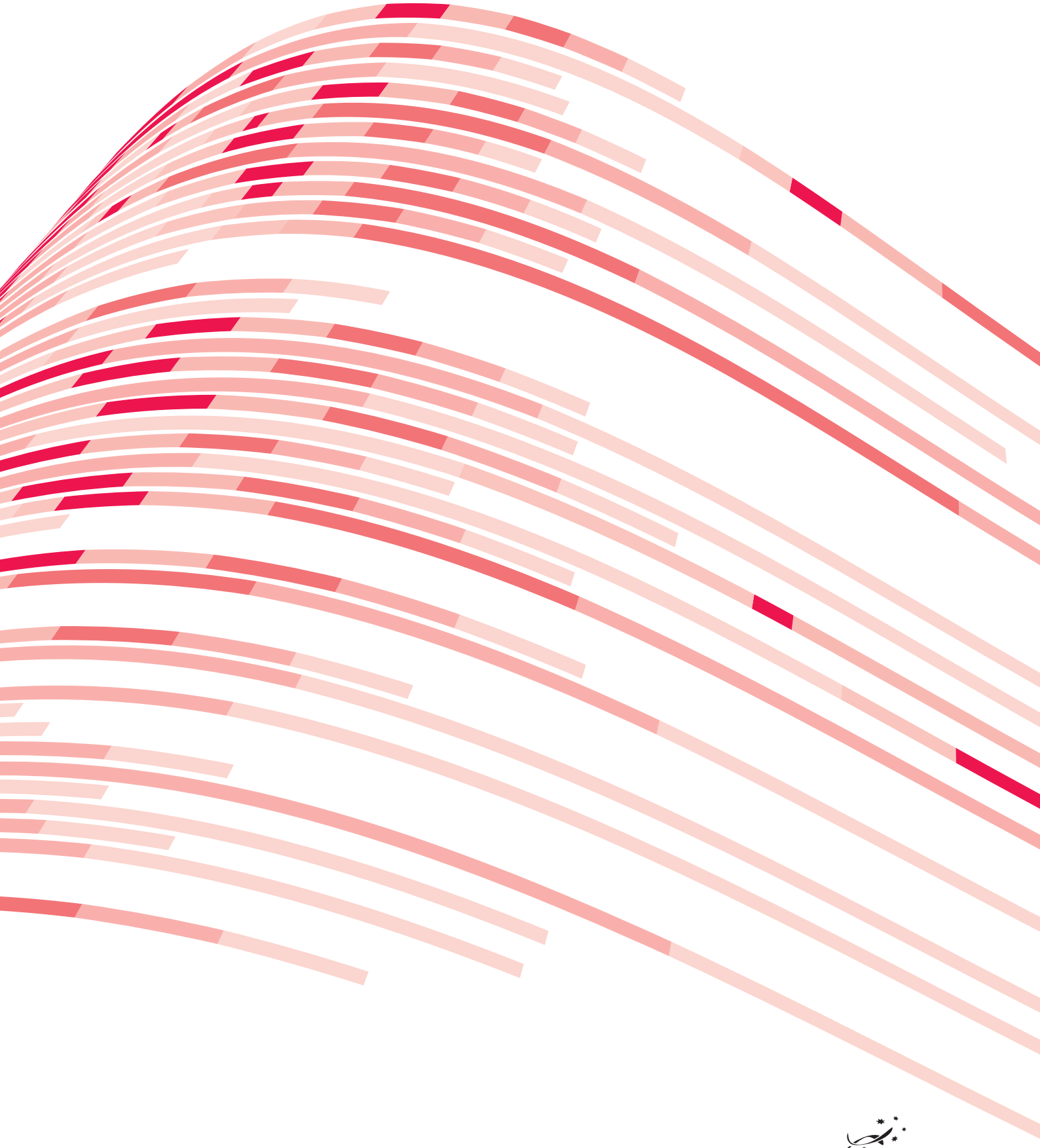
AUSTRALIAN GRADUATE SURVEY 2010

A Report of the Conduct of the 2010 Australian Graduate Survey



Graduate Careers
Australia

Australian Graduate Survey 2010

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INTRODUCTION

This new report from Graduate Careers Australia (GCA), *The Australian Graduate Survey 2010*, is an overview of the conduct of the 2010 Australian Graduate Survey (AGS). Included is an examination of the survey methods employed nationally and institutionally, responses and methods of data cleaning and analysis. If problems and concerns arose within the conduct of the AGS, these will be discussed.

It is intended that this report will be updated at the conclusion of each AGS cycle and distributed to stakeholders and data users such as Vice-Chancellors and senior institutional managers, AGS Senior Survey Contacts, AGS Survey Managers, researchers, the Department of Education, Employment and Workplace Relations (DEEWR) and Universities Australia as a companion to GCA's annual reports and with the data files themselves.

It will ensure readers of the AGS reports published by GCA understand the methods employed to gather the data used. Researchers using the relevant datasets can make use of this report to inform their judgements about how the data were gathered and how they might decide to employ the data both at an institutional and national level.

One of the aims of this report is to ensure the sector that institutions have employed AGS methods as set out in the annual AGS Manual (GCA 2011) and this is an aspect that will be central to these annual AGS Reports. The AGS Manual and related documents can be downloaded from *http://start.graduatecareers.com.au*.

This 2010 report is a pilot version and does not contain all features intended for subsequent editions.

The AGS was piloted in 1972 and has been conducted annually by GCA and higher education institutions since 1974, with Federal and institutional funding and support. Prior to 2006, it was known simply as the Graduate Destination Survey. The name Australian Graduate Survey was adopted in 2006 to act as an umbrella project title for the GCA's combined GDS, CEQ and PREQ work.

