GradStats

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Graduate Careers Australia

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 2006 AGS, new graduates who completed the requirements for awards in the calendar year 2005 were surveyed regarding their major activities, including full-time study, full- or part-time employment, seeking employment or their unavailability for work or study.

GradStats gives a summary of preliminary data concerning the destinations of Australian resident bachelor degree graduates (figures for overseas residents are discussed in the full Graduate Destinations report, to be published in the first half of 2007). Overall, 62.5 per cent of the Australian resident graduates who were surveyed responded to the AGS.

For further information on graduate employment, graduate destination statistics and GCA, visit www.graduatecareers.com.au.

Graduates in 2006:

Work, Study, Salaries and Course Satisfaction – Key Points

- Of bachelor degree graduates who were available for full-time employment in 2006:
  - 82.4 per cent (80.9 per cent last year) were in full-time employment within four months of completing their degrees;
  - 12.2 per cent (12.3 per cent last year) were working on a part-time or casual basis while continuing to seek full-time employment; and
  - 5.5 per cent (6.9 per cent last year) were not working and still looking for full-time employment at the time of the survey.
- Graduate employment figures for 2005 and 2006 represent a notable improvement in employment prospects for new graduates after figures fell from a high point in 2000 and levelled out between 2003 and 2004. For three years running there has been a drop in the percentage of those not working while seeking full-time employment.
- Over one-fifth of respondents (20.3 per cent – down from 22.5 per cent last year), were undertaking further full-time study after completing their qualifications.
- The median annual starting salary for bachelor degree graduates in their first full-time employment was $40,800 ($40,000 last year). This was 79.7 per cent of average earnings, down slightly from 81.8 per cent last year.
- Males earned a starting salary of $42,000 (up from $40,000 last year) and females earned $40,000 (up from $39,000 last year).
- Overall satisfaction with courses as measured by the Course Experience Questionnaire (CEQ) remains at a high level, with 89.6 per cent of graduates expressing broad satisfaction with their courses.

The results of the 2006 AGS show that, of bachelor degree graduates available for full-time employment, 82.4 per cent were in full-time employment at the time of the survey, with a further 12.2 per cent working on a part-time or casual basis while continuing to seek full-time employment (see Table GS1a).

An additional 5.5 per cent were not working and still looking for full-time employment four months after completing their qualifications.

Graduate employment figures for 2005 and 2006 represent a notable improvement in employment prospects for new graduates after figures fell from a high point in 2000 and levelled out between 2003 and 2004. For three years running there has been a drop in the percentage of those not working while seeking full-time employment (from 7.8 per cent in 2003).

Generally, between one-fifth and one-quarter of respondents elect to continue in further full-time study. In 2006, 20.3 per cent did so, down from 22.5 per cent in the previous year[1] (see Table GS1). A fall in this figure is often associated with a strengthening labour market, as evidenced here by the increase in the full-time employment figure above.

A further 8.3 per cent of respondents were in part-time or casual work and were not seeking full-time employment (up from 6.4 per cent in 2005), while 0.5 per cent were not working and seeking part-time or casual employment only (0.6 per cent in 2005). These figures have remained relatively stable over the last five years.

Of those graduates seeking full-time employment, females (81.9 per cent – see Table GS1a) were slightly less likely than males (83.0 per cent) to have found it by the time of the survey.

Females were notably less likely than males (4.9 per cent compared with 6.4 per cent) to have been without any work while seeking full-time employment and they were more likely (13.2 per cent) to have been working on a part-time basis while seeking full-time employment than males (10.6 per cent). This 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 strong opportunities for professional part-time employment.

Males (21.2 per cent) were slightly more likely than females (19.8 per cent) to have undertaken further full-time study in 2006 (see Table GS1).

Of those seeking full-time employment, Figure GS1 demonstrates that graduates were more likely to have been working on a part-time or casual basis than to have been without any work at all. This is a pattern that has been developing over recent years, as the widening gap between the two groups (seen in Figure GS1) demonstrates.

[1] These figures include those proceeding to honours years, other awards, and higher degrees.

Table GS1: Activities of bachelor degree graduates, by sex, 2004-06 (%).

