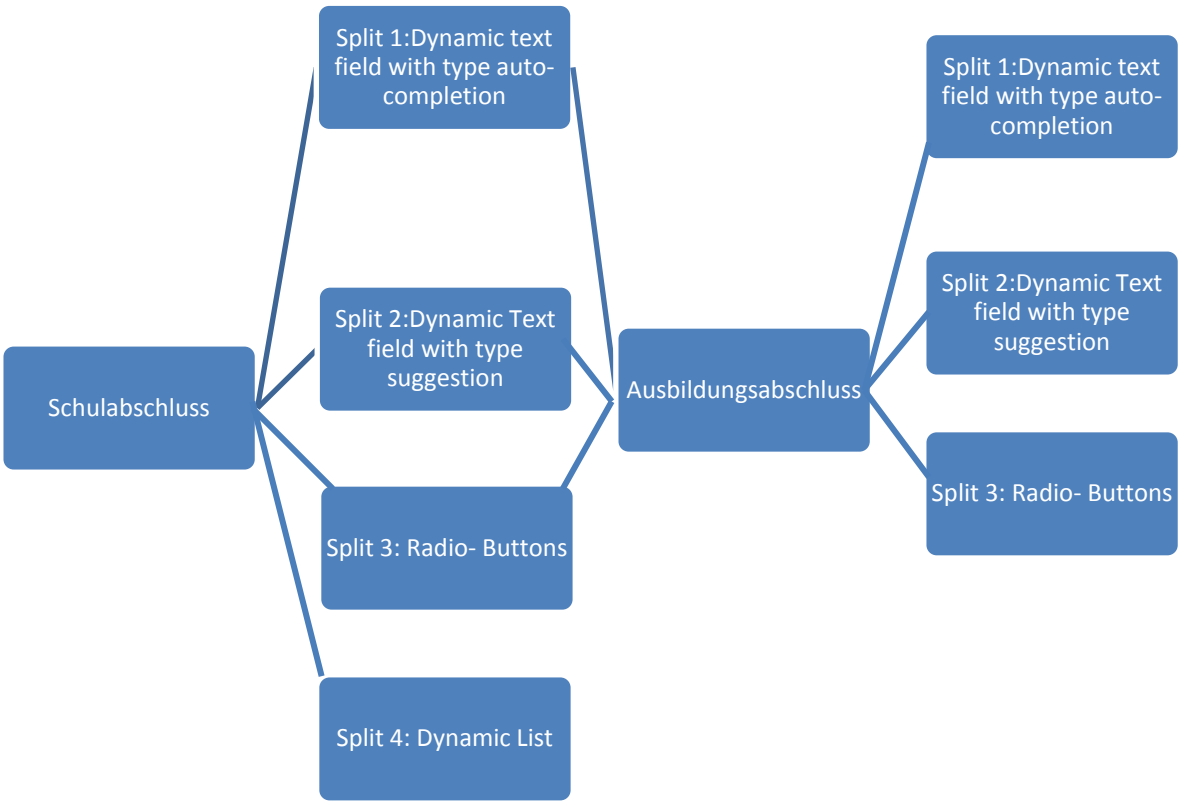
APPENDIX

Dieser Fragebogen inklusive Filterführung wurde in Anlehnung an den SOEP Personenbiofragebogen 2013 konzipiert.

Fig. 1: Fließdiagramm des Fragebogenroutings



Anmerkung: Die im Folgenden verwendeten Schul- und Bildungsabschlüsse sind noch nicht final. Die Darstellung der Dynamic Forms exemplarisch. Time Stamps würden nach Rücksprache bzw. Design des SOEP Fragebogens, entweder pro Frageblock oder pro Frage erhoben werden.

SOEP-IS Sample

Ihre Ausbildung und Abschlüsse

Im Folgenden bitten wir Sie um genauere Angaben zu einigen Punkten Ihres Lebensverlaufs, die mit der Ausbildung und dem Beruf zu tun haben. Zunächst zur Schule:

Schulabschluss

CAPI

SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 69

Anmerkung an SOEP-FB: in den Anmerkungen fehlen die Hochschulen (inkl. Hochschulen)

Timestamp 01

Q01	**Jahr des Schulabschlusses**	Numeric

In welchem Jahr haben Sie zuletzt die Schule besucht?

Nicht gemeint sind Schulen, die zu einer Berufsausbildung führen, z.B. Berufsschulen oder Berufsakademie!