GCA manages the AGS nationally, while institutions generally conduct the surveys of their own graduates and return survey forms and/or data files to GCA for processing. This method of management can be characterised as partially decentralised in that while a great deal of the work is managed centrally by GCA, key tasks such as the distribution of survey instruments and collection of responses are managed by the institutions. This issue is discussed in greater detail in Appendix A.

1.0
WHY WE DO THE AGS

The AGS includes

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

The overall purpose of these surveys is to collect information on the main destinations and the higher education experiences of graduates shortly after they qualify, and to provide institutions taking part in the survey with a range of information about their graduates. Within these three areas, the surveys have notably different users of the data. When considering the survey methods and value of the AGS, these different uses need to be considered.

GDS

The Graduate Destination Survey essentially collects data regarding the immediate (four months) post-study activities of new graduates (including full- and part-time employment and labour market activity, further study, job search methods, and the relationship between employment and higher education qualifications). As an outcome of GDS participation, institutions have

- *A list of the names of the organisations that employed their graduates* – invaluable in offering advice to current and intending students as to the potential outcomes of their studies, and in assisting faculties and institutions in developing and maintaining relationships with the employers of their graduates. This information also goes to the institution's careers service. (The decision to enter the name of the employer is optional and rests with the institution.)
- *Breakdowns of post-study activities by field of education, including full-time employment figures* – again, invaluable in offering advice to current and intending students as to the potential outcomes of their studies, and in informing faculties and institutions about the success of their graduates in the labour market. This information also goes to the institution's careers service.
- *Cleaned institutional data* for internal analysis with the potential to have filtering variables specific to the institution. A cut-down version of this file also goes to the institution's careers service.
- *Cleaned national data* for internal analysis and benchmarking.
- *A range of standardised tables* (Tables A-J) showing comparative national, state and institutional employment and salaries results.

Importantly, the GDS is now complemented by the *Beyond Graduation Survey (BGS)* which is a *three- and five-years after follow-up of the GDS*. The result is a longitudinal study of the early developing years of new graduates careers and offers context and a more complete picture of labour market outcomes for an institutions' graduates as they transition to the work force. This is particularly of value in those fields of education where graduates take longer to find relevant graduate positions than the four month period employed by the GDS allows.

Because the public release of GDS data requires a 50.0 per cent response rate, data quality is high and institutions have access to a rich data set concerning their graduates' transition to the labour market and the organisations employing them.

> "... the surveys have notably different users of the data ... [and when] ... considering the survey methods and value of the AGS, these different uses need to be considered."

> ... A 50.0 per cent response rate also ensures that at least half of an institutions' graduates have been able to give voice to their views.

CEQ

The Course Experience Questionnaire collects data regarding the views and comments of new graduates concerning their experience of study at the institution. The CEQ consists of two core scales – Good Teaching (GTS) and Generic Skills (GSS) – and a single item called the Overall Satisfaction Item (OSI). These can be complemented by a range of optional scales, based on the needs of the institution.

Being gathered four months after course completion, the views of graduates will be based on their reflections of their complete higher education experience, and will be mediated by the short intervening period, often in employment or further study, during which their views will have had the opportunity to mature and, in many cases, reflect their experiences in the workplace.

As an outcome of CEQ participation, institutions will have

- *Cleaned institutional data* for internal analysis with the potential to have filtering variables specific to the institution.
- *Cleaned national data* for internal analysis and benchmarking.
- *A range of standardised CEQ tables* (available to institutions on the START website at *http://start.graduatecareers.com.au*) showing comparative national and institutional CEQ results broken down by field of education and level of award.

The optional scales in the CEQ consist of

- Clear Goals and Standards Scale (CGS)
- Appropriate Workload Scale (AWS)
- Appropriate Assessment Scale (AAS)
- Intellectual Motivation Scale (IMS)
- Student Support Scale (SSS)
- Graduate Qualities Scale (GQS)
- Learning Resources Scale (LRS)
- Learning Community Scale (LCS).

All CEQ scales are described and discussed in detail in GCA's annual *Graduate Course Experience* reports.

Because the public release of CEQ data requires a 50.0 per cent response rate, data quality is high and institutions have access to a rich data set allowing deep 'drill-down' concerning their graduates' experience of higher education and institutional performance in the area of teaching quality. A 50.0 per cent response rate also ensures that at least half of an institutions' graduates have been able to give voice to their views.

PREQ

The Postgraduate Research Experience Questionnaire collects data regarding the views and comments of new research higher degree postgraduates concerning their experience of research at the institution. The PREQ consists of six scales and one overall satisfaction item including

- Supervision
- Intellectual climate
- Skill development
- Infrastructure
- Thesis examination
- Goals and expectations
- Overall satisfaction.

All PREQ scales are described and discussed in detail in GCA's annual *Postgraduate Research Experience* reports.

Being gathered four months after research degree completion, the views of postgraduates will be based on their reflections on their complete research experience, and will be mediated by the short intervening period, often in employment or further study, during which their views will have had the opportunity to mature and, in many cases, reflect their experiences in the workplace.

As an outcome of CEQ participation, institutions will have

- *Cleaned institutional data* for internal analysis with the potential to have filtering variable specific to the institution.
- *Cleaned national data* for internal analysis[1].

As with the CEQ, because the public release of PREQ data requires a 50.0 per cent response rate, data quality is high and institutions have access to a rich data set concerning their postgraduates' experience of research and institutional performance in related areas. A 50.0 per cent response rate also ensures that at least half of an institutions' postgraduates have been able to give voice to their views.

WHY IS THE AGS A CENSUS?

While adequate population estimates could be gained from an AGS based on a sample, the AGS has always been conducted as a census in which all new graduates receive a survey form or an invitation to complete one online or via a telephone interview.