	Available for full-time employment (see Table GS1a)	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 full-time employment	Total %†	Total cases
Males							
2004	68.3	24.6	3.5	0.4	3.2	100	24,267
2005	69.8	23.6	3.8	0.4	2.4	100	24,659
2006	68.8	21.2	5.5	0.3	4.3	100	24,904
Females							
2004	65.1	22.7	7.6	0.8	3.8	100	40,687
2005	66.1	21.8	8.0	0.8	3.4	100	41,056
2006	65.0	19.8	10.0	0.6	4.6	100	41,780
Persons*							
2004	66.4	23.4	6.1	0.6	3.5	100	64,965
2005	67.4	22.5	6.4	0.6	3.1	100	65,738
2006	66.4	20.3	8.3	0.5	4.5	100	66,702

*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.

Table GS1a: Breakdown of bachelor degree graduates available for full-time employment, 2004-06 (%).

	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 full-time employment before May in final year of study and still with that employer at time of AGS
Males							
2004	79.8	8.9	11.4	20.2	100	16,584	18.9
2005	81.4	8.2	10.4	18.6	100	17,214	17.9
2006	83.0	6.4	10.6	17.0	100	17,119	16.0
Females							
2004	79.7	6.4	13.9	20.3	100	26,510	12.2
2005	80.5	6.1	13.4	19.5	100	27,121	12.2
2006	81.9	4.9	13.2	18.1	100	27,154	10.9
Persons*							
2004	79.7	7.4	12.9	20.3	100	43,102	14.7
2005	80.9	6.9	12.3	19.1	100	44,347	14.4
2006	82.4	5.5	12.2	17.6	100	44,286	12.9

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

Table GS1a indicates that 12.9 per cent of those in full-time employment at the time of the survey already had that full-time position before 1 May in their final year of study (2005). As in previous years, males were more likely than females to have had their position before 1 May in their final year of study.

Table GS2 shows a breakdown of bachelor degree graduates available for full-time employment by field of education. Labour market factors 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 98.2 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 (99.4 per cent in full-time employment) are required to undertake a 12 month period of supervised employment as pharmacists in order to gain professional registration.

Other fields with high proportions in full-time employment at the time of the survey were mining engineering (100.0 per cent), dentistry (97.3 per cent), post-initial and initial nursing education (97.3 per cent and 96.7 per cent respectively) and civil engineering (95.4 per cent).

Respondents in visual and performing arts, social sciences, psychology, humanities, languages, physics and life sciences were the most likely to have been seeking full-time employment at the time of the AGS. It is worth noting that visual and performing arts graduates face marked difficulties in finding relevant full-time employment in a professional capacity.

