

DECEMBER 2013

GradStats

EMPLOYMENT AND SALARY OUTCOMES OF RECENT HIGHER EDUCATION GRADUATES

Graduate Careers Australia's (GCA) annual Australian Graduate Survey (AGS) is a study of the activities of new higher education graduates around four months after the completion of their qualifications. In the 2013 AGS, new graduates who completed the requirements for awards in the calendar year 2012 were surveyed regarding their major activities, including labour market activity, further full-time study, or their unavailability for work or study.

GradStats gives a summary of preliminary national data concerning the destinations of Australian resident bachelor degree graduates. Overall, 60.0 per cent of the almost 182,174 Australian resident graduates who were surveyed responded to the AGS. For further information on graduate employment, graduate destination statistics and GCA, visit

www.graduatecareers.com.au

Survey Highlights

The 2013 AGS saw a slight deterioration in the short-term employment prospects of new graduates compared with 2012. In terms of bachelor degree graduates either in or seeking full-time employment (see Table 1a);

- 71.3 per cent were in full-time employment within four months of completing their degrees (down from 76.1 per cent in 2012 and 76.3 per cent in 2011);
- 18.1 per cent had secured a part-time or casual position while continuing to seek full-time employment (up from 15.3 per cent in 2012 and 14.9 per cent in 2011); and
- 10.6 per cent were not working and still looking for full-time employment at the time of the survey, up from 8.6 per cent in 2012 and 8.7 per cent in 2011.
- While employment prospects for new graduates showed continued improvement between 2004 and 2008, the global economic downturn negatively impacted these figures in 2009 and immediate post-graduation employment prospects remained flat until this survey round (see Figure 1). These new employment figures suggest that the recruiters of graduates remain cautious in their hiring plans.
- The median annual starting salary for new Australian resident bachelor degree graduates aged less than 25 and in their first full-time employment in Australia increased to \$52,450 in 2013 from \$52,000 in 2012. This was 74.3 per cent of the annual rate of average weekly earnings (\$70,548 at the time of the AGS¹), down from 77.8 per cent in 2012 (see Figure 2) and *GradStats* 2012.

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¹ Average Weekly Earnings for males are used as a constant for year-to-year analysis of change, and not in a prescriptive manner. This is discussed in the full Graduate Salaries reports.

Survey highlights

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- One-fifth of respondents (20.7 per cent, essentially unchanged from 20.8 per cent in 2012), were undertaking further full-time study (see Table 1).
- Overall satisfaction with courses as measured by the Course Experience Questionnaire (CEQ) remains at a high level, with 93.9 per cent of graduates expressing broad satisfaction with their courses (see page 9).
- Just over half of the graduates who found full-time employment in 2012 or 2013 first learned of their position through one of three strategies; searching advertisements on the internet (24.1 per cent), talking to family or friends (14.1 per cent) and visiting university or college careers services (12.8 per cent, see Table 5).
- GCA's Beyond Graduation Survey (BGS), which follows up AGS respondents three and five years after their original survey response, shows that by 2012, the full-time employment figure for 2009 graduates was 92.3 per cent, an increase of 12.9 percentage points (see page 5).

The recruiters of graduates remain cautious in their hiring plans.

Employment outcomes and further study

The results of the 2013 AGS show that, of all domestic bachelor degree graduates either in or seeking full-time employment, 71.3 per cent were in full-time employment at the time of the survey, with a further 18.1 per cent working on a part-time or casual basis while continuing to seek full-time employment. An additional 10.6 per cent were not working and still looking for full-time employment four months after completing their qualifications (see Table 1a).

These figures indicate that the labour market prospects of new bachelor degree graduates, which fell in the 2009 AGS as a result of the global financial crisis and did not change notably between 2010 and 2012, have again fallen, suggesting that the recruiters of graduates remain cautious in their hiring plans.

The proportion of graduates available for full-time employment fell between 2011 and 2013, from 64.8 per cent to 61.6 per cent (see Table 1), suggesting that a number of new graduates were discouraged from seeking a place in the full-time labour force.

In the same period, and related to the soft labour market for new graduates, the proportion of graduates continuing in further full-time study rose from 19.4 per cent in 2011 to 20.7 per cent in 2013 (see Table 1). Historically, between one-fifth and one-quarter of respondents elect to continue in further full-time study².

As in the general population, part-time employment is an important employment option for some new graduates. In 2013, 12.4 per cent of respondents were either in part-time employment or seeking part-time work and not seeking full-time employment (11.5 per cent and 0.9 per cent respectively – see Table 1). These are the highest proportions of bachelor graduates in the part-time labour market (and not available for full-time employment) seen in the past decade².

