

2010 AGS Methodology

Overview

This document is an overview of the conduct of the 2010 Australian Graduate Survey (AGS). Included is a summary of the data processing and response, the survey methods employed nationally and methods of data cleaning and analysis. This report is distributed as a companion to annual reports data files produced by Graduate Careers Australia (GCA). In the former case, it will ensure that readers understand the methods employed to gather the data. In the latter, researchers can make use of this report to inform judgements about how the data were gathered and how they might decide to employ the data.

AGS methods follow the annual AGS Manual that outlines in detail the methodology to be employed in the conduct of the AGS (GCA 2011). The AGS Manual and related documents can be downloaded from <http://start.graduatecareers.com.au>.

The AGS comprises

- the Graduate Destination Survey (GDS) plus
- the Course Experience Questionnaire (CEQ) or
- the Postgraduate Research Experience Questionnaire (PREQ).

The purpose of these surveys is to collect information on the main destinations and course experiences of graduates shortly after they qualify, and to provide institutions taking part in the survey with a range of information about their graduates.

The AGS was piloted in 1972-73, and has been conducted annually by GCA and higher education institutions since 1974 with Commonwealth and institutional funding and support. Prior to 2006, the survey was known simply as the *Graduate Destination Survey*. The name *Australian Graduate Survey* was adopted in 2006 to act as an umbrella label for the GCA's combined GDS, CEQ and PREQ surveys. GCA coordinates the AGS nationally, while institutions typically manage data collection for their own graduates. Completed survey forms and/or data files are returned to GCA for processing.

Reporting

Two summary documents, titled *GradStats* and *Grad Files*, were produced in December 2010, making public the main survey results within a few weeks of the completion of data collection. These documents are available for download, along with supporting documents, on the GCA website at <http://www.graduatecareers.com.au/Research/ResearchReports>.

More detailed national results of the AGS are presented in published reports and in detailed series of tables, available from the above directory. These tables assist internal institutional analysis, including benchmarking. Additional special analyses are also available by arrangement with GCA.

The current suite of AGS reports currently produced by GCA includes

- *Graduate Destinations* (GDS results for bachelor degree graduates)
- *Graduate Salaries* (an overview of graduate earnings)
- *Postgraduate Destinations* (GDS results for postgraduates)
- *Graduate Course Experience* (CEQ results)
- *Postgraduate Research Experience* (PREQ results).

Data Availability

Raw data are available to outside researchers in a range of file formats. As no student names are retained on file, confidentiality is not a problem in making these data available for research. Please note that requests to use AGS data must be submitted in writing and include the nature and purpose of the study and intended use of results, as well as agreement to abide by the Code of Practice (GCA 2010). Applications will be referred to the Survey Reference Group (SRG) for consideration.

Code of Practice

The Code of Practice (GCA 2010) can be downloaded from the START website at <http://start.graduatecareers.com.au/Resourcelibrary/KeyDocuments>. The Code of Practice outlines, in broad terms, what uses of the data are appropriate, what types of comparison are fair, and how the greatest benefit can be derived from the figures.

The principles of appropriate AGS data use are that

- the data should be used with impartiality, objectivity and integrity
- the data should be analysed using methodologically sound and transparent methods
- the data should be used and presented in ways that assure the privacy of respondents and the confidentiality of their responses.

The major point is that comparisons between institutions based on AGS figures are inappropriate unless they are made between like fields of education and, as far as practicable, between like institutions. When comparisons are made between institutions, a range of issues, such as the history and mission of the institution, its geographic location, socioeconomic features, enrolment profile and course mix should be taken into account. For example, 'traditional' universities should be compared with other 'traditional' universities; universities of technology with other universities of technology, etc., or at the very least, similar populations within universities should be selected for comparison (e.g., bachelor degree graduates under the age of 25, or graduates from postgraduate level awards). Comparisons should be made within fields of education: accounting in one institution should be compared with accounting in another, and not with, for example, humanities.

Any examination of full-time employment figures should be based on graduates who are available for the full-time workforce, and not on all graduates. This is because the proportion of graduates in full-time employment is affected by the proportion of graduates who do not go on to full-time study and who, therefore, are most likely to be available for the full-time labour force. The proportion in full-time study varies greatly between fields of education and institutions.

Response rates and cell sizes should also be considered when reporting data. Where an institution's response rate falls below 50 per cent, the data for that institution should not be disclosed publicly. The policy practised by GCA is to remove median salary data based on fewer than 10 observations and to avoid comparisons between other outcomes data where the number of respondents in any cell (e.g., a particular field of study) is fewer than 10.

Survey Methodology

Students who qualified for the award of a degree or diploma (including higher degrees or diplomas) in the calendar year 2009 were invited by their institution to complete the AGS, either by paper questionnaire, online questionnaire or telephone interview. Those who completed their course in the first half of 2009 received their questionnaire on or about 31 October 2009, while those who completed their course in the second half of 2009 (the majority) received their questionnaire on or about 30 April 2010. Responses were coded by participating institutions according to standard coding instructions issued by GCA (GCA 2011) and were then forwarded to the GCA office in Melbourne for data processing. Alternatively, some institutions used the central coding service offered by GCA, other institutions both coded and entered their own data.

Response Rates

The Code of Practice (GCA 2010) stipulates that institutions should not publish any AGS data outside of the institution where the relevant response rate calculated by GCA is less than 50 per cent. In this situation, publication within the institution is acceptable. This 50 per cent response rate threshold applies separately to GDS and CEQ data. This could mean that an institution has a GDS response rate above 50 per cent and a CEQ response rate below 50 per cent, which would mean that they cannot publicise their CEQ results but can publish their GDS results.

If an institution has a 49.9 per cent response rate calculated by GCA for all graduates (domestic plus international) and a 50.1 per cent response rate for domestic graduates (i.e., Australian citizens and permanent residents), figures from the complete data set cannot be used external to the institution whereas figures for domestic graduates can be released publicly.