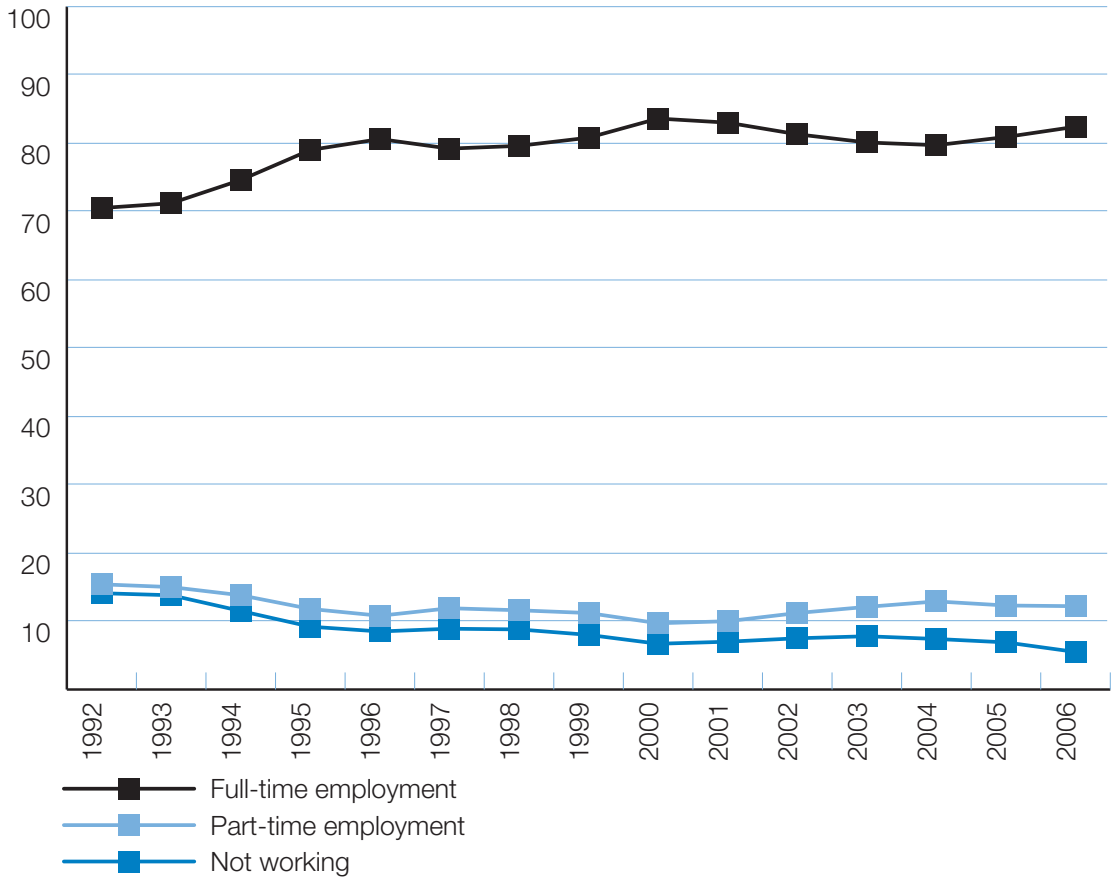

Figure GS1: Bachelor degree graduates available for full-time employment; percentage in full-time employment, percentage working part-time while seeking full-time employment, and percentage not working while seeking full-time employment (1992-2006).

Table GS2: Breakdown of bachelor degree graduates available for full-time employment, by field of education, 2006 (%).

	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 full-time employment before May in final year of study and still with that employer at time of AGS
Agriculture	75.9	7.9	16.2	24.1	100	895	14.1
Architecture	89.6	3.8	6.6	10.4	100	530	10.7
Building	92.9	3.6	3.6	7.1	100	366	23.8
Urban & Regional Planning	90.4	4.0	5.6	9.6	100	177	12.5
Humanities	72.3	8.6	19.1	27.7	100	3,737	16.5
Languages	72.3	10.9	16.7	27.7	100	658	13.4
Visual & Performing Arts	62.2	12.0	25.7	37.8	100	1,527	6.2
Social Sciences	70.3	7.5	22.2	29.7	100	387	16.2
Psychology	72.1	8.1	19.8	27.9	100	1,216	15.2
Social Work	81.1	5.3	13.6	18.9	100	921	13.4
Business Studies	82.9	5.9	11.1	17.1	100	6,534	18.6
Accounting	85.9	5.9	8.2	14.1	100	3,300	22.8
Economics	87.1	3.8	9.0	12.9	100	443	13.7
Education, Initial	79.1	2.9	18.0	20.9	100	5,800	9.4
Education, Post/Other	88.2	2.6	9.2	11.8	100	76	32.8
Aeronautical Eng	88.4	6.4	5.2	11.6	100	172	9.2
Chemical Eng	83.2	6.6	10.2	16.8	100	137	1.8
Civil Engineering	95.4	2.3	2.3	4.6	100	474	11.9
Electrical Eng	92.0	3.4	4.6	8.0	100	327	11.3
Electron/Comp Eng	86.4	7.4	6.2	13.6	100	582	7.4
Mechanical Eng	89.9	5.7	4.5	10.1	100	424	10.5
Mining Eng	100.0	0.0	0.0	0.0	100	64	17.2
Other Eng	92.5	3.6	3.8	7.5	100	549	15.7
Surveying	93.1	1.7	5.2	6.9	100	116	15.7
Dentistry	97.3	0.7	2.0	2.7	100	149	4.8
Health, Other	83.0	4.6	12.4	17.0	100	1,683	14.6
Nursing, Initial	96.7	0.7	2.6	3.3	100	2,612	2.2
Nursing, Post-initial	97.3	0.4	2.4	2.7	100	255	3.2
Pharmacy (pre-reg)	99.4	0.2	0.4	0.6	100	504	2.4
Medicine	98.2	0.8	1.0	1.8	100	981	0.4
Rehabilitation	92.0	2.0	5.9	8.0	100	1,132	0.4
Law	90.2	4.0	5.8	9.8	100	1,295	16.8
Law, Other	84.6	3.3	12.1	15.4	100	603	27.3
Computer Science	78.8	8.8	12.4	21.2	100	2,453	18.1
Life Sciences	74.2	7.7	18.1	25.8	100	2,248	6.9
Mathematics	85.7	6.2	8.1	14.3	100	259	7.7
Chemistry	83.7	7.1	9.2	16.3	100	184	9.7
Physics	73.3	13.6	13.1	26.7	100	191	15.0
Geology	87.7	6.5	5.8	12.3	100	155	7.4
Veterinary Science	94.7	0.6	4.7	5.3	100	170	0.0
Total %	**82.4**	**5.5**	**12.2**	**17.6**	**100**	**44,286**	**12.9**
Total N	**36,470**	**2,425**	**5,391**	**7,816**			**4,696**

† Total % may not add to 100.0 due to rounding. * Base figure is group in full-time employment.

