

# GradStats

EMPLOYMENT AND SALARY OUTCOMES OF RECENT HIGHER EDUCATION GRADUATES

DECEMBER 2014

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 2014 AGS, new graduates who completed the requirements for awards in the calendar year 2013 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, 59.3 per cent of the almost 191,000 Australian resident graduates who were surveyed responded to the AGS. This is very strong for a survey of this nature and provides a reliable set of data. For further information on graduate employment, graduate destination statistics and GCA, visit [www.graduatecareers.com.au](http://www.graduatecareers.com.au)

## Survey Highlights

The 2014 AGS saw deterioration in the short-term employment prospects of new graduates compared with 2013. In terms of bachelor degree graduates either in or seeking full-time employment (see Table 1a);

- 68.1 per cent were in full-time employment within four months of completing their degrees (down from 71.3 per cent in 2013 and 76.1 per cent in 2012 – see Table 1a);
- 20.3 per cent had secured a part-time or casual position while continuing to seek full-time employment (up from 18.1 per cent in 2013 and 15.3 per cent in 2012 – see Table 1a); and
- 11.6 per cent were not working and still looking for full-time employment at the time of the survey (up from 10.6 per cent in 2013 and 8.6 per cent in 2012 – see Table 1a).
  - » However, GCA's *Beyond Graduation Survey* (BGS) indicates that the middle- and longer-term outlook is very positive, with the employment figures for 2010 graduates growing by 14 percentage points three years later.
  - » Bachelor degree graduates in the wider Australian workforce (aged 15-74) had (at the time of the survey) an unemployment rate of just 3.2 per cent compared with an overall rate of 5.8 per cent and 8.2 per cent for those with no post-school qualifications.
- 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 was \$52,500 in 2014, essentially unchanged from \$52,450 in 2013 and \$52,000 in 2012. This was 74.0 per cent of the annual rate of male average weekly earnings (\$70,959 at the time of the AGS<sup>1</sup>), unchanged from 74.3 per cent in 2013 and down from 77.8 per cent in 2012 (see Figure 2) and GradStats 2013.
- One-fifth of respondents (20.8 per cent, essentially unchanged from 20.7 per cent in 2013), were undertaking further full-time study (see Table 1).

*{continued on page 2}*

<sup>1</sup> 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

*(continued)*

- 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 2013 or 2014 learned of the job first through one of three strategies: searching advertisements on the internet (25.7 per cent), talking to family or friends (13.9 per cent) and visiting university or college careers services (12.4 per cent).
- GCA's Beyond Graduation Survey (BGS), which follows up AGS respondents three years after their original survey response, shows that by 2013, the full-time employment figure for 2010 graduates was 90.2 per cent, an increase of almost 14 percentage points from 76.3 per cent.

## Employment outcomes & further study

The results of the 2014 AGS show that, of all new domestic bachelor degree graduates either in or seeking full-time employment, 68.1 per cent were in full-time employment at the time of the survey, with a further 20.3 per cent working on a part-time or casual basis while continuing to seek full-time employment. An additional 11.6 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 before falling again in 2013, have again fallen.

As in the years immediately after the Global Financial Crisis (GFC), the proportion of graduates available for full-time employment fell between 2012 and 2014, from 62.9 per cent to 61.2 per cent (see Table 1). In the years prior to the GFC, this figure was in the 66 per cent range, suggesting that, in the current climate, some new graduates have been discouraged from seeking a place in the full-time labour force<sup>2</sup>.

The proportion of graduates continuing in further full-time study in 2014 was 20.8 per cent, unchanged from 2013 (see Table 1). Historically, between one-fifth and one-quarter of respondents elect to continue in further full-time study<sup>3</sup>.

Of those graduates available for full-time employment, females were more likely than males (68.5 and 67.6 per cent respectively — see Table 1a) to have found a full-time position by the time of the survey.

As in the general population, part-time employment is an important employment option for some new graduates. In 2014, 13.1 per cent of respondents were either in part-time employment or seeking part-time work and not seeking full-time employment (12.2 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 for those not available for full-time employment) seen in the past decade<sup>4</sup>.