Response rates are calculated by GCA based on the final reported survey population and survey returns. Graduates for whom there is no or outdated contact information available, or where envelopes are returned marked 'not at this address' are not subtracted from the survey population. In 2010, the SRG agreed on a definition of what constituted a valid CEQ response. For the 2011 AGS, and relating only to the calculation of CEQ response rates, to be valid, graduates must have provided at least four (4) item scores for either the Good Teaching Scale (GTS) or the Generic Skills Scale (GSS), or have provided a response to the single-item Overall Satisfaction Indicator (OSI). A CEQ response must also have a valid CEQ major field of education. The national response rate for the 2010 GDS was 56.6 per cent (up slightly from 56.4 per cent in 2009) and 61.8 per cent for Australian citizens and permanent residents (up from 61.1 per cent in 2009). Strong AGS response rates are important for the collection of useful data and are the constant subject of attention from the SRG.

Tables A1 and A2 show response rates for each of the participating institutions.

One particularly relevant response rate issue is the increase in overseas (international) students and off-shore students. The response rate for overseas graduates is far lower than for domestic graduates (as evidenced by the difference between response rates for domestic graduates and the overall response rate). As the number of overseas graduates increases, this pushes the overall response rate down. At the time of the 2005 GDS, the methodology was refined to remove from the survey population overseas students who had studied at off-shore campuses.

Non-Response

Strong response rates are of vital concern in any survey such as the AGS. Additional funding under the (then) Department of Education, Training and Youth Affairs (DETYA) Evaluations and Investigations Program became available in 1996 and made possible an examination of non-responders to the 1996 GDS (Guthrie & Johnson 1997). Prior to this, virtually nothing was known nationally about the profile of GDS non-respondents in terms of who they are, what they were doing at the time of the survey, and why they did not respond. Broadly, the study found that aggregated GDS responses are a reasonably accurate reflection of the total graduate population in terms of their fields of education and their broad GDS results.

There were some discrepancies between the non-response group examined and the survey population and/or GDS respondents in terms of some demographic measures such as age group and sex. However, this may have been due to the researchers having to use a smaller than intended sample of non-respondents. The researchers also made a number of suggestions aimed at improving GDS response rates. Additional funding from the Department of Education, Science and Training (DEST) in 2005 allowed a review of the GDS which included a follow-up to the 1996 non-response study. Findings presented in the project report (Coates, Tilbrook, Guthrie & Bryant 2006) supported the findings from the study of the 1996 GDS.

Treatment of Variables

The GDS, CEQ and PREQ data are cleaned prior to analysis. This involves correcting 'out of range' responses, such as a response of '3' when the only valid responses are '1' or '2'. Missing and invalid responses are also cleaned. An example of a missing response is where there is no response indicating the place of permanent residence of the graduate, while an invalid response might be a case where a letter appears when a number is expected. These errors can arise from mistakes made by respondents in completing the forms, from mistakes made by coders or during data capture.

Data files are processed using SPSS, with the relevant SPSS syntax for cleaning and analysis available from GCA. The general treatment of major GDS variables in the cleaning programs is as follows.

Table A1. Response rates for all levels of qualification for all graduates, by participating institution, 1993-2010 (% , n)