While the national employment figure rose by 1.5 percentage points (from 80.9 per cent to 82.4 per cent) between 2005 and 2006, some fields of education experienced more notable improvements, including mathematics (up by 13.1 percentage points), electronic and computer engineering (up 8.1 percentage points), 'other engineering' (up 5.6 percentage points) and computer science (up by 5.1 percentage points).

However, the percentage of respondents in full-time employment at the time of the AGS fell markedly in some fields between 2005 and 2006. Physics fell by 5.6 percentage points and agriculture fell by 4.4 percentage points.

While employment figures for information technology related fields (computer science, mathematics and electronic and computer engineering) are improving, it is notable that the figure for the computer science field remains below the national average.

Respondents from visual and performing arts (25.7 per cent) and social sciences (22.2 per cent) were the most likely to have been working on a part-time or casual basis while seeking full-time employment.

Those from physics (13.6 per cent), visual and performing arts (12.0 per cent) and languages (10.9 per cent) were the most likely to have been without work while seeking full-time employment.

Many graduates were already in their full-time employment while studying. Respondents from post-initial education (32.8 per cent), 'law, other'[2] (27.3 per cent), building (23.8 per cent) and accounting (22.8 per cent) were the most likely to have been in full-time employment in their final year of study and still with that employer at the time of the survey.

Australian Bureau of Statistics (ABS) figures for May 2005 show that, in the population as a whole, 2.8 per cent of bachelor degree graduates were unemployed (down from 2.9 per cent in 2004 and 3.1 per cent in 2003). The comparative figure for the total population (with or without non-school qualifications) was 5.5 per cent and 8.1 per cent for persons with no non-school 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.

Graduate Starting Salaries

In 2006, the median annual starting salary for new bachelor degree graduates aged less than 25 and in their first full-time employment was $40,800 (up only slightly from $40,000 last year). This was 79.7 per cent of the relevant annual rate of male average weekly earnings ($51,200 at the time of the AGS), down from 2005's 81.8 per cent and down markedly from 85.8 per cent in 2001 (see Table GS3).

Table GS3: Annual rate of average weekly earnings (AWE) and median graduate starting salaries (GSS), and relativity, 1977-2006 ($,000)*.

	AWE $	GSS $	GSS % AWE
1977	9.6	9.6	100.0
1979	11.3	10.9	96.5
1980	12.5	11.8	94.4
1981	14.1	13.2	93.6
1982	16.5	14.9	90.3
1983	17.8	15.9	89.3
1984	19.6	17.2	87.8
1985	20.5	18.2	88.8
1986	22.1	19.8	89.6
1987	23.3	20.9	89.7
1988	24.9	23.0	92.4
1989	26.8	24.0	89.6
1990	28.7	24.9	86.8
1991	30.0	25.3	84.3
1992	31.1	25.7	82.6
1993	31.8	25.5	80.2
1994	32.5	26.0	80.0
1995	33.9	27.0	79.6
1996	34.8	28.0	80.5
1997	35.7	29.0	81.2
1998	37.2	30.0	80.6
1999	38.0	31.0	81.6
2000	39.2	33.0	84.2
2001	40.8	35.0	85.8
2002	42.9	35.5	82.7
2003	45.1	37.0	82.0
2004	46.6	38.0	81.6
2005	48.9	40.0	81.8
2006	51.2	40.8	79.7

* 1978 data were excluded as figures were not compatible.