Similarly, Table 1a shows that, of graduates still seeking a full-time position at the time of the survey, around two in every three were working in a part-time position while doing so. Of those graduates available for full-time employment, there was no difference in the percentage of males and females (both 71.3 per cent — see Table 1a) who had found a full-time position by the time of the survey.

Females were less likely than males (9.4 per cent compared with 12.4 per cent) to have been unemployed while seeking full-time employment and were more likely to have been working on a part-time or casual basis while seeking full-time employment (19.3 per cent compared with 16.3 per cent). This latter difference (regularly

² See related discussion in *Graduate Destinations* reports available from www.graduatecareers.com.au

seen in these figures) is likely to be a reflection of females' numerical dominance in fields of education such as teaching and nursing, in which there are greater opportunities for part-time professional employment, and previous Graduate Destinations reports have shown that females are more likely to be in professional part-time employment than males².

Males (21.3 per cent) were as likely as females (20.3 per cent) to have undertaken further full-time study in 2013 after completing their course in the previous year (see Table 1).

Table 1a indicates that 16.3 per cent of those in full-time employment at the time of the survey already had that full-time position early (before 1 May 2012) in their final year of study. As in previous years, males were notably more likely than females to have had their position before 1 May in their final year of study. This figure can vary across institution type, field of education and mode of attendance, with many of these respondents having studied on a part-time basis.

Table 1b shows employment figures for various bachelor degree sub-groups. As a general rule, some caution is required when comparing these preliminary summary

results as they can be affected by other variables not taken into account here. For example, those who had studied on a mainly part-time basis were notably more likely to have been in full-time employment at the time of the survey (80.5 per cent) than those who had studied mainly full-time (69.7 per cent). However, part-time students often have full-time employment while studying and this gives them an artificial 'advantage' in terms of such unadjusted employment figures.

Similarly, graduates who studied externally (or by distance education – usually part-time students) have notably better full-time employment figures than those who studied internally. The very positive employment figures for Aboriginal and/or Torres Strait Islander graduates should be interpreted with a little caution because relatively small numbers of respondents are involved; however it is worth noting that most editions of *GradStats* have observed similar figures over the years.

The figures in Table 1b indicate that graduates from a non-English speaking background (62.3 per cent) were taking longer to find full-time employment

compared with the total group of graduates, as were those who identified as having a disability (69.3 per cent). Graduates with a combined or double degree had better employment figures (75.2 per cent in full-time employment) than those with a single degree (70.8 per cent). Respondents living in regional areas were also more likely to be in full-time employment than their counterparts in a capital city (74.0 per cent compared with 70.0 per cent).

Table 2 shows the breakdown of bachelor degree graduates available for full-time employment by field of education, taking its focus from the 'available for full-time employment' group in Table 1. Labour market factors that are peculiar to some fields of education can affect the proportions in and seeking employment, especially in a survey such as this, which takes place around four months after the completion of degree requirements.

For example, medical graduates, of whom 96.9 per cent were in full-time employment, always have high proportions in this category due to the requirement that they serve an internship in a public hospital for a period after graduation. Similarly,

² See related discussion in *Graduate Destinations* reports available from www.graduatecareers.com.au

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Table 1: Activities of bachelor degree graduates, by sex, 2011–13 (%)

	Available for full-time employment (see Table 1a)	In full-time study	In part-time or casual employment, not seeking full-time employment	Not working, seeking part-time or casual employment only	Unavailable for full-time study or any employment	Total % [†]	Total cases
Males							
2011	[^] 67.7	[^] 19.8	[^] 7.2	[^] 0.5	^{^~} 4.8	100	26,112
2012	^{^~} 66.0	^{^~} 21.5	[^] 7.5	[^] 0.6	[^] 4.8	100	25,875
2013	^{^~} 64.9	[^] 21.3	^{^~} 8.0	[^] 0.6	^{^~} 5.1	100	26,688
Females							
2011	[^] 63.0	[^] 19.1	[^] 11.7	[^] 0.8	[^] 5.5	100	42,027
2012	^{^~} 60.9	^{^~} 20.4	^{^~} 12.5	[^] 0.9	[^] 5.2	100	41,738
2013	^{^~} 59.6	[^] 20.3	^{^~} 13.6	[^] 1.0	^{^~} 5.6	100	43,676
Persons*							
2011	64.8	19.4	10.0	~0.7	~5.2	100	68,205
2012	~62.9	~20.8	~10.6	0.7	5.0	100	67,626
2013	~61.6	20.7	~11.5	~0.9	~5.4	100	70,373

* Total persons might not equal males plus females as some respondents did not identify sex.