One issue mitigating against a sample survey is the decentralised nature of the conduct of the AGS. As each institution conducts its own part of the AGS in terms of data collection (although this has changed slightly in 2011 with the offer of a centralised survey service to smaller private higher education providers) and GCA's access to the details of the survey population is potentially restricted by privacy laws, the definition and selection of an appropriate sample would be extremely difficult. The key problems would include

- lack of access to a complete survey population sampling frame due to privacy legislation, and
- uncertainty that all institutions, equally, could accurately draw a sample pre-defined by GCA from their own sampling frames.

More importantly, the richer data set available from the combination of a census with a high response target (50.0 per cent) allows deeper analysis of the GDS and CEQ data sets.

DATA AVAILABILITY

Raw data are available to outside researchers in a number of file formats. As no student names are retained on file, confidentiality is not a problem in making survey data available for further research. Please note that requests to use AGS data will need to 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 GCA Code of Practice (GCA 2010). Applications will then be referred to the Survey Reference Group (SRG - see page 16) for consideration.

"... the richer data set available from the combination of a census with a high response target (50.0 per cent) allows deeper analysis of the GDS and CEQ data sets."

1 In line with a long-standing agreement with Universities Australia, distributed PREQ data files and analyses do not identify institutions except where institutional groupings such as Go8, ATN and IRUA request it.

2.0
REPORTING

> Some AGS results are made available for institutional use only, and such GDS and CEQ tables are also made available to institutions via GCA's START website ...

Two summary AGS 2010 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 to the public for download, along with supporting documents, on the GCA website at *www.graduatecareers.com.au*.

In addition, more detailed national results of the AGS are presented in published reports and on the GCA website. Some AGS results are made available for institutional use only, and such GDS and CEQ tables are made available to institutions via GCA's START website which is accessible via *http://start.graduatecareers.com.au*. These tables assist internal institutional analysis, including benchmarking. Additional special analyses are also available by arrangement with GCA.

The current suite of AGS reports produced by GCA includes

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

These reports complement the GDS and CEQ tables discussed previously.

3.0
RESPONSE RATES

The Code of Practice (GCA 2010) notes that institutions should not publish any AGS data outside of the institution where the relevant response rate calculated by GCA is less than 50.0 per cent. In this situation, publication within the institution is acceptable. This 50.0 per cent response rate applies separately to GDS and CEQ data. This could mean that an institution has a GDS response rate above 50.0 per cent and a CEQ response rate below 50.0 per cent which would mean that they cannot publicise their CEQ results.

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

Response rates are calculated based on the final reported survey population and survey returns. Subjects 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 Survey Reference Group (SRG - see page 16) 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* a response to the Overall Satisfaction Item (OSI). A CEQ response must also have a valid CEQ major field of education.

"The Code of Practice ... notes that institutions should not publish any AGS data outside of the institution where the relevant response rate calculated by GCA is less than 50.0 per cent."

4.0
2010 RESPONSE

> Strong AGS response rates are important for the collection of useful data and are the constant subject of attention from the Survey Reference Group.

Strong AGS response rates are important for the collection of useful data and are the constant subject of attention from the Survey Reference Group.

Table 1 shows breakdowns of response for the 2010 AGS for all respondents (including Australian citizens, permanent residents, and international graduates[1]). The total survey population for 2010 was 222,347, from which 125,776 responses were received, representing a national response rate of 56.6 per cent (up slightly from 55.9 per cent in 2009 – see Table 1).

Of these responses, 125,650 were used in detailed analysis[2]. Of these, 59.5 per cent (74,787) were from females, 40.3 per cent (50,670) were from males and 0.1 per cent (193) were from respondents who did not identify their sex.

More than six-in-ten of the 125,650 responses (61.1 per cent) were from graduates with bachelor degree level qualifications (including pass and honours bachelor degrees, graduate entry bachelor degrees and three-year diplomas). Over one-third (38.1 per cent) had postgraduate level qualifications and 0.7 per cent had qualifications at other levels (such as associate degrees and certificates).

Table 2 shows response figures for domestic graduates only (Australian citizens and permanent residents). The domestic population for the 2010 AGS was 161,238, of whom 99,691 responded giving a domestic response rate of 61.8 per cent (up from 60.8 per cent in 2009 – see Table 4). Of the responses received, 99,591 were used in analysis[2]. Response rates for domestic

t1: AGS responses, 2010, Australian and overseas respondents combined*

	Number	%†
Total reported survey population	222,347	100.0
Total survey responses received	125,776	56.6
Total survey responses used	125,650	56.5
Total male respondents used	50,670	40.3
Total female respondents used	74,787	59.5
Total sex undisclosed used	193	0.1
Bachelor degree respondents used	76,744	61.1
Postgraduate respondents used	47,939	38.1
Other respondents used	937	0.7

† Figures might not add exactly to 100.0 due to rounding.
* Australian responses include Australian citizens and permanent residents.

t2: AGS responses, 2010, Australian respondents only*

	Number	%†
Total reported survey population	161,238	100.0
Total survey responses received	99,691	61.8
Total survey responses used	99,591	61.8
Total male respondents used	37,837	37.9
Total female respondents used	61,615	61.8
Total sex undisclosed used	139	0.1
Bachelor degree respondents used	65,045	65.2
Postgraduate respondents used	33,836	33.9
Other respondents used	710	0.7

† Figures might not add exactly to 100.0 due to rounding.
* Australian responses include Australian citizens and permanent residents.

1 Overseas graduates are defined as those who are not Australian citizens, Australian permanent residents, New Zealanders or holders of permanent humanitarian visas for the purposes of enrolment in Australian higher education institutions. For the purposes of analysis, they are self-identified as respondents who had been international fee-paying students and will be referred to in this report as 'overseas graduates'.

2 Some incomplete responses are not used in detailed analysis.

graduates are always higher than those for all graduates (domestic and international). Response rates for international graduates are lower due to difficulties in delivering survey instruments to overseas locations and the sometimes out-of-date contact information.