Table GS4: Median starting salaries of bachelor degree graduates in first full-time employment and aged less than 25, 2006 ($,000). Figures shown below salary figures indicate related number of responses. *

	Aust. Govt	State Govt	Public Health	Total Govt	Prof. Pract.	Ind./ Com.	Scho-ols	Tert. Ed.	Total Ed.	Total	Males	Fe-males
Accounting	43.9	38.7		42.0	36.0	38.0				37.0	38.0	36.5
	16	23		45	703	371				1,155	511	644
Agricultural Science	39.3	40.0		40.0	40.0	38.0				38.7	38.7	38.3
	12	26		43	21	166				242	131	111
Architecture & Building				45.0	35.6	40.0				38.5	40.0	36.6
				44	159	117				323	157	166
Art & Design	46.0			41.0	34.3	32.0	42.5		42.0	33.2	33.5	33.2
	13			19	16	205	32		39	315	76	239
Biological Science	42.0	39.5	40.1	40.8	40.0	37.0	43.0	44.0	44.0	40.0	39.0	40.0
	14	36	46	109	36	352	63	50	113	705	210	495
Computer Science	47.0	46.8		45.9	41.0	40.0	42.0	42.0	42.0	42.0	42.0	40.0
	50	17		82	83	482	22	31	53	763	581	182
Dentistry			65.0	65.5	70.0					68.0	67.5	68.0
			22	24	26					52	20	32
Earth Sciences				42.7	41.0	55.0				45.0	45.0	42.9
				15	29	56				103	73	30
Economics, Business	43.0	40.0	39.0	42.0	40.0	38.0	40.0	40.7	40.0	40.0	40.0	38.0
	119	78	18	230	292	1,537	15	23	38	2,243	925	1,318
Education				43.0		35.0	44.0		44.0	43.4	44.5	43.0
				19		53	1,123		1,128	1,375	203	1,172
Engineering	46.0	43.0		43.0	46.0	47.0			40.0	46.0	46.0	46.0
	45	17		81	406	710			12	1,237	971	266
Humanities	42.0	42.0	41.0	42.0	40.0	35.0	43.5	40.0	43.0	37.0	38.5	37.0
	105	67	11	195	103	627	100	29	129	1,191	296	895
Law	44.8	42.0		43.3	40.0	40.0				42.0	42.6	41.0
	58	43		101	295	79				492	147	345
Mathematics	42.5			42.3	42.0	42.5				42.5	42.5	41.5
	19			22	17	55				111	69	42
Medicine			50.0	50.0		38.5				48.0	50.5	45.0
			243	246		26				281	106	175
Optometry						51.5				51.2	47.0	51.5
						37				42	9	33
Paramedical Studies	41.1	41.8	42.0	42.0		40.0	43.0		42.0	41.0	42.0	41.0
	10	18	1,252	1,300		615	17		25	2,040	285	1,755
Pharmacy (pre-reg)			35.0	35.0		30.0				32.0	30.5	32.0
			81	82		213				297	78	219
Physical Sciences	33.0			40.6	41.6	40.0			42.6	40.0	40.0	40.5
	13			17	22	76			10	136	72	64
Psychology	42.0	41.0	41.6	42.0	42.0	36.7	43.5	45.0	44.6	40.0	42.0	40.0
	24	34	17	76	11	151	16	17	33	330	48	282
Social Sciences	42.0	38.9		41.1	32.0	35.0				36.0	39.1	35.0
	15	16		35	17	68				159	47	112
Social Work		41.0	42.0	42.0		40.0				42.0	41.0	42.0
		25	32	67		27				182	12	170
Veterinary Science						38.0				38.0	39.0	38.0
						77				88	23	65
All Fields	43.0	41.0	42.0	42.0	40.0	39.0	43.9	42.1	43.6	40.8	42.0	40.0
	533	430	1,753	2,858	2,255	6,100	1,412	202	1,614	13,862	5,050	8,812
Males	44.4	42.5	42.6	43.0	42.0	41.0	44.0	41.8	44.0	42.0		
	251	137	276	730	1,077	2,672	233	68	301	5,050		
Females	42.0	41.0	42.0	42.0	38.5	37.0	43.5	43.0	43.5	40.0		
	282	293	1,477	2,128	1,178	3,428	1,179	134	1,313	8,812		

* Salaries based on fewer than 10 cases not shown.

* 'Total Government', 'Total Education' and 'Total' columns include cases not shown in related constituent columns.

Graduate starting salaries as a percentage of average weekly earnings remain below levels experienced during the 1970s and 1980s (see Table GS3 and Figure GS2).

New male graduates earned $42,000, which was 82.0 per cent of average earnings, similar to last year's 81.8 per cent and down notably from a recent high point of 88.2 per cent in 2001. Salaries for females ($40,000) were 78.1 per cent of average earnings, down from 79.8 per cent in 2005 and from a recent high of 83.3 per cent in 2001.