Institution	'93	'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'10 (n)
New South Wales																			
Australian College of Applied Psychology (15)																49.4	41.9	52.1	195
Australian College of Physical Education (13)														50.5	75.2	71.0	56.4	58.1	125
Australian College of Theology (14)														62.8	59.0	54.6	59.4	53.1	230
Australian Lutheran College (17)																	52.5	54.2	32
Avondale College (1)			37.1	43.7	79.3	67.2	60.7	74.1	87.9	62.1	63.5	59.4	59.6	56.2	52.4	51.8	51.2	50.8	157
Charles Sturt University	61.9	64.9	71.3	69.9	64.3	66.4	65.2	57.1	50.3	59.9	57.1	63.8	67.2	70.3	61.1	61.9	52.9	51.4	3,364
College of Law																	33.3	22.2	40
Macquarie University	66.7	71.9	72.1	67.2	59.6	50.0	59.4	54.8	55.5	52.4	57.4	55.2	52.5	42.4	52.5	52.0	45.5	52.0	4,463
Southern Cross University	42.7	60.4	66.4	50.0	29.7	45.7	56.5	55.4	50.3	52.5	53.5	50.9	59.6	53.6	51.9	54.1	51.2	53.8	1,380
Sydney College of Divinity																	59.4	58.4	128
THINK: College (11)													5.8	34.0		7.2	8.3	37.9	152
University of New England	58.5	18.0	57.4	73.5	73.8	70.3	66.4	69.8	65.5	57.6	59.1	56.4	58.1	57.8	59.8	56.7	53.9	51.6	1,736
University of Newcastle	46.2	43.1	57.4	69.5	63.1	62.3	64.3	71.5	60.4	57.4	48.3	56.9	53.5	60.3	56.4	54.8	61.7	59.1	2,279
University of NSW	81.6	62.0	63.8	71.7	69.6	74.3	61.5	55.7	51.6	50.4	56.0	51.6	52.9	53.0	54.3	60.8	54.4	53.3	4,867
University of Sydney	77.5	74.6	72.4	72.9	68.8	61.0	52.0	52.7	53.2	52.6	53.5	54.9	42.7	43.3	53.1	57.6	59.0	58.2	7,106
University of Technology, Sydney	34.1	54.2	75.3	76.4	72.4	69.4	70.9	54.4	51.6	58.1	55.2	48.1	50.5	50.3	50.3	48.0	51.4	51.4	4,284
University of Western Sydney	71.0	64.8	73.4	68.4	68.4	70.7	60.4	51.6	64.2	61.7	54.1	55.3	46.3	48.8	44.0	43.4	51.6	65.6	4,931
University of Wollongong	50.3	56.0	51.1	50.9	51.9	61.8	50.7	55.3	53.0	50.2	57.1	52.9	52.3	50.7	63.1	57.6	55.8	63.3	3,194
Australian Capital Territory																			
Australian National University	61.6	61.7	64.5	70.0	51.4	66.2	59.5	57.4	55.9	56.8	58.8	56.0	56.8	57.9	55.2	52.9	52.5	53.5	2,439
University of Canberra (6)	71.7	63.4	57.6	64.1	59.9	60.8		50.8	52.0	42.6	55.7	51.8	52.5	53.0	51.4	52.9	53.6	52.3	1,349
Victoria																			
Box Hill College of TAFE (19)																	18.8	51.7	15
Deakin University	60.7	55.1	76.8	65.9	63.3	66.9	59.4	56.9	57.7	52.7	57.6	53.7	55.6	54.4	53.8	58.5	59.2	59.7	4,841
La Trobe University	76.4	63.8	71.1	76.0	65.4	76.7	71.3	71.2	67.6	61.4	64.8	62.5	70.5	61.7	58.7	57.2	56.4	57.0	4,397
Marcus Oldham College (2)				66.7	53.1	34.4	40.0	65.9	45.0	37.5		33.8		16.2					
Melbourne College of Divinity (10)												71.8		24.7		31.3	47.4	49.2	161
Melbourne Institute of Technology (20)																	72.7		
Monash University	67.8	62.8	60.7	58.9	55.6	66.8	69.1	58.8	53.8	52.5	47.1	50.7	36.6	53.5	50.0	51.7	44.1	44.3	5,225
North Melbourne Institute of TAFE (21)																		63.6	21
RMIT	62.5	56.7	67.8	68.4	64.9	54.9	57.7	57.6	55.0	52.6	51.7	54.2	57.6	60.9	61.7	56.5	64.4	55.7	4,128
Swinburne University of Technology	65.1	62.8	60.9	61.5	70.2	62.7	60.8	52.4	59.3	59.7	53.7	54.0	55.0	60.2	59.1	57.0	54.9	52.5	2,094
University of Ballarat	63.4	62.1	66.7	69.0	75.2	69.5	59.0	59.6	63.2	61.0	65.0	63.7	48.9	48.9	49.0	62.3	66.9	72.4	1,576
University of Melbourne	66.7	61.5	65.8	63.7	54.7	62.4	66.6	57.1	59.8	61.3	62.7	56.2	62.0	64.4	58.3	52.5	58.0	59.7	7,434
Victoria University	53.7	67.2	68.2	86.6	80.8	71.7	67.1	50.2	60.4	67.4	50.3	57.1	73.4	61.9	56.8	64.9	66.1	75.2	2,979
Queensland																			
Bond University (8)	27.6	27.2	25.6	62.3	55.0	63.3	61.3	55.1	56.1	51.5		39.0	50.3	53.6	53.9	50.8	52.8	51.9	629
Central Queensland University	72.5	81.6	71.8	66.6	66.2	50.8	41.7	37.5	50.4	54.9	64.2	70.1	73.1	58.2	60.7	59.9	57.2	51.6	2,307
Christian Heritage College (7)											51.1	59.5	75.9	81.3	90.6	88.0	61.2	65.2	101
Griffith University	75.6	75.9	74.5	64.9	71.4	75.6	73.6	67.0	68.7	38.3	70.8	55.3	70.3	70.1	62.1	62.0	64.9	47.0	4,417

Table A1. Continued

James Cook University	53.2	65.7	72.4	66.1	61.2	54.7	54.5	50.2	52.9	60.0	59.3	65.3	61.8	60.1	62.0	56.7	60.2	60.9	1,777
Queensland University of Technology	67.9	60.4	73.8	86.7	81.9	82.5	81.7	72.2	67.3	60.5	63.2	63.8	57.1	54.0	57.5	61.3	55.1	57.1	5,703
University of Queensland	89.5	85.6	70.4	85.3	75.8	71.7	56.5	51.0	57.2	56.4	59.7	56.9	51.9	55.6	62.0	61.2	56.6	56.2	4,939
University of Southern Queensland	70.1	62.7	64.4	64.6	65.3	62.0	60.0	58.9	58.7	57.1	50.0	51.1	62.3	61.7	59.9	52.9	54.4	58.2	2,041
University of the Sunshine Coast (3)								84.3	71.6	74.5	56.9	58.8	40.9	59.2	69.0	75.5	66.0	63.6	756
South Australia																			
Flinders University of South Australia	76.2	72.4	75.4	75.3	71.5	72.3	69.0	65.3	64.6	57.6	57.8	67.2	66.9	67.4	73.7	63.2	67.5	64.5	2,621
Tabor College SA (12)															54.1	52.0	57.2	56.7	80
University of Adelaide	77.8	71.9	69.9	73.5	66.6	52.6	47.3	56.6	54.9	51.0	52.0	58.9	54.2	52.9	57.0	57.8	50.4	59.3	2,791
University of South Australia	81.7	79.3	80.7	73.4	60.2	60.8	59.9	59.6	53.9	50.8	53.5	62.5	74.9	77.9	75.1	62.7	56.4	71.1	4,748
Western Australia																			
Curtin University of Technology	45.3	53.1	54.8	49.1	45.1	52.2	50.6	50.3	46.2	63.0	59.6	50.1	54.1	59.0	64.5	56.5	61.0	66.7	5,587
Edith Cowan University	36.6	50.1	48.3	64.0	67.3	69.4	69.1	58.6	55.6	42.6	51.3	56.1	52.3	53.2	53.5	54.9	59.2	55.1	2,614
Murdoch University	62.0	66.0	71.4	58.0	53.6	58.8	66.4	58.0	55.7	55.3	51.5	61.0	54.6	58.0	54.6	54.8	52.6	51.7	1,255
Notre Dame University (4)								28.2	63.4	55.1	50.9	36.3	49.1	52.5	50.7	52.4	52.9	52.7	797
University of Western Australia	71.9	65.4	65.3	54.4	62.5	59.8	60.9	58.4	55.1	53.7	48.6	48.6	60.7	57.3	51.4	57.9	52.6	54.0	2,352
Tasmania																			
Australian Maritime College (5) (18)		45.3		39.8	31.3	58.9	61.5	56.4	51.8	51.3	46.4	35.7	54.6	75.7	79.1	52.5	0.0		
University of Tasmania	54.0	52.0	54.7	52.6	54.2	59.3	62.9	58.4	62.7	61.3	62.4	57.0	62.5	57.9	60.7	56.9	52.1	50.0	2,018
Northern Territory																			
Batchelor Institute (16)																10.5	15.0	29.4	5
Charles Darwin University (9)	46.0	27.6	43.1	52.6	33.6	51.6	64.5	40.7	53.6	55.9	54.3	68.6	57.9	53.4	55.0	50.8	39.0	35.4	378
Multi-State Institution																			
Australian Catholic University	56.2	52.8	58.2	68.2	65.1	61.3	72.6	68.8	70.1	61.4	67.0	61.7	53.9	54.0	55.6	52.1	60.7	61.6	2,538
TOTAL	65.0	62.2	66.8	68.3	64.2	65.1	63.0	58.0	57.5	55.4	56.8	56.1	55.9	56.4	57.3	56.4	55.9	56.6	125,776