It is usual for female respondents to outnumber males in the AGS. Department of Education, Employment and Workplace Relations statistics (DEEWR 2010) show that 59.4 per cent of year 2009 domestic course completers (a group generally equivalent to the domestic 2010 AGS population) were females. The figure for female AGS respondents was close, at 61.8 per cent in 2010 (see Table 2). GDS responses have historically been representative of the survey population in terms of gender.

Table 3 compares domestic graduate responses to the 2010 AGS with course completion figures for 2009 from DEEWR (DEEWR 2010). It can be seen, as is the case with responses from females, that AGS responses by broad field of education mirror reasonably closely the course completion breakdowns. The most notable difference was in the Society and Culture field, which represented 21.6 per cent of AGS responses but 24.9 per cent of course completions.

Tables 4 and 5 show response rates for each of the participating institutions.

One particularly relevant response rate issue has been the increase in the number of overseas (international) students and off-shore students in recent years. The response rate for overseas graduates is far lower than for Australian citizens and permanent residents (as evidenced by the difference between response rates for domestic graduates and the overall response rate), and as the number of overseas graduates increased, this pushed the overall response rate down.

At the time of the 2005 GDS, the methodology was refined to remove from the survey population international students who had studied at off-shore campuses.

t3: Comparison of AGS responses with DEEWR course completion figures, by broad field of education, 2010 (domestic).

	AGS %	DEEWR %
Natural & Physical Sciences	7.3	7.8
Information Technology	2.7	2.5
Engineering & Related Technologies	5.0	4.8
Architecture & Building	2.6	2.5
Agriculture, Environmental & Related Studies	1.6	1.7
Medicine & Related	17.5	16.7
Education	13.6	14.0
Management & Commerce	21.2	21.4
Society & Culture	21.6	24.9
Creative Arts	7.1	8.0
TOTAL	99,591	175,070

t4: Response rates for all levels of qualification for all graduates, including number of survey respondents in current year, by participating institution, 1993-2010 (%)

	Institution	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2010 cases
NSW	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	3364
	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	4463
	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	1380
	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	1736
	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	2279
	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	4867
	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	7106
	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	4284
	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	4931
	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	3194
ACT	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	2439
	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	1349
Vic	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	4841
	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	4397
	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	5225
	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	4128
	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	2094
	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	1576
	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	7434
	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	2979
Qld.	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	2307
	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	4417
	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	1777
	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	5703
	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	4939
	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	2041
	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	63.9	756
SA	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	2621
	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	2791
	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	4748
WA	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	5587
	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	2614
	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	1255
	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	2352
Tas	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	2018
NT	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
All	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	2538
	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**

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13 The Australian College of Physical Education joined the AGS in 2006.
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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.

t5: Response rates for all levels of qualification for graduates who are Australian citizens and permanent residents only, including number of survey respondents in current year, by participating institution, 1996-2010 (%)

	Institution	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2010 cases
NSW	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	3073
	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	2958
	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	1240
	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	1603
	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	2064
	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	3588
	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	5553
	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	3411
	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	4347
	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	2494
ACT	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	1874
	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	1138
Vic	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	3945
	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	3566
	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	4249
	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	3239
	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	1166
	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	5673
	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	2342
Qld.	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	1281
	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	3424
	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	1524
	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	4807
	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	3976
	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	1651
	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
SA	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	2242
	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	2163
	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	3959
WA	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	3688
	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	2161
	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	1027
	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	1901
Tas	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	1738
NT	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
All	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	2147
	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**

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> ... the study found that aggregated GDS responses are a reasonably accurate reflection of the total population in terms of their fields of education and their broad GDS results.

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 Affair's Evaluations and Investigations Program became available in 1996 and made possible an examination of non-responders to the 1996 GDS (Guthrie & Johnson 1997). Until that report, nothing was known nationally about the profile of GDS non-respondents in terms of who they were, 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 population in terms of their fields of education and their broad GDS results.

There were some minor discrepancies between the non-response group examined and the survey population and/or the 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) support the 1996 study's results.

5.0 SURVEY METHODOLOGY

Students who qualified for the award of a degree or diploma (including higher degrees) in the calendar year 2009 were invited by their institution to complete the AGS either via a hard-copy form, an online form or via telephone interview. 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.

Most responses were coded by surveying 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, or both coded and entered their own data.

A detailed description of the AGS 2010 methodology can be found in the 2010 AGS Manual (GCA 2011) and a broad description of the major aspects of the AGS can be found in Appendix A *Centralisation and Decentralisation in the AGS* at the end of this report.

INSTITUTIONAL CONDUCT OF THE AGS

Future iterations of this report will summarise the way in which the Australian Graduate Survey was conducted by each participating institution. It is expected that aspects covered will include

- Instruments used
- Surveys conducted
- Survey population
- Pre-survey engagement activities
- Observance of protocols regarding communications with survey population
- Timing of instrument distribution
- Follow-up of non-respondents
- Data collection, capture and coding
- Incentives used

Table 6 summarises the CEQ scales selected by each institution for the 2010 AGS. The key to the scale abbreviations is as follows:

- Good Teaching Scale (GTS)
- Generic Skills Scale (GSS)
- Overall Satisfaction Item (OSI)
- Clear Goals and Standards Scale (CGS)
- Appropriate Workload Scale (AWS)
- Appropriate Assessment Scale (AAS)
- Intellectual Motivation Scale (IMS)
- Student Support Scale (SSS)
- Graduate Qualities Scale (GQS)
- Learning Resources Scale (LRS)
- Learning Community Scale (LCS).

“Future iterations of this report will summarise the way in which the Australian Graduate Survey was conducted by each participating institution.”