[†] Total % may not add to 100.0 due to rounding.

[~] This figure is significantly different to that for the previous year ($p < 0.05$).

[^] Figures marked thus indicate a significant difference for males and females in the same year ($p < 0.5$).

Employment outcomes and further study

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Table 1a: Breakdown of bachelor degree graduates available for full-time employment, by sex, 2011–13 (%)

	In full-time employment	Seeking full-time employment, not working	Seeking full-time employment, working part-time or casual	Total seeking full-time employment	Total % [†]	Total cases	Had current full-time employment before May in final year of study and still with that employer at time of AGS**
Males							
2011	[^] 75.8	[^] 10.4	[^] 13.8	[^] 24.2	100	17,671	17.5
2012	76.0	[^] 10.3	[^] 13.9	24.0	100	17,082	18.8
2013	~ 71.3	[^] ~ 12.4	[^] ~ 16.3	~ 28.7	100	17,344	19.6
Females							
2011	[^] 76.7	[^] 7.6	[^] 15.7	[^] 23.3	100	26,459	11.9
2012	76.1	[^] 7.6	[^] 16.3	23.9	100	25,436	12.7
2013	~ 71.3	[^] ~ 9.4	[^] ~ 19.3	~ 28.7	100	26,010	14.1
Persons*							
2011	76.3	8.7	14.9	23.7	100	44,176	14.1
2012	76.1	8.6	15.3	23.9	100	42,523	15.1
2013	~ 71.3	~ 10.6	~ 18.1	~ 28.7	100	43,359	16.3

*Total persons might not equal males plus females as some respondents did not identify sex.

[†]Total % may not add to 100.0 due to rounding.

~ This figure is significantly different to that for the previous year (p. < .05).

[^] Figures marked thus indicate a significant difference for males and females in the same year (p. < .05).

** Base figure is group in full-time employment.

Table 1b: Breakdown of bachelor degree graduates available for full-time employment, by various cohorts, 2013 (%)

	In full-time employment	Seeking full-time employment, not working	Seeking full-time employment, working part-time or casual	Total seeking full-time employment	Total % [†]	Total cases
Total	71.3	10.6	18.1	28.7	100	43,359
Aged less than 25	68.6	10.9	20.5	31.4	100	27,544
Graduates with an Aboriginal or Torres Strait Islander background	82.7	8.2	9.1	17.3	100	342
Graduates from a non-English speaking background	62.3	18.8	18.9	37.7	100	6,298
Graduates with a disability	69.3	12.5	18.3	30.7	100	2,060
Studied mainly full-time*	69.7	11.2	19.1	30.3	100	36,783
Studied mainly part-time*	80.5	7.2	12.3	19.5	100	6,496
Studied mainly internally (on-campus) [^]	69.8	11.2	19.1	30.2	100	35,143
Studied mainly externally (distance) [^]	82.5	7.3	10.2	17.5	100	4,013
Mixed mode (internal and distance)	73.5	9.0	17.4	26.5	100	4,144
Double/combined degree [~]	75.2	8.3	16.6	24.8	100	4,779
Single degree [~]	70.8	10.9	18.3	29.2	100	38,580
Capital city resident [#]	70.0	11.0	19.0	30.0	100	31,230
Regional city resident [#]	74.0	9.6	16.4	26.0	100	10,733

[†]Total % may not add to 100.0 due to rounding.[~] [#] Full-time employment figures within these categories were significantly different from each other (p. < .05).

pharmacy graduates (97.6 per cent in full-time employment) are required to undertake a 12 month period of supervised employment as pharmacists in order to gain professional registration.

Other fields with high proportions in full-time employment at the time of the survey were mining engineering (96.0 per cent), surveying (86.5 per cent), electrical engineering (86.0 per cent) and civil engineering (85.4 per cent). Respondents in visual performing arts, life sciences, social sciences, psychology, humanities, architecture, physical sciences, languages, and chemistry were the most likely to have been seeking full-time employment at the time of the AGS (all with more than one-in-three doing so). It is worth noting however, that the graduates of some fields of education can always take longer to find full-time employment than those from other fields, and this slower labour market uptake of graduates of such fields reflects more the state of the labour market and not the quality of the graduates or their study choices.

Additionally, not all employment reported by graduates will necessarily be in the area

in which the graduate trained. Employment opportunities in the occupations for which some graduates have trained can be limited and it might be the case that some prefer to work on a part-time basis or not at all while seeking relevant employment.