Notes. 1. Avondale College joined the AGS in 1995; 2. Marcus Oldham College joined the AGS in 1996 and did not participate in 2003, 2005, 2007-10; 3. The University of the Sunshine Coast first participated in the AGS as a separate entity in 1999; 4. Notre Dame University joined the AGS in 2000; 5. The Australian Maritime College did not conduct the AGS in 1993 and 1995; 6. Due to an administrative error, the University of Canberra did not submit AGS data in 1999; 7. The Christian Heritage College joined the AGS in 2003; 8. Bond University did not participate in the AGS in 2003; 9. Was Northern Territory University; 10. Melbourne College of Divinity joined the AGS in 2004 and did not participate in 2005 or 2007; 11. THINK: College (was Billy Blue College) joined the AGS in 2005 and did not participate in 2007; 12. Tabor College, South Australia, joined the AGS in 2007; 13. The Australian College of Physical Education joined the AGS in 2006; 14. The Australian College of Theology joined the AGS in 2006; 15. The Australian College of Applied Psychology joined the AGS in 2008; 16. Batchelor Institute joined the AGS in 2008; 17. The Australian Lutheran College joined the AGS in 2009; 18. For the AGS, the Australian Maritime College merged with University of Tasmania in 2009; 19. Box Hill College of TAFE joined the AGS in 2009; 20. Melbourne Institute of Technology joined the AGS in 2009 and did not participate in 2010; 21. North Melbourne Institute of TAFE joined the AGS in 2010

Table A2. Response rates for all levels of qualification for all domestic graduates, by participating institution, 1993-2010 (% , n)

Institution	'93	'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08
New South Wales																
Australian College of Applied Psychology (15)													45.4	42.9	50.6	183
Australian College of Physical Education (13)											50.9	73.8	70.4	56.4	57.5	123
Australian College of Theology (14)											62.3	58.7	54.6	59.0	55.0	220
Australian Lutheran College (17)													51.5	55.2	32	
Avondale College (1)	42.6	77.7	67.0	56.7	77.7	87.7	54.9	61.6	63.7	63.6	60.9	52.5	54.1	52.5	52.6	142
Charles Sturt University	73.4	66.7	69.5	61.2	61.0	54.9	69.5	67.6	75.0	74.6	72.9	64.2	64.3	53.8	51.6	3,073
College of Law														35.7	21.1	38
Macquarie University	69.6	59.5	56.8	62.4	58.3	59.8	56.5	63.9	62.3	52.1	51.0	59.2	59.4	52.4	58.2	2,958
Southern Cross University	51.1	29.2	46.2	57.0	60.8	50.3	62.7	66.9	60.6	61.7	57.7	56.3	57.7	55.8	59.4	1,240
Sydney College of Divinity														60.6	59.5	116
THINK: College (11)										4.5	61.4		12.5	8.3	42.7	119
University of New England	74.6	74.1	70.2	65.7	71.9	66.9	59.5	60.1	60.0	58.5	60.6	62.3	59.8	55.6	53.0	1,603
University of Newcastle	72.0	66.3	65.5	66.4	72.1	63.5	61.8	52.5	62.8	60.9	67.3	59.9	62.4	68.7	64.1	2,064
University of NSW	75.7	75.4	70.6	64.3	52.6	59.8	55.8	63.0	55.0	58.1	52.3	54.4	59.6	57.5	55.6	3,588
University of Sydney	74.6	70.4	63.1	53.5	52.1	52.9	51.6	59.3	63.7	51.9	53.6	62.0	62.3	62.1	65.2	5,553
University of Technology, Sydney	75.9	70.7	63.6	65.9	58.6	58.7	62.5	61.0	57.7	51.0	51.7	54.1	52.7	53.9	56.2	3,411
University of Western Sydney	71.9	73.8	72.8	59.5	56.3	71.6	64.1	57.8	65.3	49.4	51.4	47.8	39.1	55.8	69.7	4,347
University of Wollongong	53.3	52.9	77.5	59.5	72.6	61.7	67.1	58.2	66.4	61.4	69.4	77.5	69.2	62.9	79.2	2,494
Australian Capital Territory																
Australian National University	75.2	54.0	64.6	53.4	58.8	60.3	56.3	58.4	58.6	59.3	59.3	58.9	56.1	56.2	56.2	1,874
University of Canberra (6)	71.8	57.4	64.5		53.2	55.0	51.5	59.0	58.5	58.3	61.2	56.2	55.1	54.4	55.7	1,138
Victoria																
Box Hill College of TAFE (19)														19.0	51.7	15
Deakin University	65.8	62.4	72.8	60.3	59.1	60.9	55.3	61.4	56.3	60.8	58.8	58.3	64.8	66.1	65.0	3,945
La Trobe University	77.3	67.1	79.5	75.9	76.2	74.8	69.0	71.9	71.9	75.3	67.5	64.4	64.5	59.5	61.8	3,566
Marcus Oldham College (2)	63.9	53.1	34.4	40.0	65.9	45.0	37.5		30.0		17.6					
Melbourne College of Divinity (10)									64.2		25.9		30.9	45.7	48.8	147
Melbourne Institute of Technology (20)														0.0		
Monash University	59.3	58.2	66.6	74.7	55.8	60.3	63.5	54.0	51.1	49.6	81.2	49.9	56.3	53.8	56.0	4,249
North Melbourne Institute of TAFE (21)															64.5	20
RMIT	72.9	73.4	62.8	64.9	68.1	65.0	63.8	59.3	67.5	70.3	69.8	73.5	65.2	70.0	65.6	3,239
Swinburne University of Technology	65.6	78.3	62.4	62.7	52.9	57.8	69.1	58.4	65.1	61.0	69.1	62.5	60.0	64.1	50.7	1,166
University of Ballarat	69.4	79.0	76.3	67.2	67.9	71.8	62.1	81.9	54.6	55.9	64.6	81.8	91.1	76.1	71.2	877
University of Melbourne	63.3	56.0	64.4	68.5	59.6	62.8	64.3	68.4	62.3	70.2	71.2	63.9	59.2	63.3	63.7	5,673
Victoria University	86.1	82.3	72.3	66.7	50.2	65.2	75.7	56.5	61.6	83.3	68.6	73.1	70.4	68.5	73.2	2,342
Queensland																
Bond University (8)	59.6	70.9	77.8	87.6	69.6	67.3	66.2		59.9	58.3	69.3	71.1	64.4	71.5	64.2	469
Central Queensland University	68.1	69.5	60.2	50.8	46.7	55.9	62.1	70.3	75.3	81.6	68.1	73.5	77.0	68.0	66.0	1,281
Christian Heritage College (7)								50.6	59.4	77.4	81.0	93.2	85.6	61.2	64.3	99
Griffith University	66.6	80.5	79.0	80.4	70.8	78.1	41.4	79.5	62.3	79.3	84.5	71.0	68.1	74.0	55.4	3,424