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. Females were notably more likely than males (21.4 per cent and 18.6 per cent respectively) to be working on a part-time basis while continuing to seek a full-time position.

Females were less likely than males (10.1 per cent compared with 13.8 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 (21.4 per cent compared with 18.6 per

<sup>2</sup> See previous editions of GradStats, available from [www.graduatecareers.com.au/Research/ResearchReports/GradStats](http://www.graduatecareers.com.au/Research/ResearchReports/GradStats)

<sup>3, 4</sup> See related discussion in Graduate Destinations reports available from [www.graduatecareers.com.au/Research/ResearchReports/GraduateDestinations](http://www.graduatecareers.com.au/Research/ResearchReports/GraduateDestinations)

cent). This latter difference (regularly 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 males<sup>5</sup>.

Males (21.5 per cent) were more likely than females (20.4 per cent) to have undertaken further full-time study in 2014 after completing their course in the previous year (see Table 1).

Table 1a indicates that 16.8 per cent of those in full-time employment at the time of the survey already had that full-time position early (before 1 May 2013) 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 (79.4 per cent) than those

who had studied mainly full-time (66.4 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 relatively positive employment figures for Aboriginal and/or Torres Strait Islander graduates should be interpreted with a little caution because rather 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 domestic graduates from a non-English speaking background (60.9 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 (61.6 per cent). Graduates with a combined or double degree had better employment figures (72.1 per cent in full-time employment) than those with a single degree (67.6 per cent). Respondents living in regional areas were also more likely to be in full-time employment than their counterparts in a capital city (72.9 per cent compared with 66.5 per cent).

Table 2 shows the breakdown of bachelor degree graduates available for full-time employment by aggregated 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 97.5 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, pharmacy graduates (94.1 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 relatively high proportions in full-time employment at the time of the survey were surveying (83.9 per cent), mining engineering (82.8 per cent), veterinary science (80.7 per cent) and nursing-initial<sup>6</sup> (80.5 per cent). Respondents in visual/performing arts, life sciences, social sciences, psychology, physical sciences, languages, geology, chemistry, architecture, humanities, aeronautical engineering, chemical engineering, agriculture, mathematics, and urban/regional planning 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-

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<sup>5</sup> See related discussion in *Graduate Destinations* reports available from [www.graduatecareers.com.au](http://www.graduatecareers.com.au)

<sup>6</sup> This field includes graduates who have completed a first qualification in nursing. Nursing-post includes previously hospital-qualified nurses who have upgraded their qualification to university level.

**Table 1: Activities of bachelor degree graduates, by sex, 2012-14 (%)**

	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, or destination unknown	Total%†	Total cases
<b>Males</b>							
2012	^~ 66.0	^~ 21.5	^ 7.5	^ 0.6	^ 4.5	100	25,875
2013	^~ 64.9	^ 21.3	^~ 8.0	^ 0.6	^~ 5.1	100	26,688
2014	^ 64.8	^ 21.5	^ 8.4	^ 0.6	~ 4.7	100	27,598
<b>Females</b>							
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
2014	^ 59.0	^ 20.4	^~ 14.5	^ 1.1	~ 5.0	100	45,099
<b>Persons*</b>							
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
2014	61.2	20.8	~ 12.2	0.9	~ 4.9	100	72,737

\* 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).

**Table 1a: Breakdown of bachelor degree graduates available for full-time employment, by sex, 2012-14 (%)**

	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
<b>Males</b>							
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
2014	^~ 67.6	^~ 13.8	^~ 18.6	^~ 32.4	100	17,874	20.5
<b>Females</b>							
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
2014	^~ 68.5	^~ 10.1	^~ 21.4	^~ 31.5	100	26,608	14.4
<b>Persons*</b>							
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
2014	~ 68.1	~ 11.6	~ 20.3	~ 31.9	100	44,490	16.8

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

\*\* Percentages based on the group of bachelor degree graduates in full-time employment

† 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).