T6: CEQ scales and OSI by institution, 2010

	GTS	GSS	OSI	CGS	AWS	AAS	IMS	SSS	GQS	LRS	LCS
Australian Catholic University	Y	Y	Y	Y	Y	Y		Y			
Australian College of Applied Psychology	Y	Y	Y	Y		Y		Y	Y		
Australian College of Physical Education	Y	Y	Y				Y		Y	Y	
Australian College of Theology	Y	Y	Y	Y		Y		Y		Y	
Australian Lutheran College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Australian National University	Y	Y	Y				Y		Y		
Avondale College	Y	Y	Y	Y		Y	Y		Y		
Batchelor Institute	Y	Y	Y			Y					
Bond University	Y	Y	Y								
Box Hill Institute of TAFE	Y	Y	Y					Y	Y		
Central Queensland University	Y	Y	Y	Y	Y	Y		Y			
Charles Darwin University	Y	Y	Y			Y		Y		Y	Y
Charles Sturt University	Y	Y	Y					Y		Y	
Christian Heritage College	Y	Y	Y	Y		Y			Y		Y
Curtin University of Technology	Y	Y	Y	Y					Y		
Deakin University	Y	Y	Y				Y	Y	Y	Y	
Edith Cowan University	Y	Y	Y						Y		
Flinders University of South Australia	Y	Y	Y					Y	Y		
Griffith University	Y	Y	Y						Y		Y
James Cook University	Y	Y	Y					Y	Y	Y	Y
La Trobe University	Y	Y	Y								
Macquarie University	Y	Y	Y						Y		
Melbourne College of Divinity	Y	Y	Y		Y			Y		Y	Y
Monash University	Y	Y	Y						Y		
Murdoch University	Y	Y	Y			Y			Y		Y
Northern Melbourne Institute of TAFE	Y	Y	Y			Y			Y		
NSW College of Law	Y	Y	Y	Y	Y	Y			Y		
Queensland University of Technology	Y	Y	Y						Y		
RMIT	Y	Y	Y				Y		Y		Y
Southern Cross University	Y	Y	Y	Y						Y	
Swinburne University of Technology	Y	Y	Y						Y		Y
Sydney College of Divinity	Y	Y	Y	Y	Y	Y		Y		Y	
Tabor College SA	Y	Y	Y	Y			Y		Y		Y
Think: Colleges	Y	Y	Y		Y	Y		Y		Y	
University of Adelaide	Y	Y	Y					Y	Y		Y
University of Ballarat	Y	Y	Y	Y	Y	Y			Y		
University of Canberra	Y	Y	Y								
University of Melbourne	Y	Y	Y	Y				Y	Y		Y
University of New England	Y	Y	Y						Y	Y	Y
University of New South Wales	Y	Y	Y								
University of Newcastle	Y	Y	Y	Y					Y	Y	Y
University of Notre Dame, Australia	Y	Y	Y	Y				Y	Y		y
University of Queensland	Y	Y	Y	Y		Y			Y		
University of South Australia	Y	Y	Y						Y		
University of Southern Queensland	Y	Y	Y								
University of Sydney	Y	Y	Y								
University of Tasmania	Y	Y	Y	Y					Y	Y	
University of Technology, Sydney	Y	Y	Y						Y		
University of the Sunshine Coast	Y	Y	Y	Y				Y	Y		
University of Western Australia	Y	Y	Y						Y		Y
University of Western Sydney	Y	Y	Y	Y							
University of Wollongong	Y	Y	Y		Y				Y		
Victoria University	Y	Y	Y			Y		Y	Y		

6.0

CODE OF PRACTICE

The Code of Practice (GCA 2010) can be downloaded from *here*.

Bearing in mind the methodology used in the AGS, the Code of Practice discusses, 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

- 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 between like institutions. When comparisons are made between institutions, a range of issues, such as the history and mission of the institution, its geographic setting, socio-economic 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, engineering or 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 and institutions.

Response rates and cell sizes should also be considered when reporting data. Where an institution's response rate for the cohort of analysis falls below 50.0 per cent, the data for that institution should not be disclosed publicly.

GCA policy, in its own reports, is to remove median salaries data for fields where the number in full-time employment is fewer than 10, and to avoid comparisons between other outcomes data where the number of respondents in any cell (e.g. a field of study) is fewer than 10.

> "... the Code of Practice discusses, 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."

7.0 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 as a response. These errors can arise from mistakes made by respondents in completing the forms, or from mistakes made by coders or during data capture.

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

Australian Standard Classification of Education (ASCED) Field of Education: ASCED was introduced to the GDS in the 2001 round. Respondents can note four major fields of education on their form. If the first response in 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 at the institution. 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 show an high degree of correlation between these fields prior to cleaning (for example, 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 in the analysis of data (for the production of all 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 broader categories (as listed in Table 4a in this report, for example). 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 graduates who are Australian citizens or permanent residents have been included in the standard GDS analyses. This includes graduates who are Australian citizens or permanent residents but who are overseas at the time of the GDS.

8.0

SURVEY REFERENCE GROUP

The Survey Reference Group (SRG) advised on the supervision and management of the 2010 AGS, reporting to the GCA Board. The membership of the SRG, and their positions, for the period of work covering the generation of this report was as follows

- **Prof. Joan Cooper**, Pro Vice-Chancellor (Students), *UNSW (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, *Department of Education, Employment and Workplace Relations (DEEWR)*
- **Janice Campbell**, Performance and Analysis Section, *Department of Education, Employment and Workplace Relations (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*
- **Dr Noel Edge,** Executive Director, *GCA*
- **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, *Australian National University*
- **Prof. Phillipa Pattison,** Pro Vice-Chancellor (Teaching and Learning), *University of Melbourne*
- **Adrian Pawsey**, Assistant Director, Analysis Section, Policy and Analysis Branch, Higher Education Group, *Department of Education, Employment and Workplace Relations (DEEWR)*
- **Prof. Yoni Ryan**, Director (Learning and Teaching Centre), *Australian Catholic University*
- **Chris Sainsbury**, Assistant Director, Labour Supply and Skills Branch, *Department of Education, Employment and Workplace Relations (DEEWR)*
- **Tanya Tietze**, Strategic Information Analyst, *University of the Sunshine Coast*