Table A2. Continued

James Cook University	67.0	61.7	50.2	52.9	50.9	51.9	61.9	63.1	62.6	68.2	64.4	73.0	61.3	71.0	69.6	1,524
Queensland University of Technology	89.1	88.6	86.8	87.7	75.0	89.9	65.2	68.3	69.1	62.2	58.2	63.1	65.9	60.2	64.4	4,807
University of Queensland	88.8	77.4	73.2	60.0	55.2	60.5	59.4	61.9	58.9	53.3	60.8	67.7	67.4	64.6	64.2	3,976
University of Southern Queensland	71.8	75.1	70.8	71.1	70.2	70.4	66.1	61.2	58.0	63.6	63.7	75.6	57.9	60.5	57.3	1,651
University of the Sunshine Coast (3)				84.3	71.6	74.6	66.3	71.0	43.0	59.9	69.2	79.8	72.9	73.0	71.7	673
South Australia																
Flinders University of South Australia	77.5	74.0	72.5	73.0	69.1	67.3	61.0	60.4	69.7	70.2	71.2	78.9	68.8	69.5	66.5	2,242
Tabor College SA (12)												53.3	50.4	58.2	57.2	79
University of Adelaide	75.5	70.0	53.6	48.6	52.7	52.7	53.2	52.4	64.7	57.9	57.0	63.2	62.1	54.5	65.2	2,163
University of South Australia	75.5	62.3	66.9	65.4	64.6	61.9	59.9	64.1	66.7	77.5	78.7	77.6	71.9	62.8	80.6	3,959
Western Australia																
Curtin University of Technology	58.4	54.1	58.4	57.2	59.6	55.1	72.0	84.4	61.7	59.5	63.5	71.9	66.6	64.4	68.4	3,688
Edith Cowan University	64.0	67.4	68.9	66.9	57.2	53.1	50.7	51.0	56.2	51.7	47.2	59.7	57.1	62.4	58.8	2,161
Murdoch University	62.0	57.8	60.4	69.4	67.7	65.4	58.4	51.8	63.4	57.8	59.5	56.0	55.2	53.1	53.5	1,027
Notre Dame University (4)					26.0	62.4	53.1	55.9	30.1	53.5	57.6	52.9	56.4	54.5	53.9	760
University of Western Australia	60.7	66.0	62.9	63.8	64.4	59.3	57.6	53.3	51.7	62.4	58.4	54.1	59.7	53.1	54.8	1,901
Tasmania																
Australian Maritime College (5) (18)	38.1	30.7	58.5	62.9	56.9	100.0	70.0	53.1	36.9	64.5	85.8	81.6	60.8			
University of Tasmania	53.2	58.3	63.7	68.0	61.2	64.9	62.4	64.1	57.6	64.3	61.3	64.6	60.2	54.8	53.8	1,738
Northern Territory																
Batchelor Institute (16)													8.8	15.0	29.4	5
Charles Darwin University (9)	53.3	33.8	54.9	66.1	43.9	53.4	54.4	57.5	68.4	58.6	54.2	54.5	47.6	40.4	37.9	362
Multi-State																
Australian Catholic University	68.0	65.6	64.5	69.6	68.2	70.4	62.2	69.4	64.9	56.4	56.1	58.3	54.5	66.5	65.6	2,147
TOTAL	70.8	67.1	67.8	65.8	61.2	62.7	60.7	62.7	61.7	61.5	62.5	62.8	61.1	60.8	61.8	99,691