**Table 1b: Breakdown of bachelor degree graduates available for full-time employment, by various cohorts, 2014 (%)**

	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
<b>Total</b>	<b>68.1</b>	<b>11.6</b>	<b>20.3</b>	<b>31.9</b>	<b>100</b>	<b>44,490</b>
Aged less than 25	65.3	11.9	22.8	34.7	100	28,437
Graduates with an Aboriginal or Torres Strait Islander background	76.6	10.0	13.5	23.4	100	431
Graduates from a non-English speaking background	60.9	19.1	20.0	39.1	100	6,782
Graduates with a disability	61.6	18.5	20.0	38.4	100	1,317
Studied mainly full-time^	66.4	12.3	21.4	33.6	100	38,367
Studied mainly part-time^	79.4	7.3	13.2	20.6	100	6,017
Studied mainly internally (on-campus)^	66.3	12.2	21.5	33.7	100	37,041
Studied mainly externally (distance)^	83.5	6.8	9.7	16.5	100	3,974
Mixed mode (internal and distance)	69.9	10.4	19.7	30.1	100	3,391
Double/combined degree^	72.1	8.9	18.9	27.9	100	5,300
Single degree^	67.6	11.9	20.5	32.4	100	39,136
Capital city resident^	66.5	12.1	21.4	33.5	100	32,677
Regional resident^	72.9	9.9	17.2	27.1	100	10,674

† 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).

## Employment Outcomes & Further Study

(continued)

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.

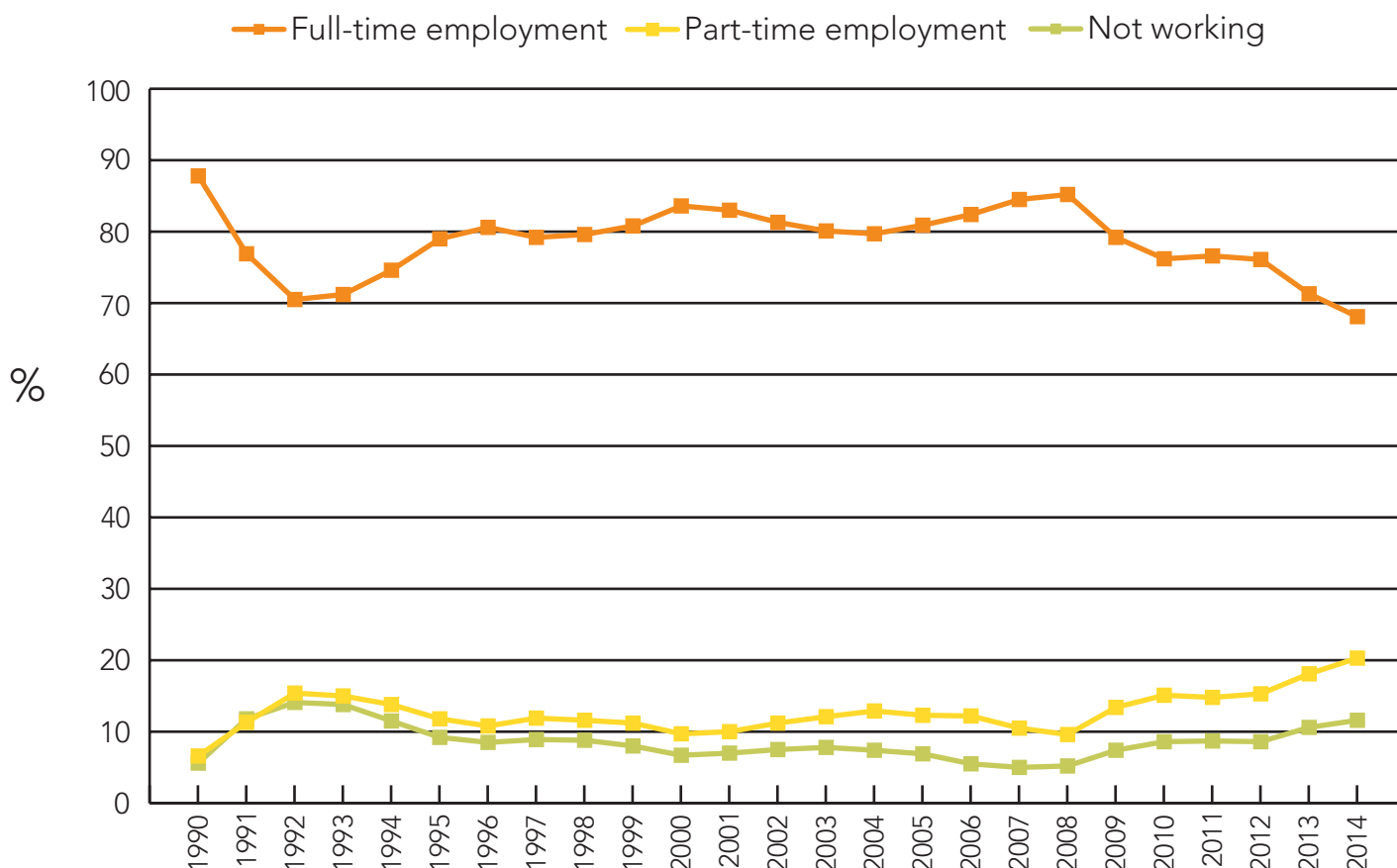
For example, some fields with very small proportions of graduates already in their full-time position in their final year of study had very high employment figures at the time of the survey, indicating that they had been absorbed into the labour market very quickly. Conversely, other fields