☐☐☐☐ Gehe noch zur Schule…… 1 ➔ Modul verlassen

CAPI

SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 71

Anmerkung an SOEP-FB: Alle Befragten sollten nach Anzahl der Jahre gefragt werden. Beziehen sich die Instruktionen auf „die letzte“ Schule oder insgesamt? Hier werden weitere Instruktionen nötig sein (vgl. ESS Fragebögen).

ASK ONLY IF Q01|=1

Timestamp 02

Q02	**Bildungsjahre**	Min 5; Max 20; Numeric

Wie viele Jahre haben Sie die Schule besucht?

☐☐ Jahre

CAPI			
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 70			
Filter/Parameter: Year of birth=<1985 then do not show answer option 2			
ASK ONLY IF Q01|=1			
Timestamp 03			
Q03	**Schulabschluss Land**		Single coded

Wo haben Sie zuletzt die Schule besucht? War das …

1	O	in einem Bundesland der Bundesrepublik Deutschland?	
2	O	in der DDR?	
3	O	in einem anderen Land?	➔ Modul verlassen

Split 1: Dynamic text field with type auto-completion

CAPI
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 74 / Geändert
ASK ONLY IF Q03=1 | 2
Timestamp 06

Q04 | **Schulabschluss, deutschsprachig, Split 1** | Dynamic Form; Data base

Welchen Schulabschluss haben Sie gemacht?

Tragen Sie die genaue Bezeichnung des Abschlusses ein.
Nur eine Nennung möglich!

Abitur

Split 2: Dynamic text field with type suggestion

CAPI
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 74 / Geändert
ASK ONLY IF Q03=1 | 2
Timestamp 06

Q04 | **Schulabschluss, deutschsprachig, Split 2** | Dynamic Form; Data base

Welchen Schulabschluss haben Sie gemacht?

Tragen Sie die genaue Bezeichnung des Abschlusses ein.
Nur eine Nennung möglich!

Split 3: Radio-Buttons

CAPI		
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 74 / Geändert		
Anmerkung an SOEP-FB: Die DDR-Abschlüsse müssen noch angepasst werden bzw. nur in Abhängigkeit vom Alter angezeigt werden.		
ASK ONLY IF Q03=1 | 2		
Timestamp 06		
Q04a1	**Schulabschluss, deutschsprachig, Version 3**	Single coded, evtl. Data base

Welchen Schulabschluss haben Sie gemacht?

Nur eine Nennung möglich!

1	O	Schule ohne Abschluss verlassen	➔ Frage Q04a2
2	O	Volks-/Hauptschulabschluss (DDR: 8. Klasse)	
3	O	Realschulabschluss / Mittlere Reife (DDR: 10. Klasse)	
4	O	Fachhochschulreife (Abschluss einer Fachoberschule)	
5	O	Abitur / Hochschulreife	
6	O	Sonstiger Schulabschluss	➔ Frage Q04a3

CAPI		
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 74 / Geändert		
ASK ONLY IF Q04a1=1		
Timestamp 07		
Q04a2	**Schulabschluss, deutschsprachig, Version 1**	String

Welche Schule haben Sie zuletzt besucht?

Bitte eintragen!

CAPI		
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 74 / Geändert		
ASK ONLY IF Q04a1=6		
Timestamp 08		
Q04a3	**Schulabschluss, deutschsprachig, Version 1**	String

Mit welcher Art von Abschluss haben Sie die Schule verlassen?

Bitte eintragen!

Ausbildung

CAPI		
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 80		
ASK ALL		
Timestamp 08		
Q05	**Ausbildung Deutschland**	Single coded

Haben Sie <u>in Deutschland</u> eine Berufsausbildung oder ein Studium <u>abgeschlossen</u>?

1	O	Ja	
2	O	Nein	➔ Modul verlassen

Split 1: Dynamic text field with type auto-completion

CAPI
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 83 / Geändert
ASK ONLY IF Q05=1
Timestamp 12

Q06 | **Bildungsabschluss, deutschsprachig, Split 1** | Dynamic Form; Data base + numeric

Was für eine Ausbildung war das? In welchem Jahr haben Sie diese Ausbildung beendet?

Beamtenausbildung | Jahr: | | | | |

CAPI
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 83 / Geändert
ASK ONLY IF Q05=1
Timestamp 13

Q07 | **Weitere Bildungsabschlüsse, deutschsprachig, Split 1** | Single coded

Haben Sie noch weitere Bildungsabschlüsse abgesehen von dem vorher genannten Ausbildungsabschluss?