Notes. 1. Avondale College joined the AGS in 1995; 2. Marcus Oldham College joined the AGS in 1996 and did not participate in 2003, 2005, 2007-10; 3. The University of the Sunshine Coast first participated in the AGS as a separate entity in 1999; 4. Notre Dame University joined the AGS in 2000; 5. The Australian Maritime College did not conduct the AGS in 1993 and 1995; 6. Due to an administrative error, the University of Canberra did not submit AGS data in 1999; 7. The Christian Heritage College joined the AGS in 2003; 8. Bond University did not participate in the AGS in 2003; 9. Was Northern Territory University; 10. Melbourne College of Divinity joined the AGS in 2004 and did not participate in 2005 or 2007; 11. THINK: College (was Billy Blue College) joined the AGS in 2005 and did not participate in 2007; 12. Tabor College, South Australia, joined the AGS in 2007; 13. The Australian College of Physical Education joined the AGS in 2006; 14. The Australian College of Theology joined the AGS in 2006; 15. The Australian College of Applied Psychology joined the AGS in 2008; 16. Batchelor Institute joined the AGS in 2008; 17. The Australian Lutheran College joined the AGS in 2009; 18. For the AGS, the Australian Maritime College merged with University of Tasmania in 2009; 19. Box Hill College of TAFE joined the AGS in 2009; 20. Melbourne Institute of Technology joined the AGS in 2009 and did not participate in 2010; 21. North Melbourne Institute of TAFE joined the AGS in 2010

Australian Standard Classification of Education (ASCED) Field of Education: ASCED was introduced to the GDS in 2001. Respondents can specify four major fields of education. If the first response to this question is missing or out of range, the program checks the second response. If this is valid, it moves the code for the second response to the first. As this is a key variable in terms of analysis, an unresolved invalid response for major field of education at this stage leads to the case being saved but excluded from later analysis. If there are numerous such cases, or if problem is systematic in some way, an attempt will be made to salvage these responses. This involves GCA contacting the institution in question to discuss the nature of the problem.

Level of Highest Qualification: If the response to this question is missing, the case is excluded from further analysis. If there are numerous cases where data are missing, or if the problem is systematic in some way, an attempt will be made to salvage these responses.

Sex: The handling of missing responses to this question regarding the sex of a respondent changed as of the 1998 GDS. In prior years, if the response to the question was missing, it was coded to '2' for 'female' since the majority of higher education students were females. Since 2004, the field has been left empty if the response is missing. As a result, the combined total for males and females at an institution can be less than the total number of respondents. Generally, the occurrence of a missing sex indicator is not common.

CEQ ASCED Field of Education Indicators: If the first CEQ major field of education is missing, the data cleaning process copies the first major field of education into that cell and if the second CEQ major field of education is missing, it copies the second major field of education into that cell. Analysis has shown a high degree of correlation between these fields prior to cleaning (see GCA 2010a).

Permanent Residence: If the response to this question is missing, the value is set to '0' to indicate no response. If there are numerous cases with missing values an attempt will be made to salvage these responses by seeking an updated data file from the institution in question. If analysis requires the selection of overseas respondents, GCA suggests use be made of the appropriate codes in the 'HECSFEE' variable, as the permanent residence response can be affected if an overseas graduate achieves permanent residence upon graduation.

Where Were You on <reference date>: If the response to this question is missing, the value is set to '0' to indicate no response. As above, if there are numerous cases with missing values an attempt will be made to salvage these responses.

Attendance (full-time or part-time): If the response to this question is missing, the value is set to '0' to indicate no response. Again, if there are numerous cases with missing values an attempt will be made to salvage these responses.

Mode of Study (internal, external, and mixed): If the response to this question is missing, the value is set to '0' to indicate no response. If there are numerous cases with missing values an attempt will be made to salvage these responses.

Self-employment: If the response to this question is missing, the value is set to '0' to indicate no response.

Paid Work Status on <reference date>: After cleaning, these three variables are combined to create the 'activity' variable. If the response to any of these questions is missing, other variables are checked in order to examine alternative information and clarify the response in terms of the activity variable. An example of this is where paid work status information is missing but where details of a full-time job are given later in the survey form.

After the data are cleaned to this stage, they are saved in the form of an SPSS data file.

The treatment of variables when producing standard destination tables is discussed below. This involves placing all respondents into a discrete destination category (full-time employment, further full-time study, etc.). Respondents cannot be allocated to more than one category. If a respondent indicates that he or she is in both full-time employment and full-time study, aspects of both are checked to ensure that they are allocated to the correct category. Examples of cases that need such consideration are when PhD candidates who are receiving scholarships say that they are 'employed' by the scholarship giver (usually the Australian Government or the university itself). Another example of such a response is people who are in full-time employment, but on leave to undertake full-time study. The field of education responses are aggregated into 40 broad categories (e.g., Table 4a in *Graduate Destinations*). The aggregation forms a new variable, so the original field of education is still available for analysis.

The survey includes students continuing with an honours year that involves additional study further to the requirements for the award of a pass bachelor degree. The major reason for this is that the (then) Survey Management Group (SMG) considered the undertaking of an honours year to be a vital decision point in the respondent's education, and worthy of capture and analysis. It is also the case that some institutions graduate such students at that stage and re-enrol them in their honours course, while other institutions let them continue under their current enrolment. The method adopted by the SMG ensured that all such graduates are surveyed, avoiding marked differences in survey population profiles. Thus, in the report, the term 'graduate' may be used to include some students who technically remain *graduands*.

As of 1996, only domestic graduates have been included in the standard GDS analyses. This includes Australian citizens or permanent residents who are overseas at the time of the GDS.

Survey Reference Group

The SRG advises on the supervision and management of the AGS, reporting to the GCA Board. The membership of the SRG for the period of work covering the 2010 AGS was as follows:

- Prof. Joan Cooper, Pro Vice-Chancellor (Students), The University of New South Wales (SRG Convenor, incoming)
- Prof. Jim Barber, Deputy Vice-Chancellor (Academic), RMIT (SRG Convenor, outgoing)
- Phil Aungles, Director, Analysis Unit, Department of Education, Employment and Workplace relations (DEEWR)
- Julie Birmingham, Director, Teaching and Learning Unit, DEEWR
- Janice Campbell, Performance and Analysis Section, DEEWR
- David DeBellis, Head, Planning Services Unit, Flinders University
- Naomi Doncaster, Data Management Officer, Office of the Pro Vice-Chancellor (Academic and Quality), Southern Cross University
- Justine Fritsch, Survey Analysis & Reporting Manager, Planning and Quality Office, University of Southern Queensland