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 years after their original survey response, shows that by 2013, the full-time employment figure for 2010 graduates was 90.2 per cent, an increase of almost 14 percentage points.

Looking at the wider population, Australian Bureau of Statistics (ABS) figures for May 2014 show that, in the general labour force (aged 15-74), 3.2 per cent of bachelor degree graduates were unemployed (3.4 per cent in 2013). The comparative figure for those with a postgraduate degree was 3.9 per cent, and for those with a graduate or postgraduate diploma it was 2.3 per cent. For the total population (with or without non-school qualifications), the unemployment rate was 5.8 per cent and 8.2 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 (1990-2014).



**Table 2: Breakdown of bachelor degree graduates available for full-time employment, by field of education, 2014 (%)**

	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	62.5	12.2	25.4	37.5	100	477	20.5
Architecture	57.8	15.8	26.4	42.2	100	474	8.8
Building	77.2	8.2	14.6	22.8	100	679	34.4
Urban\Regional Planning	65.0	14.0	21.0	35.0	100	200	21.5
Humanities	58.0	14.8	27.2	42.0	100	4,124	21.0
Languages	56.1	18.7	25.2	43.9	100	627	18.8
Visual\Performing Arts	44.7	19.8	35.5	55.3	100	1,729	11.5
Social Sciences	50.1	21.0	28.9	49.9	100	343	15.1
Psychology	52.1	16.0	31.9	47.9	100	1,528	21.3
Social Work	71.6	11.7	16.7	28.4	100	940	28.5
Business Studies	69.7	10.2	20.1	30.3	100	6,647	22.6
Accounting	73.9	12.5	13.6	26.1	100	2,655	29.9
Economics	75.3	9.5	15.2	24.7	100	401	15.6
Education - Initial	70.0	5.5	24.5	30.0	100	4,709	12.3
Education - Post\Other	69.2	7.7	23.1	30.8	100	13	33.3
Aeronautical Engineering	58.2	19.4	22.4	41.8	100	201	14.5
Chemical Engineering	61.6	22.0	16.4	38.4	100	232	1.4
Civil Engineering	74.9	14.2	10.8	25.1	100	1,081	16.2
Electrical Engineering	78.0	14.3	7.7	22.0	100	363	18.4
Electronic/Computer Engineering	74.9	14.5	10.6	25.1	100	207	23.9
Mechanical Engineering	71.0	16.7	12.3	29.0	100	641	14.7
Mining Engineering	82.8	9.4	7.8	17.2	100	128	8.5
Other Engineering	70.5	16.7	12.8	29.5	100	623	15.0
Surveying	83.9	9.2	6.9	16.1	100	87	45.2
Dentistry	79.6	8.1	12.2	20.4	100	221	1.1
Health Other	70.4	9.8	19.8	29.6	100	2,364	14.7
Nursing (Initial)	80.5	5.3	14.2	19.5	100	3,037	7.2
Nursing (Post-Initial)	75.8	8.6	15.6	24.2	100	339	6.6
Pharmacy	94.1	2.4	3.5	5.9	100	457	0.5
Medicine	97.5	1.3	1.2	2.5	100	1,412	0.7
Rehabilitation	74.5	8.1	17.4	25.5	100	1,222	1.2
Law	75.3	9.8	15.0	24.7	100	1,137	22.9
Law Other	68.1	11.3	20.6	31.9	100	452	41.2
Computer Science	67.2	18.1	14.7	32.8	100	1,474	24.1
Life Sciences	48.0	18.5	33.5	52.0	100	2,193	16.1
Mathematics	64.9	20.8	14.3	35.1	100	231	8.7
Chemistry	57.1	17.4	25.5	42.9	100	184	11.4
Physical Sciences	54.9	14.9	30.3	45.1	100	175	21.9
Geology	56.9	20.5	22.6	43.1	100	239	15.4
Veterinary Science	80.7	10.7	8.6	19.3	100	243	3.1
<b>Total%</b>	<b>68.1</b>	<b>11.6</b>	<b>20.3</b>	<b>31.9</b>	<b>100</b>		<b>16.8</b>
<b>Total N</b>	<b>30,309</b>	<b>5,154</b>	<b>9,017</b>	<b>14,171</b>		<b>44,490</b>	<b>5,106</b>