Graeme Bryant, Senior Research Associate, *GCA*; **David Carroll**, Senior Research Associate, *GCA*; **Darren Matthews**, Research Associate, *GCA*; and **Jessica Arnott**, Research Associate, *GCA* have been SRG observers and are instrumental in the running of the Australian Graduate Survey.

appendix a:

CENTRALISATION AND DECENTRALISATION IN THE AGS

Following the path taken by GCA to increase the level of standardisation of AGS methods employed by institutions, we are now considering the implications of greater centralisation of AGS management. While centralisation of the AGS is not an outcome sought by all institutions, we feel it is worthwhile outlining for data users which areas of the AGS are standardised, which areas are centralised and which areas are decentralised.

In this discussion, the term 'standardisation' indicates aspects of the AGS that are identical across all institutions. The term 'centralisation' indicates aspects that are conducted or managed by GCA.

A point that comes out of the following discussion is the high degree to which the AGS is already standardised and/or centralised. Areas not currently centralised are generally those where there is institutional inability or reluctance to accept that change. GCA feels that the sector might not be fully aware of the high degree of standardisation and/or centralisation currently employed.

THE INSTRUMENT

There are a number of ways the AGS form can be delivered to a graduate. These include hard-copy, online and via telephone interview. At the moment,

- the question set used in all instruments is **standardised**; all institutions use the same set of questions, however the CEQ items can differ based on the institution's choice in this area
- the development and management of the question set is **centralised**; GCA manages this aspect, with the advice of the Survey Reference Group.

Hardcopy

All institutions that currently use a hardcopy form use GCA's standard hardcopy form. At the moment,

- the appearance and layout of the standard hardcopy form is **standardised**
- decisions regarding changes to the appearance and layout of the standard hardcopy form are **centralised**; GCA manages this aspect, with the advice of the Survey Reference Group
- the production of art for all forms is **centralised**; this work is done via GCA
- the printing and delivery of hardcopy forms is largely **centralised**; most of this work is done via GCA, with a few institutions printing their own forms from GCA's art and with GCA approval
- while most forms are printed via GCA, some institutions print from GCA's art.

Online

As a result of institutional representations to DEEWR three years ago, plans to standardise and centralise the online AGS form were postponed pending the re-development of the GCA's oAGS (online AGS instrument). GCA wants this redevelopment to produce a broader online survey instrument and survey management tool that can be used for any survey work and not be limited to the AGS. At the moment,

- GCA's current oAGS offers a **standardised** and **centralised** online instrument for use by all institutions at no charge
- institutions with their own online instruments can continue to use them until GCA's re-developed instrument is available; GCA asks institutions to allow access for us to check online forms for standardisation
- following the re-development of GCA's online instrument, it is expected that this will be **centralised** and, as with hardcopy forms, all institutions will use GCA's version.
- the question set used in all online instruments is **standardised**; all institutions use the same set of questions, however the CEQ items can differ based on the institution's choice in this area.

Telephone interviews

Following sector agreement to accept (with caveats) CEQ and PREQ data gathered via telephone, GCA developed a standardised set of phone scripts for use by institutions. At the moment,

- institutions conducting telephone interviews are expected to use GCA's standardised scripts

the question set used in all telephone interview scripts is standardised; all institutions use the same set of questions, however the CEQ items can differ based on the institution's choice in this area.

INSTRUMENT DISTRIBUTION

This refers to the mailing of hardcopy forms, the emailing of URLs for an online form and the conduct of telephone interviews. At the moment,

- all distribution of survey instruments is currently **decentralised**; institutions maintain their own survey population mailing lists and conduct all initial and follow-up distributions of the instruments.

This is an obvious target for centralisation but would need the agreement of institutions and DEEWR, given concerns regarding privacy laws and reluctance at some institutions to release graduate contact information. In the absence of any agreement to centralisation, it is possible that greater levels of standardisation could be introduced but these might entail more complex and expensive processes being put in place.

In order to maximise levels of standardisation under current conditions,

- institutions are asked to submit the draft communications that accompany their instruments for approval; the SRG has approved a set of protocols for such communications to ensure that no advantage is being gained in this area and this checking is **centralised** at GCA
- GCA is developing a Post-Survey Operations Checklist (Post-SOC) in which institutional Survey Managers will be asked to record how they conducted the AGS; all key aspects of survey management are covered and this is collected **centrally** for an eventual AGS report to the sector which will include an analysis of the ways in which each institution met the standardised aspects of AGS management.

GCA has conducted a pilot program in which we managed the AGS for a number of smaller higher education providers, and which sees GCA undertaking all of the institutions' survey work. This would also seem to be

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an area in which GCA could also offer a full survey management service to smaller private providers who lack the infrastructure to properly conduct the AGS.

SURVEY TIMING

This refers to the period during which survey fieldwork can take place. At the moment,

- the survey has a **standardised** starting date for instrument distribution; no graduate should receive a form before the set start of the survey period (currently 1 October and 1 April)
- the timing of initial distribution can happen at any time after this point
- follow-ups can take place as often and for as long as the institution feels it is necessary for the achievement of response rates; the period, timing and number is unrestricted

Along with the distribution of instruments noted above, this is an area that could be further standardised and or centralised but with the caveats that doing so might see the introduction of more complex and expensive processes.

DATA PROCESSING

This includes response coding, data capture, data cleaning and analysis and entails a mixture of standardisation, decentralisation and centralisation. These aspects are discussed further, below.