Bruce Guthrie, Research Manager, GCA
Helen Jacob, Survey Evaluation Manager, Planning Unit, Deakin University
Alex Maroya, Assistant Director (Policy), Universities Australia
Robert McCormack, Director, Planning Services, University of Western Australia
Dr Chenicheri Sid Nair, Quality Adviser, Research and Evaluations, Centre for Higher Education
Quality, Monash University
Leone Nurbasari, Information Analyst, The Australian National University
Prof. Phillipa Pattison, Pro Vice-Chancellor (Teaching and Learning), The University of Melbourne
Mr Adrian Pawsey, Assistant Director, Analysis Section, Policy and Analysis Branch, Higher
Education Group, DEEWR
Prof. Yoni Ryan, Director (Learning and Teaching Centre), Australian Catholic University
Chris Sainsbury, Assistant Director, Labour Supply and Skills Branch, DEEWR
Tanya Tietze, Strategic Information Analyst, University of the Sunshine Coast


GCA staff members Graeme Bryant (Senior Research Associate), David Carroll (Senior Research Associate), Darren Matthews (Research Associate), and Jessica Arnott (Research Associate) have been SRG observers and are instrumental in the running of the AGS.

April 2010 AGS Questionnaire

A copy of the standard AGS questionnaire distributed by institutions to those who qualified for the award of a degree or diploma (including higher degrees or diplomas) in the calendar year 2010 is reproduced here. Those who completed in the first half of 2009 received their questionnaire on or about 31 October 2009, while those who completed in the second half of 2009 (the majority) received their questionnaire on or about 30 April 2010. The version available here is of the April 2010 form. CEQ items are omitted as these are not uniform across institutions.

Australian Graduate Survey

GDS & CEQ



your feedback is confidential

• please mark responses LIKE THIS: • use BLOCK LETTERS
• mark only ONE BOX, unless instructed • use a DARK pen

your qualification(s)

What is the FULL TITLE of the qualification(s) you completed in 2009 at your institution? (Please include combined/double degrees.)

For example: BACHELOR OF COMMERCE, DIPLOMA OF EDUCATION, BACHELOR OF ARTS / BACHELOR OF LAWS

What were the major fields of education in your qualification(s)?

For example: ACCOUNTING, PSYCHOLOGY, GENERAL NURSING, INFORMATION SYSTEMS

What was the level of your highest qualification listed above?

- bachelor degree (not honours or graduate entry)
- bachelor degree (honours)
- bachelor degree (graduate entry)
- graduate certificate
- graduate/postgraduate diploma
- graduate qualifying or preliminary
- master degree by coursework
- doctorate by coursework
- associate degree
- advanced diploma or diploma
- other award course

In what year did you commence your qualification(s) listed above?

Did you complete your qualification(s) as part of a combined/double degree?

yes no

Were you mainly enrolled full time or part time?

full time part time

What was your main mode of study?

- internal (on-campus)
- external (distance)
- mixed mode (internal and external)

For the qualification(s) you have just completed, were you wholly or mainly:

- a HECS student and deferred some or all of the HECS debt
- a HECS student and paid all of the HECS upfront
- an international fee-paying student
- an Australian fee-paying student

Did you receive any credit or advanced standing towards your qualification(s)?

yes no

about you

What was your age in years on 30 April 2010?

What is your sex?

female male

Were you in Australia on 30 April 2010?

yes no

Would you describe yourself as having a disability?

yes no

Are you of Aboriginal or Torres Strait Islander origin?

- no
- yes, Aboriginal
- yes, Torres Strait Islander
- yes, Aboriginal and Torres Strait Islander

What is the main language spoken in your home?

English other

Were you born in Australia?

yes no

If you were born overseas, in what year did you first arrive in Australia?

Are you a citizen or permanent resident of Australia?

yes no

If yes, what is your home postcode?

If no, what is your country of permanent residence?

Prior to the qualification you have just completed, what was your previous highest educational qualification? Please give full title.

For example: HIGH SCHOOL CERTIFICATE (e.g. HSC, VCE, SACE), BACHELOR OF COMMERCE, DIPLOMA OF EDUCATION

What is the level of this highest previous qualification?

- completed secondary education
- undergraduate diploma
- bachelor (pass or honours)
- postgraduate degree or diploma
- other
- no previous qualification

your course experience

Please tell us about your course experience. The term 'course' in the questions below refers to the major field(s) of education or program(s) of study that made up your qualification(s).

If you have completed a qualification with a single major field of education (for example, medicine, architecture, pharmacy, law or physiotherapy), write this major field of education in the box under the heading MAJOR FIELD ONE and only use the left series of response boxes. Check that you have written this major field of education on the front of this survey form.

If you completed a qualification with more than one major field of education (for example, accounting and mathematics, or psychology and sociology), or a combined/double qualification (for example, arts/science or commerce/law), write one major field of education in the box under the heading MAJOR FIELD ONE, a second major field of education in the box under the heading MAJOR FIELD TWO, and use both series of response boxes. Check that you have written both of these major fields of education on the front of this survey form.

MAJOR FIELD ONE

MAJOR FIELD TWO

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
The staff put a lot of time into commenting on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching staff normally gave me helpful feedback on how I was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course helped me develop my ability to work as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching staff of this course motivated me to do my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course sharpened my analytic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My lecturers were extremely good at explaining things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching staff worked hard to make their subjects interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course developed my problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff made a real effort to understand difficulties I might be having with my work ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course improved my skills in written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a result of my course, I feel confident about tackling unfamiliar problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My course helped me to develop the ability to plan my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I was satisfied with the quality of this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the best aspects of your course?

What aspects of your course were most in need of improvement?

OFFICE USE ONLY	course1 (ASCED) <input type="text"/>	course2 (ASCED) <input type="text"/>	Industry (ANZSIC) <input type="text"/>	empmt2 (SACC) <input type="text"/>	dures (ANZSICO) <input type="text"/>
------------------------	--------------------------------------	--------------------------------------	--	------------------------------------	--------------------------------------

work in your final year of study

Did you do any kind of paid work during your final year of study in 2009? (this includes paid course related work)

- yes no Go to the next section, 'your paid work status on 30 April 2010'.