† Total % may not add to 100.0 due to rounding

# Graduate Salaries

Table 3 shows the 2014 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 \$52,500, essentially unchanged from \$52,450 in 2013 and \$52,000 in 2012 (see *GradStats 2013*). This was 74.0 per cent of the annual rate of male average weekly earnings (MAWE, \$70,959) at the time of the AGS. This represents a notable downturn compared with the 2009 starting salary being 83.0 per cent of MAWE<sup>7</sup>, 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 2014.

In dollar terms, the 2014 median starting salary for all graduates rose by just \$50 (or 0.1 per cent) from \$52,450 while the MAWE figure rose from \$70,548 to \$70,959 (or by 0.6 per cent) over the same period.

At \$75,000, the median starting salary for dentistry graduates 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 (\$62,000), earth sciences (\$60,000), mathematics (\$60,000) and medicine (\$60,000). In general, salaries for these fields have shown a slight fall since 2013 or have not changed<sup>8</sup>.

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 (\$40,000) 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 38.5 per cent (\$52,000 to \$72,000) seen three years after initial AGS data are collected<sup>9</sup>.

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 rises in graduate starting salary between 2013 and 2014 were for social work and mathematics graduates who enjoyed an increase of \$5,000.

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 2014, the top earning fields (dentistry, optometry, engineering, earth sciences and medicine) have essentially remained unchanged since 2009 (see Table 4).

In 2014, new male graduates earned a median salary of \$55,000, while new female graduates started work on a median salary of \$52,000.

Over the years, GCA research has suggested that overall differences in median starting salaries between males and females can be partly explained in terms of the differing enrolment profiles of male and female students. An analysis undertaken by GCA in 2014<sup>10</sup> suggests that much of the earnings gap between new male and female graduates was determined largely by field of education choices often made prior to university enrolment.

The analysis suggested that when the field of education, personal, enrolment and occupational characteristics of male and female graduates were taken into account, overall males' starting salaries were 4.4 per cent higher than those for females. It highlighted the overall wage gap favouring males as being due, in part, to an over-representation of males in fields of education that typically had higher starting salaries, such as Engineering. Alternatively, females outnumbered males when it came to Humanities, which was ranked at the lower end of the salary distribution.

The analysis suggests that the while some of the 4.4 per cent gender wage gap might potentially be explained by inequalities in some workplaces, it could also likely be explained if additional information not captured within the GDS was available.