Response coding

GCA produces an annual set of documentation that is released to Survey Managers at the start of each survey round. This documentation includes the information needed to conduct the survey, including the **standardised** code schemes for the variables that require coding and related coding tips and advice. At the moment the task of coding responses is **partly centralised**,

- GCA offers a **centralised** coding service that is used by around a third of institutions
- remaining institutions do their own coding using GCA's **standardised** documentation as this can assist them in getting faster access to their data files.

Response coding is an area that could be **centralised** more easily than instrument distribution and timing and there would be improvements in the quality of coding as a result.

Data capture

GCA hardcopy forms are scannable, so data can be captured either via scanning, or via the respondent's use of an online form, or the use of telephone interviews to record data directly. At the moment,

- GCA offers a **centralised** scanning service that is used by around a third of institutions
- remaining institutions do their own data capture using GCA's **standardised** data specifications documentation as this can assist them in getting faster access to their data files; these institutions deliver data files to GCA

As with response coding, data capture is an area that could be **centralised** more easily than instrument distribution and timing and there would be improvements in the quality of data as a result.

Data cleaning

Once GCA captures data for an institution, or receives a data file from an institution, files are cleaned by GCA to ensure they are coded within the **standardised** parameters, to remove or fix out-of-range values, to create variables to assist in later analysis, etc.

Standardised specifications which document how data are treated in this process are made available to institutions. At the moment,

- all data are cleaned **centrally** using **standardised** specifications
- these **standardised** specifications are **centrally** established and updated annually by GCA

Data analysis

Once data files are cleaned, standardised results tabulations are produced showing key survey outcomes for each institution. Specifications which document how data are treated in this process are made available to institutions. At the moment,

- all institutional results are tabulated using **standardised** specifications
- these **standardised** specifications are **centrally** established and updated annually by GCA
- this aspect of institutional data analysis is **centralised** at GCA

Reporting

This includes the production of more detailed tabulations for distribution to institutions and the drafting and production of the annual suite of AGS reports (such as the Graduate Destinations report, the Graduate Salaries report, etc.).

- all national reports are produced via a standardised and centralised process at GCA under GCA control and management.

Summary

Table 7 broadly summarises the state of standardisation, centralisation and decentralisation in the AGS at the moment.

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t7: Summary of standardisation, centralisation and decentralisation in the AGS, 2010.

Aspect	Standardised	Centralised	Decentralised	Comments
Question set	YES	N/A		
Question set management and development	N/A	YES		SRG advice is sought re changes
Hardcopy form presentation and layout	YES	YES		SRG advice is sought re changes
Hardcopy form production	YES	YES*		*Some institutions print their own forms from GCA's art
Online instrument (GCA's)	YES	YES		Some institutions currently use their own online instrument
Online instrument (institution's)	questions YES, presentation NO	N/A	YES	Once GCA's online AGS form is redeveloped all institutions will be expected to use GCA's instrument, which will see this aspect standardised and centralised
Telephone scripts	questions YES, presentation YES	YES		SRG advice sought re changes
Instrument distribution			YES	Post-SOC to monitor institutions' activity
Instrument distribution (communications text checking)	protocols YES, exact wording NO	YES		Could be centralised if instrument distribution was centralised
Survey timing	Starting dates YES, distribution timing NO	N/A		Could be centralised if instrument distribution was centralised
Variable coding frame	YES	YES		
Response coding	N/A	Partly	Partly	Open to being fully centralised
Data capture	YES	Partly	Partly	Open to being fully centralised
Data cleaning	YES	YES		
Initial data analysis	YES	YES		
Reporting	YES	YES		

appendix b:

FIELD OF EDUCATION AGGREGATIONS

The fields of education used in standard GCA analyses are aggregations of Australian Bureau of Statistics Australian Standard Classification of Education (ASCED) Field of Education codes. The components of each group are listed below

Agriculture
agricultural science
agriculture
animal husbandry
aquaculture
environmental studies
farm management and agribusiness
fisheries studies
forestry studies
horticulture
land, parks and wildlife management
pest and weed control
soil science
viticulture
wool science

Architecture
architecture
landscape architecture

Building and Related Studies
building
building construction economics
building construction management
building science and technology
building surveying
interior and environmental design

Urban and Regional Planning
urban and regional planning

Humanities
archaeology
audio visual studies
communications and media studies
criminology
curatorial studies
gender specific studies
history
indigenous studies
journalism
librarianship and information management
literature
philosophy
philosophy and religious studies
policy studies
political science
religious studies
security services
society and culture
studies in human society
verbal communication
written communication

Languages
Australian indigenous languages
eastern Asian languages
eastern European languages
English language
language and literature
linguistics
northern European languages
southeast Asian languages
southern Asian languages
southern European languages
southwest Asian and north African languages
translating and interpreting

Visual and Performing Arts
crafts
creative arts
curatorial studies
dance
drama and theatre studies
fashion design
fine arts
graphic arts and design studies
jewellery making
music
performing arts
photography
textile design
visual arts and crafts

Social Sciences
anthropology
behavioural science
human geography
sociology

Psychology

Social Work
care for the aged
care for the disabled
children's services
counselling
human welfare studies and services
residential client care
social work
welfare studies
youth work

Business Studies
advertising
banking and finance
banking, finance and related studies
business and management
business management
food and hospitality
hospitality
hospitality management
human resource management
industrial relations
insurance and actuarial studies
international business
investment and securities
marketing
office studies
organisation management
other management and commerce
personal management training
practical computing skills
project management
public relations
purchasing, warehousing and distribution
quality management
real estate
sales
sales and marketing
secretarial and clerical studies
tourism
tourism management
valuation

Accounting

Economics
econometrics
economics
economics (agricultural)