For example, some fields with very small proportions of graduates already in their full-time position in their final year of study had very high employment figures at the time of the survey, indicating that they had been absorbed into the labour market very quickly. Conversely, other fields had high proportions in their full-time position in their final year of study but had relatively low employment figures. This further illustrates the point that graduates in different fields can face differing labour markets in terms of supply and demand, and different methods of recruitment, and these differences can be reflected in the AGS figures.

For the graduates of some fields, the transition to full-time employment from higher education takes a little longer than others. However, the middle- to longer-term outlook is very positive. GCA's Beyond Graduation Survey (BGS), which follows up

AGS respondents three and five years after their original survey response, shows that by 2012, the full-time employment figure for 2009 graduates was 92.3 per cent, an increase of 12.9 percentage points.

Looking at the wider population, Australian Bureau of Statistics (ABS) figures for May 2013 show that, in the general labour force (aged 15-64), 3.4 per cent of bachelor degree graduates were unemployed (2.7 per cent in 2012). The comparative figure for those with a postgraduate degree was 3.5 per cent, and for those with a graduate or postgraduate diploma it was 2.6 per cent. For the total population (with or without non-school qualifications), the unemployment rate was 5.7 per cent and 7.8 per cent for persons with no post-secondary qualifications. AGS employment figures differ from ABS figures in that the AGS separates those in part-time employment from those in full-time employment while the ABS includes those with any work at all in the 'employed' category. However, these figures do indicate that the longer-term prospects for those with higher education qualifications remain very positive.

Figure 1: Bachelor degree graduates available for full-time employment; percentage in full-time employment, percentage working part-time while seeking full-time employment, percentage not working while seeking full-time employment (1990–2013).

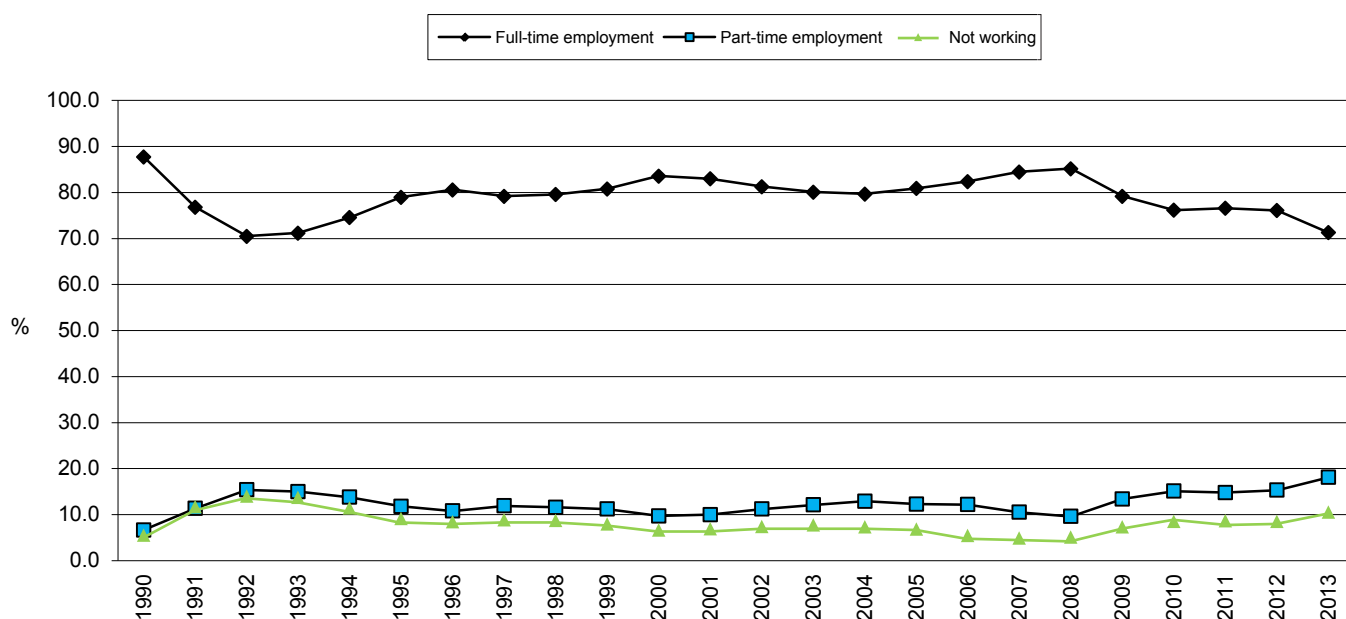


Table 2: Breakdown of bachelor degree graduates available for full-time employment, by field of education, 2013 (%)