In dollar terms, the starting salary for all graduates rose by just $800 from $40,000 (or 2.0 per cent). Salaries for males rose by $2000 from $40,000 (or 5.0 per cent) while for females they increased by $1000 from $39,000 (or 2.6 per cent).

At $68,000, dentistry graduates earned the highest median starting salary (see Table GS4), up from $65,000 last year. They were followed by graduates from optometry ($51,200) and medicine ($48,000).

Graduates in a number of fields must meet additional training requirements in order to gain professional registration and this can sometimes result in relatively low starting salaries. As an example, pharmacy graduates (pre-registration) earned low starting salaries ($32,000) due to the further on-the-job training requirements they must meet for professional registration. Additional research has shown that their salaries grow very strongly upon registration.[3]

Graduates in the art and design field earned $33,200, but these graduates 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 between 2005 and 2006 were for earth sciences (up $5000 from $40,000), dentistry (up $3000 from $65,000) and economics and business (up $2900 from $37,100).

The overall salary for females was 95.2 per cent of males' earnings. This sees the end of a trend which has seen females' salaries rise from 92.3 per cent of males' salaries in 1999 to 97.5 per cent in 2005. However, females earned higher starting salaries than males in a number of areas including optometry (109.6 per cent of males' salaries), pharmacy (104.9 per cent), biological sciences (102.6 per cent) and social work (102.4 per cent). Their earnings were roughly the equivalent of their male colleagues' salaries in physical sciences, dentistry, engineering, art and design and agricultural science.

Despite this, females earned markedly less than males in the fields of medicine (89.1 per cent of males' earnings), social sciences (89.5 per cent) and architecture and building (91.5 per cent of males' earnings).

Over the years, GCA research has suggested that differences in starting salaries between males and females can be partly explained in terms of the differing enrolment profiles of male and female students. It used to be the case that male respondents tended to be in the more highly ranked fields of education (according to starting salary) while females tended to come from the middle ranked fields. However, salary movements in recent years in female dominated fields such as education and paramedical studies (which includes nurses) have occasionally balanced male dominated fields such as engineering and computer science to bring a degree of parity at the upper levels.

An examination of the top ten ranked fields in terms of starting salaries (listed in Tables GS4 and GS5; dentistry, optometry, medicine, engineering, earth sciences, education, mathematics, computer sciences, law and social work) shows that this is not the case for 2006 as only 25.8 per cent of female respondents are within the top 10 ranked fields of education, as opposed to 43.1 per cent of males. The top five fields (which include male dominated engineering) account for 23.3 per cent of males and only 6.1 per cent of females. The heavily female dominated paramedical studies field was placed just outside the top ten fields of education at eleventh, comprising 19.9 per cent females, and only 5.5 per cent males.

This obviously does not represent anything but a surface analysis and there are many factors at work in these differences. When males and females have studied in the same field, different choices in terms of employment, such as the type of employer or the hours worked, can also have an effect on earnings. Additionally, some fields of education used in this analysis are aggregations of smaller, related, but relatively heterogeneous fields, and this can lead to earnings differences within the aggregated field.

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 2006, the top four fields (dentistry, optometry, medicine and engineering) have essentially remained unchanged since 2002 (see Table GS5). Reflecting the current strength of mining and related industries, the earth sciences field has moved from seventh rank last year (and ninth in 2002) to fifth this year.

3 Some graduates in other fields, such as law and architecture, also have to meet professional registration requirements which might have an effect on their starting salary levels.