Hierunter verstehen wir Abschlüsse die gleichwertig oder niedriger sind als die vorher genannten Abschlüsse für die jedoch ein Zeugnis vorliegt.

1	O	Ja.
2	O	Nein.

CAPI
Neu
ASK ONLY IF Q07=1
Timestamp 14

Q08 | **Weitere Bildungsabschlüsse, deutschsprachig, Split 1** | Dynamic Form; Data base

Was für weitere Ausbildungen waren das? In welchem Jahr haben Sie diese Ausbildungen beendet?

Mehrfachnennungen möglich!
Bitte machen Sie auch eine Jahresangabe, wenn Sie die Ausbildung nicht abgeschlossen haben.

Weiterer Abschluss 1: | Jahr: | | | | |

Weiterer Abschluss 2: | Jahr: | | | | |

Split 2: Dynamic text field with type suggestion

CAPI
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 83 / Geändert
ASK ONLY IF Q05=1
Timestamp 12

Q06 | **Bildungsabschluss, deutschsprachig, Split 2** | Dynamic Form; Data base + numeric

Was für eine Ausbildung war das? In welchem Jahr haben Sie diese Ausbildung beendet?

Jahr: | | | | |

CAPI
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 83 / Geändert
ASK ONLY IF Q05=1
Timestamp 13

Q07 | **Weitere Bildungsabschlüsse, deutschsprachig, Split 2** | Single coded

Haben Sie noch weitere Bildungsabschlüsse abgesehen von dem vorher genannten Ausbildungsabschluss?

Hierunter verstehen wir Abschlüsse die gleichwertig oder niedriger sind als die vorher genannten Abschlüsse für die jedoch ein Zeugnis vorliegt.

1	O	Ja.
2	O	Nein.

CAPI
Neu
ASK ONLY IF Q07=1
Timestamp 14

Q08 | **Weitere Bildungsabschlüsse, deutschsprachig, Split 2** | Dynamic Form; data base

Was für weitere Ausbildungen waren das? In welchem Jahr haben Sie diese Ausbildungen beendet?

Mehrfachnennungen möglich!
Bitte machen Sie auch eine Jahresangabe, wenn Sie die Ausbildung nicht abgeschlossen haben.

Weiterer Abschluss 1: | | Jahr: | | | | |

Weiterer Abschluss 2: | | Jahr: | | | | |

Split 3: Radio-Buttons

CAPI
SOEP, Aufwuchs M, Befragung 2013 Personenfragebogen, Frage 83 / Geändert
ASK ONLY IF Q05=1
Timestamp 12

Q06 **Bildungsabschluss, deutschsprachig, Split 3** Multiple Answer, Numeric

Was für eine Ausbildung war das? In welchem Jahr haben Sie diese Ausbildung beendet?

Mehrfachnennungen möglich!

○	keine berufliche Ausbildung	Jahr:
○	Abschlusszeugnis Berufsgrundbildungsjahr	Jahr:
○	Abschlusszeugnis Berufsfachschule (Berufliche Grundkenntnisse)	Jahr:
○	beruflich-betriebliche Anlernzeit mit Abschlusszeugnis, aber keine Lehre	Jahr:
○	Teilfacharbeiterabschluss	Jahr:
○	berufsqualifizierender Abschluss einer Berufsfachschule/ Kollegs/Handelsschule, oder Schule des Gesundheitswesens	Jahr:
○	abgeschlossene Lehre, Facharbeiterabschluss	Jahr:
○	Meister, Techniker oder gleichwertiger Fachschulabschluss	Jahr:
○	Beamtenausbildung	Jahr:
○	Zwischenprüfung/Vordiplom	Jahr:
○	Fachhochschule, Berufsakademie (früher: Ingenieurschule, Lehrerbildung, DDR: Ingenieur- und Fachschulabschluss)	Jahr:
○	Bachelor (FH)	Jahr:
○	Master (FH)	Jahr:
○	Diplom (FH)	Jahr:
○	Bachelor (Universität)	Jahr:
○	Master (Universität)	Jahr:
○	Diplom (Universität)	Jahr:
○	Magister (Universität)	Jahr:
○	Aufbaustudium (Universität)	Jahr:
○	Staatsexamen	Jahr:
○	Promotion	Jahr:
○	Habilitation	Jahr:
○	Sonstiger Abschluss	Jahr:

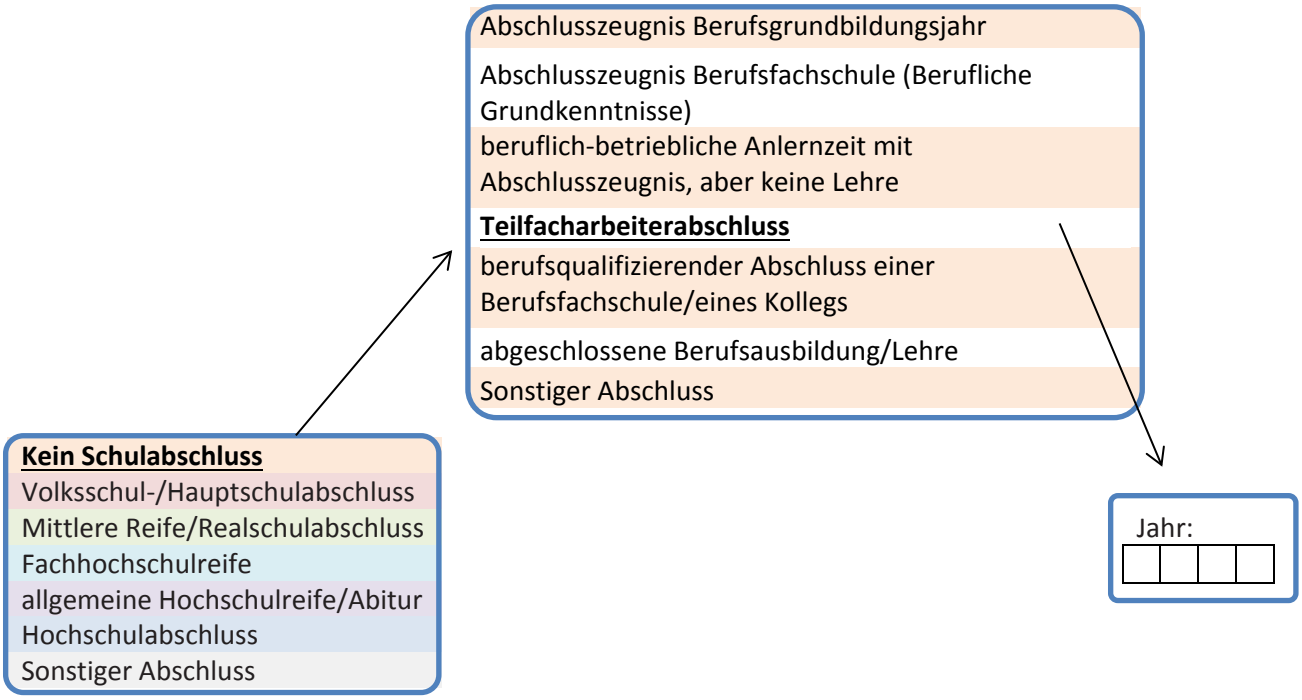
Split 4: Dynamic Form

CAPI
Neu
ASK ONLY IF Q05=1
Timestamp 06

Q06 | **Schul- und Bildungsabschluss, deutschsprachig, Split 4** | Dynamic List; Data base

Was für eine Ausbildung war das? In welchem Jahr haben Sie diese Ausbildung beendet?

Bitte klicken Sie die entsprechenden Abschlüsse an.



CAPI
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ASK ONLY IF Q05=1
Timestamp 07

Q07 | **Weitere Bildungsabschlüsse, deutschsprachig, Split 4** | Single coded

Haben Sie noch weitere Bildungsabschlüsse abgesehen von dem vorher genannten Ausbildungsabschluss?

Hierunter verstehen wir Abschlüsse die gleichwertig oder niedriger sind als die vorher genannten Abschlüsse für die jedoch ein Zeugnis vorliegt.

1	O	Ja.
2	O	Nein.

CAPI
Neu
ASK ONLY IF Q07=1
Timestamp 08

Q08 **Weitere Bildungsabschlüsse, deutschsprachig, Split 4** Dynamic List; Data base

Was für eine Ausbildung war das? In welchem Jahr haben Sie diese Ausbildung beendet?

Bitte klicken Sie den entsprechenden Abschluss an. Bitte machen Sie auch eine Jahresangabe, wenn Sie die Ausbildung nicht abgeschlossen haben.