	In full-time employment	Seeking full-time employment, not working	Seeking full-time employment, working part-time or casual	Total seeking full-time employment	Total % [†]	Total cases	Had current full-time employment before May in final year of study and still with that employer at time of AGS*
Agriculture	70.6	13.5	15.9	29.4	100.0	504	19.7
Architecture	60.0	16.5	23.4	40.0	100.0	423	12.2
Building	77.8	11.3	10.9	22.2	100.0	586	35.1
Urban\Regional Planning	67.9	13.5	18.6	32.1	100.0	215	23.3
Humanities	59.0	13.9	27.1	41.0	100.0	4,033	21.5
Languages	62.2	14.2	23.6	37.8	100.0	521	17.0
Visual\Performing Arts	48.3	19.3	32.5	51.7	100.0	1,620	10.2
Social Sciences	55.7	18.9	25.4	44.3	100.0	386	19.5
Psychology	56.1	15.8	28.1	43.9	100.0	1,389	19.0
Social Work	69.9	11.9	18.1	30.1	100.0	855	28.1
Business Studies	71.8	10.1	18.1	28.2	100.0	6,731	23.4
Accounting	77.4	12.2	10.4	22.6	100.0	2,656	27.4
Economics	76.3	9.3	14.3	23.7	100.0	460	15.4
Education - Initial	70.8	5.1	24.1	29.2	100.0	4,541	10.1
Education - Post\Other	71.4	7.1	21.4	28.6	100.0	14	40.0
Aeronautical Engineering	69.9	17.3	12.8	30.1	100.0	196	13.1
Chemical Engineering	73.6	11.9	14.5	26.4	100.0	235	6.4
Civil Engineering	85.4	9.2	5.4	14.6	100.0	1,033	16.4
Electrical Engineering	86.0	9.1	5.0	14.0	100.0	342	17.3
Electronic/Computer Engineering	80.9	11.4	7.7	19.1	100.0	220	27.5
Mechanical Engineering	82.4	10.8	6.8	17.6	100.0	636	15.8
Mining Engineering	96.0	4.0	0.0	4.0	100.0	126	17.4
Other Engineering	81.9	11.5	6.6	18.1	100.0	653	10.1
Surveying	86.5	3.6	9.9	13.5	100.0	111	27.1
Dentistry	83.3	6.8	9.9	16.7	100.0	162	0.7
Health Other	69.7	10.2	20.0	30.3	100.0	2,023	13.2
Nursing (Initial)	83.1	5.0	11.9	16.9	100.0	3,259	5.4
Nursing (Post-Initial)	71.4	8.7	19.8	28.6	100.0	343	9.8
Pharmacy	97.6	1.1	1.3	2.4	100.0	453	0.9
Medicine	96.9	1.4	1.7	3.1	100.0	1,503	0.7
Rehabilitation	81.5	6.5	12.0	18.5	100.0	1,018	0.7
Law	78.5	9.3	12.3	21.5	100.0	1,134	21.6
Law Other	70.5	12.2	17.3	29.5	100.0	491	44.2
Computer Science	70.3	15.7	14.0	29.7	100.0	1,349	25.5
Life Sciences	52.4	15.9	31.7	47.6	100.0	2,139	13.9
Mathematics	67.2	12.7	20.1	32.8	100.0	204	12.4
Chemistry	66.0	17.9	16.0	34.0	100.0	156	12.6
Physical Sciences	60.6	18.9	20.6	39.4	100.0	180	24.8
Geology	69.5	15.5	15.0	30.5	100.0	233	13.0
Veterinary Science	78.8	14.6	6.6	21.2	100.0	226	0.0
Total %	71.3	10.6	18.1	28.7	100.0		16.3
Total N	30,917	4,598	7,844	12,442		43,359	5,035

[†] Total % may not add to 100.0 due to rounding.

* Base figure is group in full-time employment.

Graduate starting salaries

Table 3 shows the 2013 median annual starting salary for Australian resident new bachelor degree graduates aged less than 25 and in their first full-time employment in Australia as being \$52,450 (up from \$52,000 in 2012 - see *GradStats 2012*). This was 74.3 per cent of the annual rate of male average weekly earnings (MAWE, \$70,548) at the time of the AGS. Probably reflecting the effects of continued recruiter uncertainty in the backwash of the global financial crisis, this represents a notable downturn compared with the 2009 starting salary being 83.0 per cent of MAWE³, which was the highest that graduate starting salaries have been relative to MAWE since 2001 (see Figure 2).

Figure 2 shows starting salaries for graduates relative to MAWE since 1977, with a notable fall against MAWE between 2009 and 2013.

In dollar terms, the 2013 median starting salary for all graduates rose by \$450 (or 0.9 per cent) from \$52,000 while the MAWE figure rose from \$66,800 to \$70,548 (or by 5.6 per cent) over the same period.