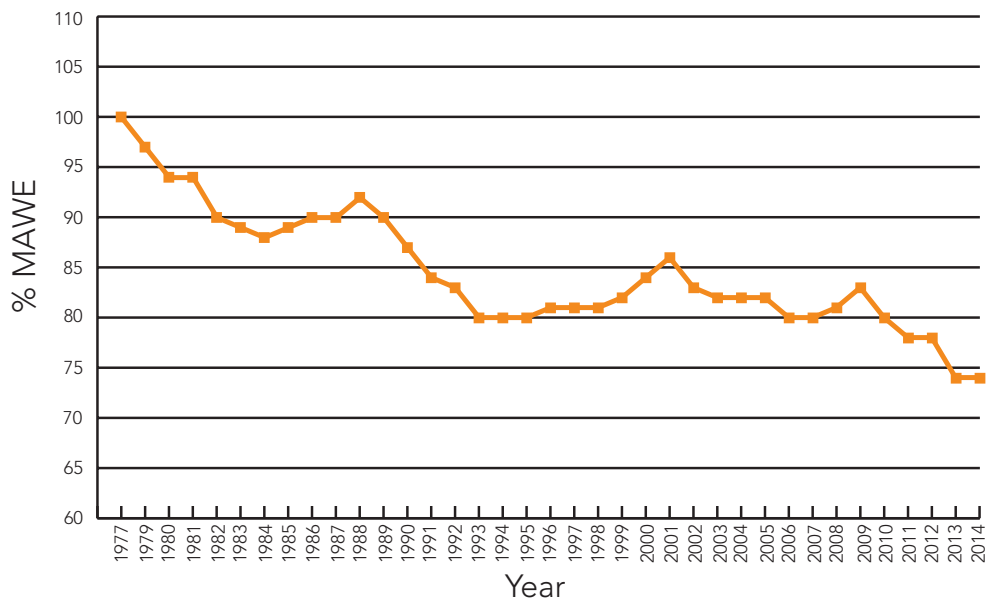
<sup>7</sup> Average Weekly Earnings for males are used as a constant for year-to-year analysis of change, and not in a prescriptive manner. This is discussed in the full *Graduate Salaries* reports.

<sup>8</sup> See *GradStats 2013* for relevant 2013 salaries figures, available from [www.graduatecareers.com.au/Research/ResearchReports/GradStats](http://www.graduatecareers.com.au/Research/ResearchReports/GradStats)

<sup>9</sup> The 2013 *Beyond Graduation Survey* report can be downloaded from [www.graduatecareers.com.au/Research/Surveys/BeyondGraduationSurvey](http://www.graduatecareers.com.au/Research/Surveys/BeyondGraduationSurvey)

<sup>10</sup> See Lindsay, E., *An analysis of the gender wage gap in the Australian graduate labour market, 2013*, which can be downloaded from [www.graduatecareers.com.au/Research/ResearchReports/ORAP](http://www.graduatecareers.com.au/Research/ResearchReports/ORAP)

**Figure 2:** Graduates' median starting salaries relative to the annual rate of full-time male average weekly earnings, 1977-2014