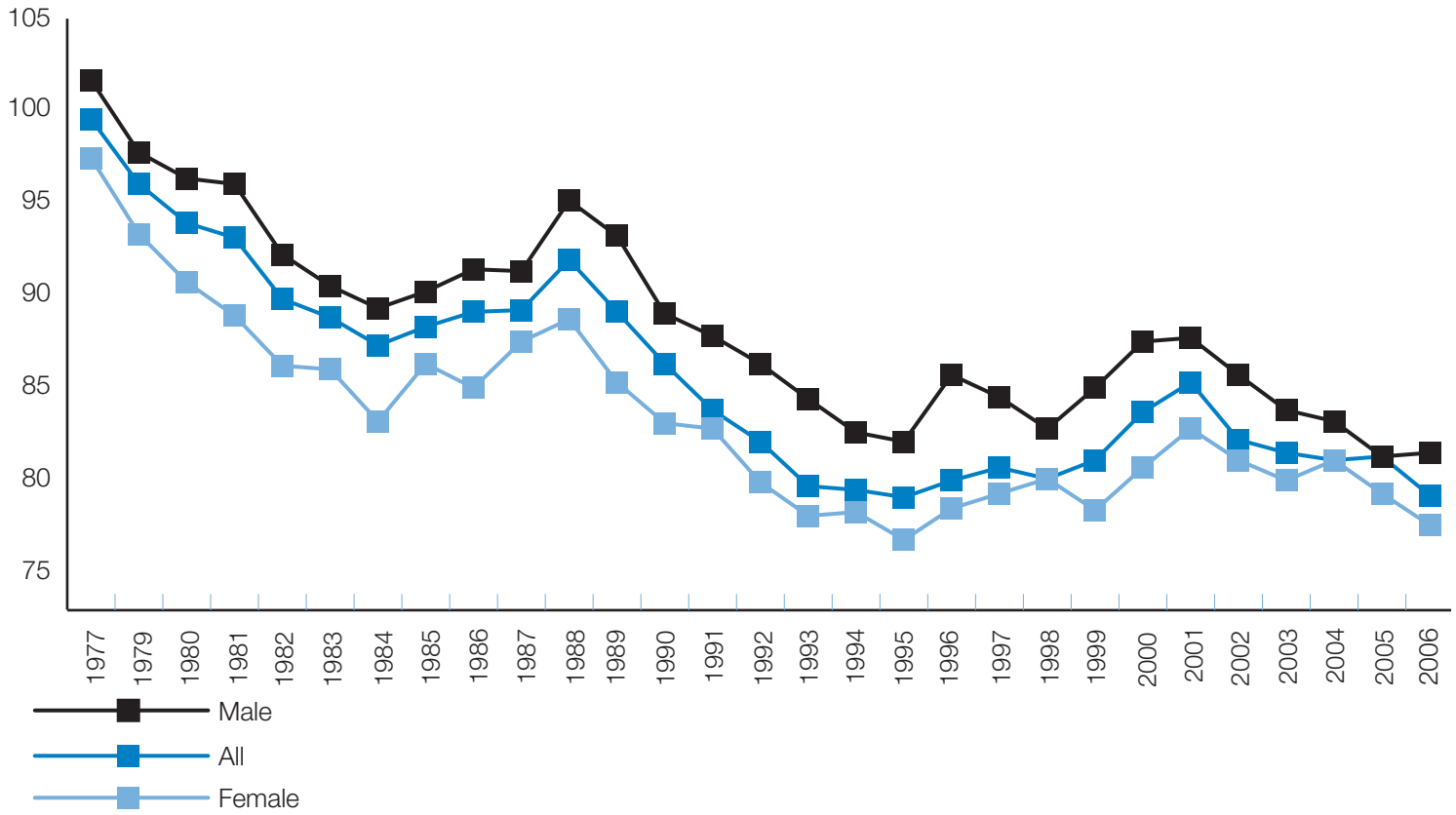

Figure GS2: Male, female and all graduates' median starting salaries relative to the annual rate of average weekly earnings, 1977-2006

Table GS5: Fields of education ranked according to level of starting salary, 2002-06 (= denotes equal ranking).

	2002	2003	2004	2005	2006
Dentistry	1	1	1	1	1
Optometry	3	2	=2	2	2
Medicine	2	3	=2	3	3
Engineering	4	4	3	4	4
Earth Sciences	9	=8	6	=7	5
Education	7	5	=4	5	6
Mathematics	=8	7	=4	6	7
Computer Science	5	9	=7	8	=8
Law	=8	=8	5	=7	=8
Social Work	=11	10	8	=7	=8
Paramedical Studies	=11	11	=7	=7	9
Biological Sciences	12	=13	=10	=11	=10
Economics, Business	=14	=13	=11	12	=10
Physical Sciences	10	6	=9	9	=10
Psychology	=14	=13	=9	10	=10
Agricultural Science	=15	16	=11	=13	11
Architecture & Building	=15	=15	12	=13	12
Veterinary Science	13	12	=10	=11	13
Accounting	=14	=14	=11	14	=14
Humanities	=15	=15	=11	16	=14
Social Sciences	6	=14	13	15	15
Art & Design	16	17	14	17	16
Pharmacy (pre-registration)	17	18	15	18	17

Graduate Satisfaction

The Course Experience Questionnaire (CEQ) has been used to measure graduates' satisfaction with their study experiences since 1993. Broad satisfaction remained at a high level, 89.6 per cent (preliminary), in 2006 (89.8 per cent last year – see Figure GS3). Dissatisfaction has been low over the same period.