At \$80,000, the median starting salary for dentistry graduates (unchanged from 2011 and 2012) remained the highest for this cohort of graduates (see Tables 3 and 4). In a ranking based on starting salaries, they were followed by graduates from optometry (\$70,000), engineering (\$64,000), earth sciences (\$60,000), and medicine (\$60,000).

Graduates in a number of fields must meet additional training requirements in order to gain professional registration, and this period can sometimes result in relatively low starting salaries. As an example, pharmacy graduates (pre-registration) earned low starting salaries (\$39,000) due to the further on-the-job training requirements they must meet for professional registration.

GCA's Beyond Graduation Survey (BGS) has shown that salaries for bachelor degree graduates grow very strongly in the few years following the AGS, with overall growth of almost 40 per cent seen three years after these initial AGS data are collected⁴.

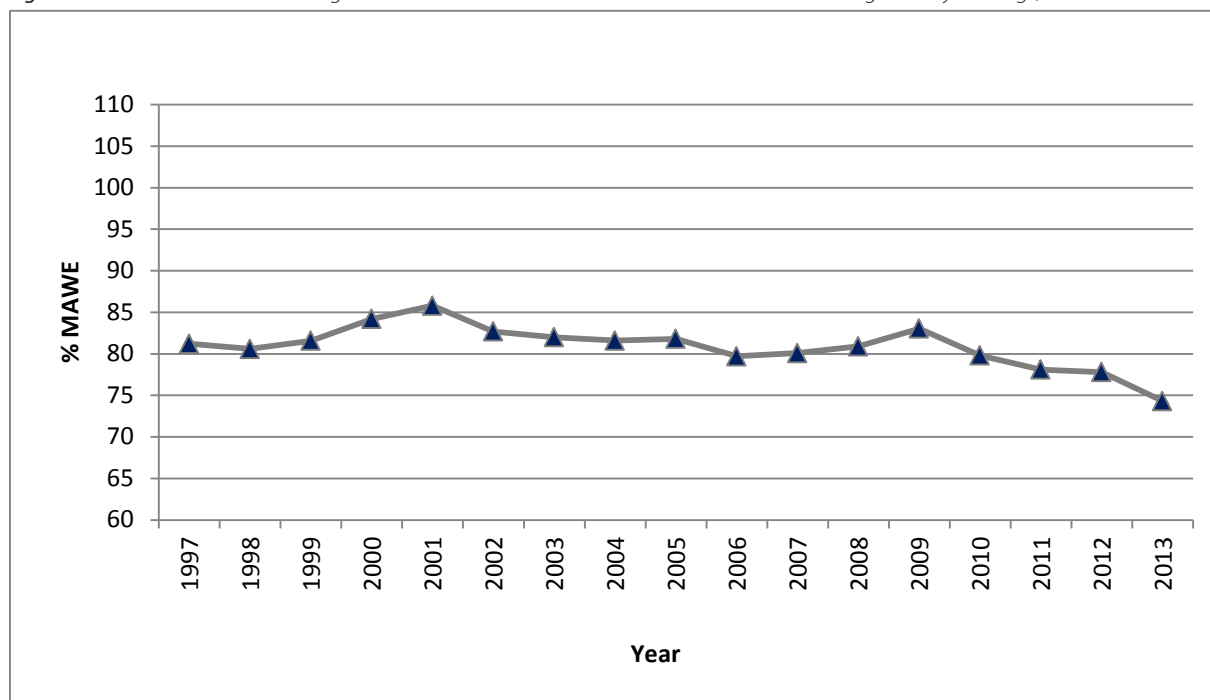
Graduates in the art and design field earned \$40,000, but can take longer to find relevant full-time employment in areas in which they were trained, due to the small number of available positions. The largest rise in graduate starting salary between 2012 and 2013 was for social sciences graduates who enjoyed an increase of \$3,000 or 6.4 per cent (from \$47,000 to \$50,000⁵).

Most fields of education have shown a high degree of consistency over the years covered by AGS data. For example, when ranked in terms of starting salaries in 2013, the top earning fields (dentistry, optometry, engineering, earth sciences and medicine) have essentially remained unchanged since 2009 (see Table 4).

Users of AGS data interested in more detailed salaries breakdowns, including comparisons of the earnings of male and female graduates, should contact GCA.