**Table 3: Median starting salaries of bachelor degree graduates in first full-time employment and aged less than 25, 2014 (\$,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	Males	Females
Accounting	58.0	*	*	55.5	50.0	50.0	*	*	*	50.0	50.0	50.0
	10	*	*	26	414	275	*	*	*	730	381	349
Agricultural Science	*	*		55.0	*	50.0	*	*	*	51.0	54.5	48.0
	*	*		13	*	75	*	*	*	95	38	57
Architecture & Building	*	*		60.0	41.5	50.0	*		*	48.8	50.0	44.5
	*	*		23	95	209	*		*	334	208	126
Art & Design		*		*	*	40.0	50.0	*	50.0	40.0	40.0	40.0
		*		*	*	211	28	*	36	279	82	197
Biological Sciences	*	53.0	57.0	55.0	48.5	45.0	53.0	53.0	53.0	48.0	48.5	48.0
	*	13	21	45	36	240	38	23	61	408	136	272
Computer Science	58.0	*	*	58.0	56.0	53.0	*	59.0	56.0	55.0	55.0	53.5
	19	*	*	29	19	292	*	11	18	370	309	61
Dentistry	*		75.0	75.0	75.0	*				75.0	75.0	75.0
	*		49	51	35	*				91	31	60
Earth Sciences	*	*		*	*	60.0	*	*	*	60.0	60.0	61.0
	*	*		*	*	56	*	*	*	71	52	19
Economics, Business	60.5	53.0	*	57.0	50.0	48.0	45.0	54.8	48.0	50.0	50.0	46.0
	42	34	*	118	240	1,394	30	27	57	1,923	849	1,074
Education	*	59.8		59.8	*	45.0	59.0	*	59.0	59.0	59.7	59.0
	*	15		23	*	46	939	*	943	1,062	179	883
Engineering	65.0	61.5		63.0	59.3	63.0	*	*	58.0	62.0	60.0	65.0
	38	16		76	250	692	*	*	10	1,048	834	214
Humanities	55.0	58.0	*	55.0	50.0	42.0	55.0	55.0	55.0	46.0	48.3	45
	47	16	*	111	104	536	59	26	85	929	248	681
Law	60.0	53.0	*	57.0	50.5	52.8	*		*	53.0	52.5	54.0
	16	15	*	51	161	63	*		*	291	109	182
Mathematics	*	*		*	*	58.7	61.0	*	61.0	60.0	60.0	60.0
	*	*		*	*	41	13	*	15	70	47	23
Medicine	*	*	61.0	61.0	54.0	44.0	*	*	*	60.0	60.3	60.0
	*	*	431	435	10	12	*	*	*	474	202	272
Optometry			*	*	70.0	*				70.0	*	70.0
			*	*	17	*				29	*	20
Paramedical Studies	60.7	55.0	55.0	55.0	55.0	50.0	55.5	58.4	56.0	55.0	56.0	54.0
	12	11	1,010	1,042	255	390	32	12	44	1,857	323	1,534
Pharmacy (pre-reg)			44.3	44.3		39.0				40.0	40.0	40.0
			58	58		190				251	82	169
Physical Sciences	*			*	*	50.5	*	*	*	55.0	55.0	57.0
	*			*	*	52	*	*	*	76	52	24
Psychology	*	*	*	54.5	46.5	44.0	58.0	56.5	57.5	49.9	48.0	50.0
	*	*	*	24	16	118	24	18	42	255	34	221
Social Sciences	*	*	*	56.8	50.5	42.0	55.5	*	55.0	49.0	56.0	48.0
	*	*	*	33	10	37	12	*	15	108	27	81
Social Work	*	*	58.4	59.0		45.0	*		*	55.0	52.0	55.5
	*	*	12	29		13	*		*	112	11	101
Veterinary Science					46.3	*		*	*	46.3	*	45.0
					64	*		*	*	70	*	61
<b>All Fields</b>	<b>60.0</b>	<b>55.0</b>	<b>57.0</b>	<b>57.0</b>	<b>52.0</b>	<b>50.0</b>	<b>59.0</b>	<b>55.0</b>	<b>58.0</b>	<b>52.5</b>	<b>55.0</b>	<b>52.0</b>
	<b>223</b>	<b>169</b>	<b>1,607</b>	<b>2,219</b>	<b>1,747</b>	<b>4,957</b>	<b>1,215</b>	<b>152</b>	<b>1,367</b>	<b>10,933</b>	<b>4,252</b>	<b>6,681</b>
<b>Males</b>	<b>60.7</b>	<b>57.0</b>	<b>60.0</b>	<b>60.0</b>	<b>53.0</b>	<b>52.0</b>	<b>59.0</b>	<b>56.0</b>	<b>59.0</b>	<b>55.0</b>		
	<b>128</b>	<b>63</b>	<b>378</b>	<b>649</b>	<b>821</b>	<b>2,354</b>	<b>227</b>	<b>47</b>	<b>274</b>	<b>4,252</b>		
<b>Females</b>	<b>58.6</b>	<b>55.0</b>	<b>56.0</b>	<b>56.0</b>	<b>50.0</b>	<b>45.0</b>	<b>58.8</b>	<b>55.0</b>	<b>58.0</b>	<b>52.0</b>		
	<b>95</b>	<b>106</b>	<b>1,229</b>	<b>1,570</b>	<b>926</b>	<b>2,603</b>	<b>988</b>	<b>105</b>	<b>1,093</b>	<b>6,681</b>		

\* Salaries based on fewer than 10 cases are not shown. 'Total Government', 'Total Education' and 'Total' columns include cases not shown in related constituent columns. Empty cells indicate no responses.