The broad satisfaction figure represents the percentage of respondents answering '3', '4' and '5' on a five-point scale (with the 5th point indicating highest satisfaction). The dissatisfaction measure is made up of responses '1' and '2'.

The satisfaction figure represents the percentage of respondents answering '4' or '5' on the five-point scale. This measure rose from 67 per cent in 1999 to 68 per cent in 2001 and has reached 69.9 per cent in 2006.

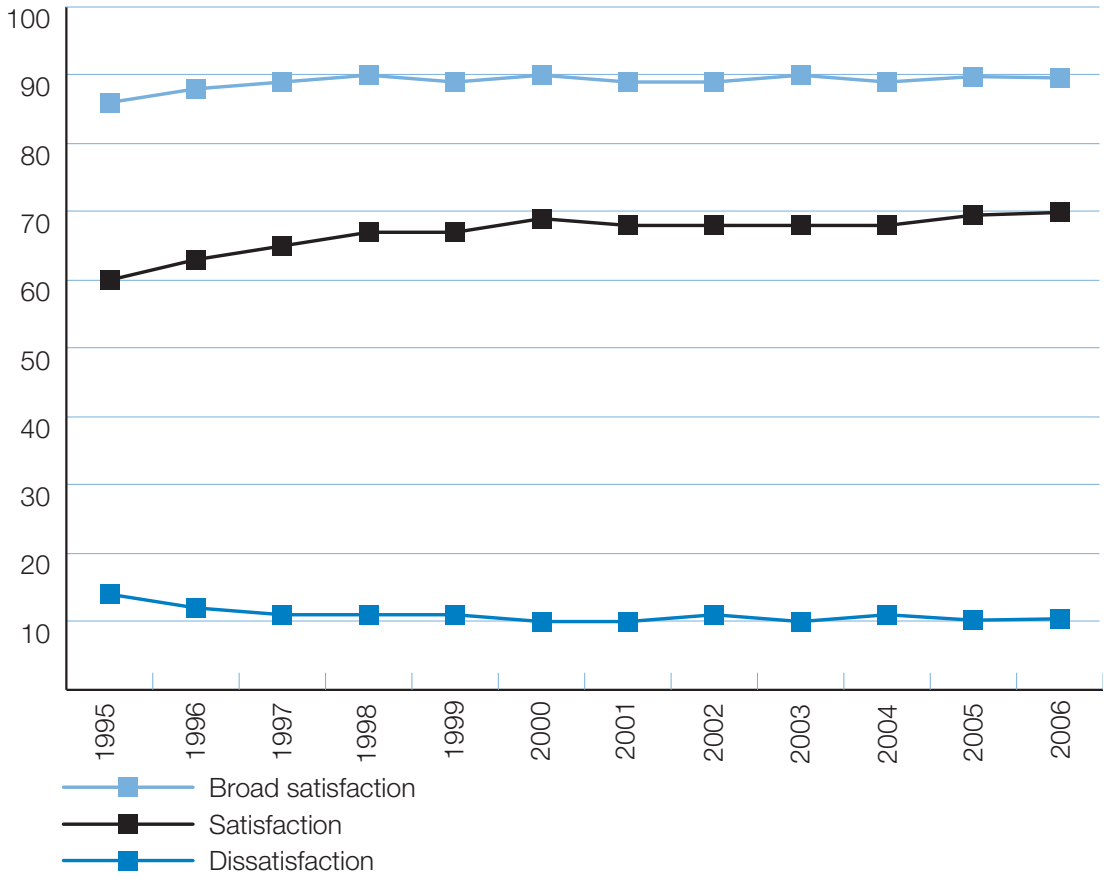

Figure GS3: Levels of satisfaction with course, bachelor degree graduates, 1995-2006 (preliminary).

Further details about graduate destinations, starting salaries and the CEQ can be found in the forthcoming reports *Graduate Destinations 2006, Graduate Salaries 2006, Postgraduate Destinations 2006, Graduate Course Experience 2006* and *Postgraduate Research Experience 2006,* which will be released progressively during 2007. To order copies, please call GCA on (03) 8344 9333 or visit our online shop at www.graduatecareers.com.au.