The largest rise in graduate starting salary between 2012 and 2013 was for social sciences graduates who enjoyed an increase of \$3,000 or 6.4 per cent (from \$47,000 to \$50,000)

Figure 2: Graduates' median starting salaries relative to the annual rate of full-time male average weekly earnings, 1997-2013



3 Average Weekly Earnings for males are used as a constant for year-to-year analysis of change, and not in a prescriptive manner. This is discussed in the full *Graduate Salaries* reports
 4 The 2012 *Beyond Graduation Survey* report can be downloaded from the GCA web site at www.graduatecareers.com.au/research.
 5 See *GradStats 2012* for relevant 2012 salaries figures.

Table 3: Median starting salaries of bachelor degree graduates in first full-time employment and aged less than 25, 2013 (\$,000).
 Figures shown below salary figures indicate related number of responses.

	Aust. Govt	State Govt	Public Health	Total Govt	Prof. Practice.	Industry / Commerce	Schools	Higher Ed.	Total Ed.	Total
Accounting	58.4 12	54.7 11	* *	56.0 29	49.0 454	49.0 286	* *	* *	* *	50.0 781
Agricultural Science	* *	* *	* *	48.0 12	* *	48.5 82	* *	* *	* *	50.0 107
Architecture & Building	* *	* *	* *	60.0 29	40.0 77	50.0 171		* *	* *	49.2 284
Art & Design	* *	* *		* *	38.5 10	40.0 205	58.3 18	* *	58.0 25	40.0 269
Biological Sciences	60.0 11	54.0 11	53.0 25	55.0 53	47.0 42	45.0 225	52.0 32	55.0 28	55.0 60	48.0 421
Computer Science	60.0 18	* *	* *	58.0 32	55.0 22	50.0 247	* *	* *	52.0 11	53.0 325
Dentistry	* *		75.0 32	76.3 34	90.0 26	* *		* *	* *	80.0 63
Earth Sciences	* *	* *		* *	* *	65.0 69	* *		* *	60.0 87
Economics, Business	57.0 47	53.0 25	* *	55.0 129	50.0 256	47.0 1,431	40.0 30	52.0 19	49.0 49	49.0 1,983
Education	* *	53.0 19	* *	53.0 27	* *	45.5 63	57.0 900	* *	57.0 904	57.0 1,032
Engineering	65.0 42	60.0 15	* *	63.0 94	60.3 386	65.0 749	* *	* *	57.0 13	64.0 1,271
Humanities	55.0 50	53.7 38	* *	54.0 127	52.0 96	40.0 524	56.0 70	49.7 24	53.0 94	45.0 922
Law	58.1 15	55.0 11	* *	57.0 39	55.0 175	54.0 77	* *		* *	55.0 304
Mathematics	* *		* *	* *	* *	55.9 34	* *		* *	55.0 59
Medicine	* *	* *	60.0 341	60.0 343	50.0 17	50.0 17	* *	* *	* *	60.0 388
Optometry					72.5 12	* *	* *		* *	70.0 22
Paramedical Studies	* *	56.0 17	54.0 1,024	54.0 1,054	54.0 220	52.0 387	55.0 22	55.0 12	55.0 34	54.0 1,808
Pharmacy (pre-reg)	* *		44.2 69	44.1 70		38.0 202				39.0 278
Physical Sciences	55.0 10	* *	* *	59.0 15	* *	55.0 47	* *	* *	* *	55.0 82
Psychology	* *	* *	55.0 10	55.0 27	46.5 28	45.0 114	52.5 16	57.5 16	56.3 32	50.0 253
Social Sciences	* *	* *		54.0 37	52.7 14	41.3 38	* *	* *	* *	50.0 118
Social Work		* *	* *	54.7 18	* *	43.5 10	* *		* *	50.0 97
Veterinary Science		* *		* *	46.0 61	* *				46.0 68
All Fields	58.0 244	55.0 179	55.0 1,543	55.0 2,193	53.0 1,926	50.0 4,991	57.0 1,128	53.0 146	57.0 1,274	^52.5 11,022

* Salaries based on fewer than 10 cases not shown. 'Total Government', 'Total Education' and 'Total' columns include cases not shown in related constituent columns.

^ Actual figure of \$52,450 rounded to \$52,500 for this table

Blank cells indicate there were no responses.

Table 4: Fields of education ranked according to level of starting salary, 2009-13

	2009	2010	2011	2012	2013
Dentistry	1	1	1	1	1
Optometry	2	2	2	2	2
Engineering	3	3	4	4	3
Earth Sciences	=4	5	3	3	=4
Medicine	=4	4	5	5	=4
Education	7	6	=6	7	6
Law	8	11	=8	9	=7
Mathematics	6	7	=6	6	=7
Physical Sciences	10	=8	=10	8	=7
Paramedical Studies	11	=8	=10	11	10
Computer Science	9	=8	=8	10	11
Accounting	=12	=14	=14	=15	=12
Agricultural Science	=12	=14	18	=12	=12
Psychology	=12	12	13	=15	=12
Social Sciences	=20	20	21	19	=12
Social work	=12	13	=10	=12	=12
Architecture & Building	=12	=14	17	=17	17
Economics, Business	=12	=14	=14	=17	18
Biological Sciences	=12	=14	=14	=12	19
Veterinary Science	=12	=14	19	=20	20
Humanities	=20	21	20	=20	21
Art & Design	22	22	22	22	22
Pharmacy (pre-reg)	23	23	23	23	23

= denotes equal ranking.