Education: Initial Training
curriculum studies
education studies
teacher education
teacher education: early childhood
teacher education: primary
teacher education: secondary
teacher education: special education
teacher education: vocational education and training

Education: Post/Other Training
English as a second language
teaching
nursing education teacher training
other education
teacher education: higher education
teacher – librarianship

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Engineering: Aeronautical
aerospace engineering and technology
aircraft maintenance engineering

Engineering: Chemical
chemical engineering
processes and resource engineering

Engineering: Civil, Structural, Municipal
building services engineering
civil engineering
construction engineering
geotechnical engineering
ocean engineering
plant and machine operations
structural engineering
transport engineering
water and sanitary engineering

Engineering: Electrical
electrical and electronic engineering and technology
electrical engineering

Engineering: Electronic, Computer, Communications, Systems
communications equipment installation and maintenance
communications technologies
computer engineering
electronic engineering
electronic equipment servicing

Engineering: Mechanical, Manufacturing Systems
automotive and engineering technology
manufacturing and engineering technology
manufacturing engineering
mechanical and industrial engineering and technology
mechanical engineering

Engineering: Mining and Minerals, Minerals Science
mining engineering and related

Engineering: Other
biomedical engineering
engineering and related technologies
environmental engineering
fire technology
industrial engineering
marine construction
maritime engineering
materials engineering
process and resources engineering

Surveying
geomatic engineering
mapping science
surveying

Dentistry
dental assisting
dental studies
dental technology
dentistry

Health, Other
acupuncture
community health
complementary therapies
environmental health
epidemiology
first aid
health promotion
indigenous health
medical science
naturopathy
nutrition and dietetics
occupational health and safety
optical science
optical technology
optometry
other health
paramedical studies
podiatry
public and health care administration
public health
radiography
sport and recreation
sports coaching, officiating and instruction
traditional Chinese medicine

Nursing, Initial Training
Nursing, Post-initial Training
aged care nursing
community nursing
critical care nursing
mental health nursing
midwifery
mothercraft nursing and family and child health nursing
palliative care nursing

Pharmacy

Medicine
anaesthesiology
general medicine
general practice
internal medicine
medical studies
obstetrics and gynaecology
paediatrics
pathology
psychiatry
radiology
surgery

Rehabilitation
audiology
chiropractic and osteopathy
massage therapy
occupational therapy
physiotherapy
rehabilitation therapies
speech pathology

Law
constitutional law
criminal law
family law
international law
law
taxation law

Law, Other
business and commercial law
justice administration
justice and law enforcement
law not elsewhere classified
legal practice
legal studies
police studies

Computer Science
algorithms
artificial intelligence
compiler construction
computational theory
computer graphics
computer sciences
conceptual modelling
data structures
database management
decision support systems
formal language theory
information systems
information technology
networks and communications
operating systems
other information technology
programming
security science
systems analysis and design

Life Sciences
biochemistry and cell biology
biological sciences
botany
ecology and evolution
environmental studies
family and consumer studies
food and beverage service
food and hospitality
food hygiene
food processing technology
food science and biotechnology
forensic science
genetics
health not elsewhere classified
human biology
human movement
laboratory technology
marine science
microbiology
natural and physical sciences
pharmacology
zoology

Mathematics
mathematical sciences
mathematics
statistics

Chemistry
chemical sciences
inorganic chemistry
organic chemistry

Physical Sciences
air traffic control
aircraft operation
astronomy
atmospheric sciences
earth sciences
marine craft operation
oceanography
physics

Geology
earth sciences
geology
geophysics
geochemistry
hydrology

Veterinary Science

appendix c:

APRIL 2010 AUSTRALIAN GRADUATE SURVEY QUESTIONNAIRE

A copy of the standard Australian Graduate Survey (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 appears on the following pages.

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 shown here is the April 2010 form. Core CEQ items only are shown.

appendix c

Australian Graduate Survey

GDS & CEQ

Graduate Careers Australia

your feedback is confidential

- please mark responses LIKE THIS: ☒
- mark only ONE BOX, unless instructed
- use BLOCK LETTERS
- 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 31 October 2009?

What is your sex?

☐ female ☐ male

Were you in Australia on 31 October 2009?

☐ 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 <u>previous</u> 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

appendix c

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

What were the best aspects of your course?

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

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ceqmaj1 (ASCED)	ceqmaj2 (ASCED)	industry (ANZSIC)	empnat2 (SACC)	duties (ANZSCO)

appendix c

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 31 October 2009'.*

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 31 October 2009?

☐ yes ☐ no

your paid work status on 31 October 2009

What was your position regarding paid work (including permanent, contract, casual and self-employment) on 31 October 2009?

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 31 October 2009 (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 31 October 2009

Please go to the next section 'your study status...' (on the next page) if you were not working on 31 October 2009.

Your main paid work is the employment in which you were working the most hours on 31 October 2009.

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 'September 2009' as '09/2009'.

/

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 31 October 2009?

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	☐	☐	☐	☐	☐
Major fields of education you studied	☐	☐	☐	☐	☐
Other skills and knowledge acquired during your course	☐	☐	☐	☐	☐

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 résumé posted on the internet
☐ family or friends
☐ approached employer directly
☐ approached by an employer
☐ employment agency
☐ work contacts or networks
☐ other, please specify:

appendix c

your further study

What was your position regarding study on 31 October 2009?

- ☐ 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 31 October 2009?

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 'September 2009' as '09/2009'.

☐☐ / ☐☐☐☐

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
- ☐ résumé 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**

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maj1 (ASCED)		furmaj1 (ASCED)	
maj2 (ASCED)		furmaj2 (ASCED)	
maj3 (ASCED)		furinst (E306)	
maj4 (ASCED)		permnat (SACC)	
other1			
other2			
other3			
other4			
origin		gdsmode	
ceqmode		prepopmode	
GCAID			

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