What was your main type of work (including permanent, contract, casual and self-employment)?

- full-time work (i.e. working 35 hours a week or more)
 part-time work (i.e. working fewer than 35 hours a week)

Did your primary employer give you time off work for your study?

- never sometimes often

Did your primary employer support your study financially?

- not at all somewhat a great deal

Were you still with that employer on 30 April 2010?

- yes no

your paid work status on 30 April 2010

What was your position regarding paid work (including permanent, contract, casual and self-employment) on 30 April 2010?

SELECT THE RESPONSE WHICH BEST DESCRIBES YOUR POSITION

- in full-time work, or had accepted an offer of full-time work (i.e. working 35 hours a week or more)
 in part-time work, or had accepted an offer of part-time work (i.e. working fewer than 35 hours a week)
 not working

Were you seeking work on 30 April 2010 (even if you were already working)?

- yes no

If seeking work, what kind of work were you seeking?

- IMPORTANT: MARK BOTH IF BOTH APPLY.
 full-time work part-time work

your main paid work on 30 April 2010

Please go to the next section 'your further study' (on the next page) if you were not working on 30 April 2010.

Your main paid work is the employment in which you were working the most hours on 30 April 2010.

What was your employer's business name in full?

What was your employer's main business?

For example: MEDICAL HOSPITAL, PRIMARY EDUCATION, ACCOUNTING

Both within Australia and overseas, approximately how many people are employed in this organisation?

- 1 to 19 (small business) 100 or more (large business)
 20 to 99 (medium business) don't know

Were you working in Australia?

- yes no

If yes, in what postcode was your employment based?

If no, in what country was your employment based?

In what sector were you wholly or mainly employed?

- public/government not for profit
 private

Were you self-employed?

- yes no

What was the full title of your occupation?

For example: SECONDARY TEACHER, GENERAL NURSE, ACCOUNTANT, SOFTWARE ENGINEER, RESEARCH ANALYST

In what month and year did you start this job?

For example, write 'March 2010' as '03/2010'.

 /

What were the main tasks or duties in your job?

Describe as fully as possible. For example: ENGINEERING DESIGN FOR BRIDGE CONSTRUCTION, TEACHING PRIMARY SCHOOL CHILDREN, INTERNAL AUDITING

How many hours per week on average were you working in your main job?

Which one of the following best describes the type of employment in your main paid work?

- permanent or open-ended contract
 fixed-term contract more than 12 months
 fixed-term contract up to 12 months
 temporary or casual

What was your gross (pre-tax) annual salary in Australian dollars on 30 April 2010?

IMPORTANT: ESTIMATE IF NECESSARY. WRITE A YEARLY FIGURE.

AUSTRALIAN DOLLARS \$, .00

How important are the following to your employment in your main paid job?

	Formal requirement	Important	Somewhat important	Not important	Don't know
Qualification you have just completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major fields of education you studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other skills and knowledge acquired during your course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If your job was full-time, was this your first full-time job of any sort (other than vacation jobs)?

- yes no

How did you first find out about this job?

IMPORTANT: MARK ONLY ONE RESPONSE.

- university or college careers service
 careers fair or information session
 other university or college source (such as faculties or lecturers)
 advertisement in a newspaper or other print media
 advertisement on the Internet
 via resume posted on the internet
 family or friends
 approached employer directly
 approached by an employer
 employment agency
 work contacts or networks
 other, please specify:



your further study

What was your position regarding study on 30 April 2010?

- not studying → Go to the next section, 'your job search strategies':
- in further full-time study
- in further part-time study

What is the full title of the qualification you were studying on 30 April 2010?

For example: MASTER OF SCIENCE, DIPLOMA OF MARKETING

What were your major fields of education in this qualification?

For example: ACCOUNTING, MANAGEMENT, HISTORY, MEDICINE

What was the level of this qualification?

- bachelor degree (not honours or graduate entry)
- bachelor degree (honours)
- bachelor degree (graduate entry)
- graduate certificate
- graduate/postgraduate diploma
- graduate qualifying or preliminary
- master degree by coursework
- master degree by research
- doctorate by coursework
- doctorate by research
- associate degree
- advanced diploma or diploma
- other award course

What was your main mode of study?

- internal (on-campus)
- external (distance)
- mixed (internal and external)

At which institution were you enrolled?

In what month and year did you commence this qualification?

For example, write 'March 2010' as '03/2010':

 /

your job search strategies

Have you actively sought employment within the last year?

- yes no Go to the next section, 'your contact details':

Which of the following methods did you use to actively seek employment within the last year?

MARK ALL THAT APPLY.

- university or college careers service
- careers fair or information session
- other university or college source (such as faculties or lecturers)
- advertisement in a newspaper or other print media
- advertisement on the Internet
- resume posted on the Internet
- family or friends
- approached employer directly
- employment agency
- work contacts or networks
- other, please specify:

your contact details

Please provide your contact details so that your name can be removed from follow-up lists, and so that your institution's records can be updated.

What is your name?

What was your student identification number?

What is your postal address?

What is your email address?

the next step

We would like to stay in touch with you in order to see how your career develops in coming years and gain later feedback from you reflecting on your higher education experience. If you would like to participate in this future research, please provide a long-term email address.

What is your long-term email address? Same as above or

Please return your completed questionnaire as soon as possible in the enclosed reply paid envelope to

Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education.

Careers information and the results of previous surveys are available from www.graduatecareers.com.au and www.gradsonline.com.au

OFFICE USE ONLY

ma1 (ASCED) form1 (ASCED)

ma2 (ASCED) form2 (ASCED)

ma3 (ASCED) form3 (E306)

ma4 (ASCED) form4 (SACC)

other1

other2

other3

other4

orig1 gdemode caqmode prepqmode

GCAID



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