**Table 4: Fields of education ranked according to level of starting salary, 2010-14**  
(= denotes equal ranking).

	2010	2011	2012	2013	2014
Dentistry	1	1	1	1	1
Optometry	2	2	2	2	2
Engineering	3	4	4	3	3
Earth Sciences	5	3	3	=4	=4
Mathematics	7	=6	6	=7	=4
Medicine	4	5	5	=4	=4
Education	6	=6	7	6	7
Computer Science	=8	=8	10	11	=8
Paramedical Studies	=8	=10	11	10	=8
Physical Sciences	=8	=10	8	=7	=8
Social work	13	=10	=12	=12	=8
Law	11	=8	9	=7	12
Agricultural Science	=14	18	=12	=12	13
Accounting	=14	=14	=15	=12	=14
Economics, Business	=14	=14	=17	18	=14
Psychology	12	13	=15	=12	16
Social Sciences	20	21	19	=12	17
Architecture & Building	=14	17	=17	17	18
Biological Sciences	=14	=14	=12	19	19
Veterinary Science	=14	19	=20	20	20
Humanities	21	20	=20	21	21
Art & Design	22	22	22	22	=22
Pharmacy (pre-reg)	23	23	23	23	=22

## Course Experience Questionnaire Job Search Strategies

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 2014 (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).

Of those full-time employed graduates who had commenced their job in 2013 or 2014, over a quarter (25.7 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 (25.7 per cent), talking to family or friends (13.9 per cent) and visiting university or college careers services (12.4 per cent).

**Table 5: How graduates who started in full-time employment in 2013 or 2014 first found out about their employment, AGS, 2014 (%)†**

	Total Cases	%
Advertisement on the internet	5,201	25.7
Family or friends	2,823	13.9
University or college careers service	2,512	12.4
Approached employer directly†	1,812	8.9
Other	1,752	8.6
Approached by an employer	1,539	7.6
Work contacts or networks	1,447	7.1
Other university or college source (such as faculties or lecturers)	1,071	5.3
Careers fair or information session	912	4.5
Employment agency	510	2.5
Advertisement in a newspaper or other print media	414	2.0
Via résumé posted on the internet	280	1.4
<b>Total</b>	<b>20,273</b>	<b>100</b>

† Total % may not add to 100.0 due to rounding

## Like more information?

Further details about graduate destinations, graduate salaries and the CEQ can be found in the forthcoming reports *Graduate Destinations 2014*, *Graduate Salaries 2014*, *Postgraduate Destinations 2014*, *Graduate Course Experience 2014* and *Postgraduate Research Experience 2014*, which will be released progressively during 2015. Previous copies are now available for free download from our website at [www.graduatecareers.com.au](http://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](http://www.graduatecareers.com.au/research)

You can also contact us via  
 Graduate Careers Australia | +61 3 9605 3700  
[research@graduatecareers.edu.au](mailto:research@graduatecareers.edu.au)

# Know Your Worth

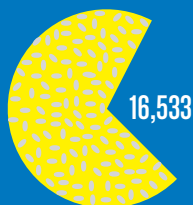
[www.graduatecareers.com.au](http://www.graduatecareers.com.au)

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

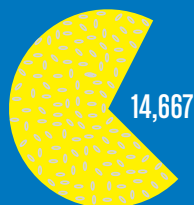


Number of burgers that can be purchased with the median starting salary<sup>1</sup> for all bachelor degree graduates in first full-time employment and aged less than 25yrs.

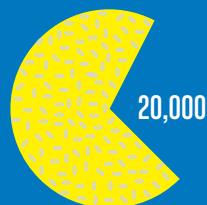
## How many can you buy?<sup>2</sup>



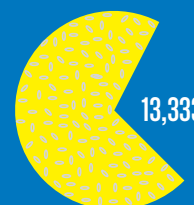
Engineering - \$62,000



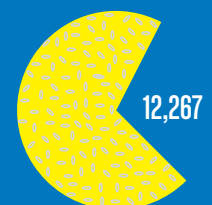
Computer Sciences - \$55,000



Dentistry - \$75,000



Economics, Business - \$50,000



Humanities - \$46,000