Graduate Satisfaction

The Course Experience Questionnaire (CEQ) has been in use since 1993 and is an instrument developed to measure graduates' satisfaction with their study experiences. Broad satisfaction was at a high level in 2013 (93.9 per cent), and, correspondingly, dissatisfaction was low. These figures are similar to previous results over the past decade. The broad satisfaction figure represents the percentage of respondents answering '3', '4' or '5' on a five-point scale (with the fifth point indicating highest satisfaction).

Job Search Strategies

Of those full-time employed graduates who had commenced their job in 2012 or 2013, almost a quarter (24.1 per cent) first found out about their position via an advertisement on the internet (see Table 5). While this figure reflects the importance of scouring online vacancies in today's job market, it is notable that around three-quarters of graduates in full-time employment did not first find out about their employment via this method. Demonstrating the diversity in how graduates found out about their full-time jobs, Table 5 suggests employment seekers need to cast their nets widely, as these results clearly indicate that there are many effective ways to find a full-time position.

Of the 12 job search methods identified in Table 5, just over half of the graduates in full-time employment learned of their current employment first through one of three strategies: searching advertisements on the internet (24.1 per cent), talking to family or friends (14.4 per cent) and visiting university or college careers services (12.8 per cent).

Table 5: How graduates who started in full-time employment in 2012 or 2013 first found out about their employment, AGS, 2013 (%)

	Total Cases	%
Advertisement on the internet	5,338	24.1
Family or friends	3,195	14.4
University or college careers service	2,838	12.8
Approached employer directly	2,017	9.1
Other	1,771	8.0
Approached by an employer	1,553	7.0
Work contacts or networks	1,413	6.4
Careers fair or information session	1,380	6.2
Other university or college source (such as faculties or lecturers)	1,175	5.3
Employment agency	633	2.9
Advertisement in a newspaper or other print media	537	2.4
Via résumé posted on the internet	300	1.4
Total	22,150	100.0

Like more information?

Further details about graduate destinations, graduate salaries and the CEQ can be found in the forthcoming reports *Graduate Destinations 2013*, *Graduate Salaries 2013*, *Postgraduate Destinations 2013*, *Graduate Course Experience 2013* and *Postgraduate Research Experience 2013*, which will be released progressively during 2014. Previous copies are now available for free download from our website at www.graduatecareers.com.au.

GCA conducts a number of national surveys in the graduate area. These include the Australian Graduate Survey (AGS), a national survey of the experiences and outcomes of recent university graduates; the Beyond Graduation Survey (BGS), a follow-up to the AGS three and five years after course completion; the University Experience Survey (UES), a national study of the experiences of current university students, and the Graduate Outlook Survey (GOS), which examines the recruitment experiences and plans of graduate employers in Australia and new Zealand.

More detailed information on graduate outcomes can be found at www.graduatecareers.com.au/research

You can also visit our online database or contact us

Graduate Careers Australia | +61 3 9605 3700

research@graduatecareers.edu.au

Know Your Worth

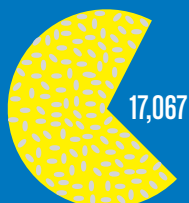
www.graduatecareers.com.au

Check out the *Grad Jobs & Dollars* page for all you need to know about salaries, employment and further study for Australian graduates

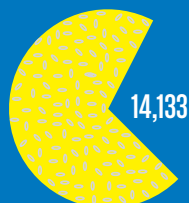


Number of burgers that can be purchased with the median starting salary¹ for all bachelor degree graduates in first full-time employment and aged less than 25yrs.

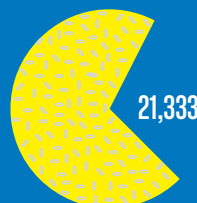
How many can **you** buy?²



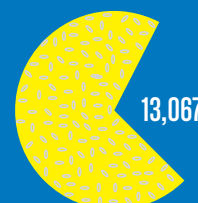
Engineering - \$64,000



Computer Sciences - \$53,000



Dentistry - \$80,000



Economics, Business - \$49,000



Humanities - \$45,000