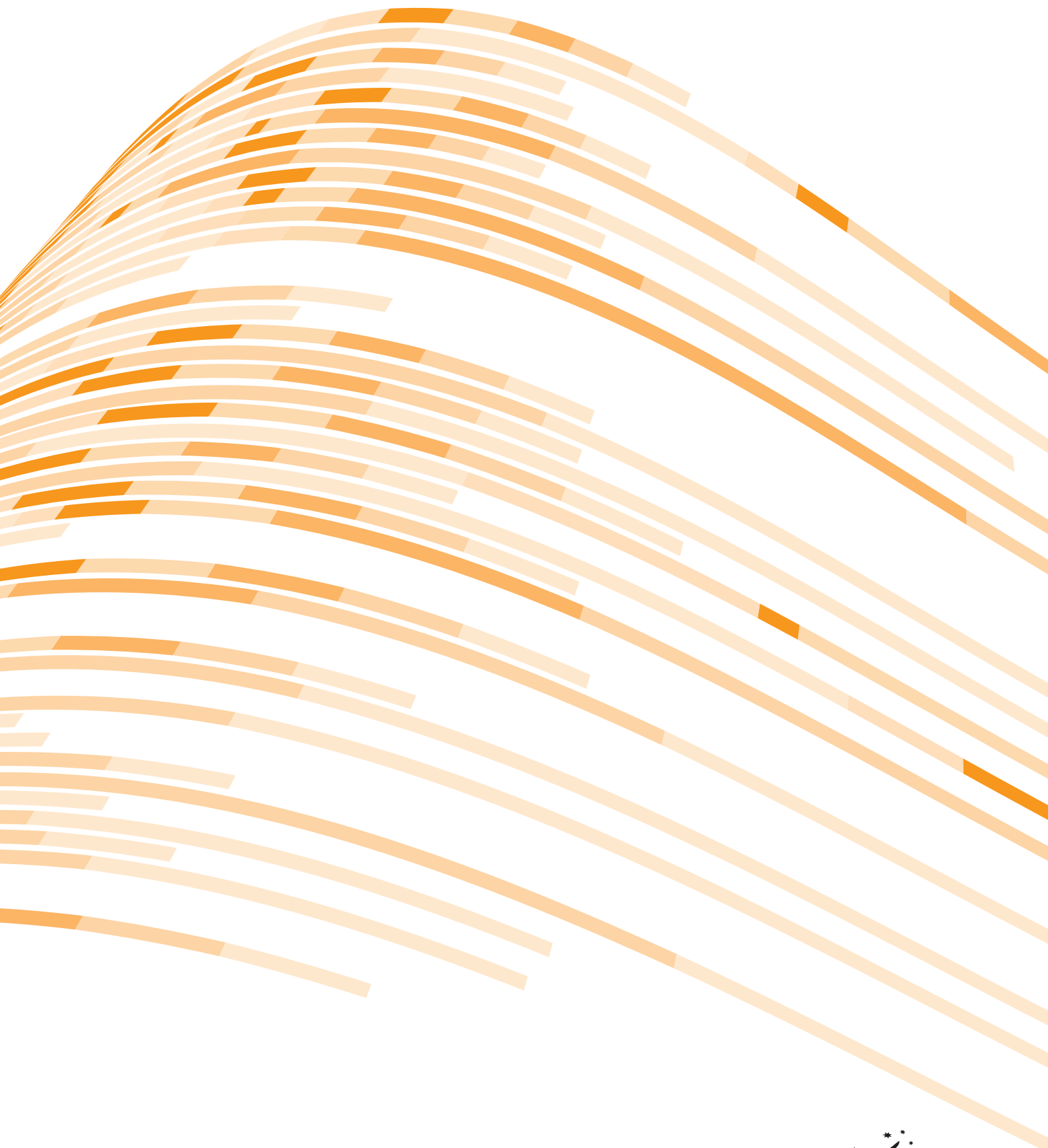


GRADUATE COURSE EXPERIENCE 2010
The Report of the Course Experience Questionnaire



Graduate Course Experience 2010

A REPORT OF THE RESULTS OF THE COURSE
EXPERIENCE QUESTIONNAIRE



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INTRODUCTION

Welcome to *Graduate Course Experience 2010*, the 18th edition of the annual report into the course experience perceptions of those graduates who completed the requirements for a coursework degree from an Australian higher education institution in 2009 and responded to the 2010 Course Experience Questionnaire (CEQ). In the CEQ, respondents are asked to rate the extent to which they agree or disagree with 13 core items and a subset of 36 optional items, the latter varying by institution.

The core CEQ items constitute:

- *Good Teaching Scale (GTS)*
- *Generic Skills Scale (GSS)*
- *Overall Satisfaction Item (OSI)*.

The eight optional CEQ scales comprise:

- *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)*.

The facets of the student experience measured by the CEQ are summarised in Table 1.

The 2010 edition of *Graduate Course Experience* can also be considered the first in a new series of reports, resulting from two major changes in the conduct of the CEQ:

- CEQ responses collected by telephone were included in the analysable sample for the first time in 2010. In previous years, only responses collected online or on paper were included.

- All five points on the response scale were labelled for the first time in 2010, with points labelled *strongly disagree*, *disagree*, *neither agree nor disagree*, *agree* and *strongly agree*. In previous years, only the anchor points of *strongly disagree* and *strongly agree* were labelled.

As a result of these changes to the conduct of the CEQ, no time series tables or figures have been included in this report. For all intents and purposes, the 2010 CEQ represents the first year in a new time series and any comparisons to earlier years should be made with caution.¹

Like the other reports of the 2010 Australian Graduate Survey (AGS), this edition has been condensed and only essential content has been included in order to provide a more accessible report that can be comprehended at a glance. A range of supplementary tables and figures that present CEQ results in much more detail are available for download in Microsoft Excel format from the Graduate Careers Australia (GCA) website at www.graduatecareers.com.au/Research/ResearchReports/GraduateCourseExperience.

t1: Facets of student experience examined by the CEQ

Title	Label	Focus	Status	Items
Good Teaching Scale	GTS	the nature of teaching experienced during a course	Core	6
Generic Skills Scale	GSS	the enhancement of selected generic skills	Core	6
Overall Satisfaction Item	OSI	overall satisfaction with course quality	Core	1
Clear Goals and Standards Scale	CGS	whether course structure was clear and meaningful	Optional	4
Appropriate Workload Scale	AWS	whether workload levels hindered deeper forms of learning	Optional	4
Appropriate Assessment Scale	AAS	whether assessment promoted deeper forms of learning	Optional	3
Intellectual Motivation Scale	IMS	the impact of the course in inspiring and enabling individuals intellectually	Optional	4
Student Support Scale	SSS	access to and satisfaction with key university facilities and services	Optional	5
Graduate Qualities Scale	GQS	whether the course generated higher-order outcomes and perspectives related to lifelong learning	Optional	6
Learning Resources Scale	LRS	the appropriateness and effectiveness of sources of information and course materials	Optional	5
Learning Community Scale	LCS	the social experience of learning at university	Optional	5

¹ The full impact of these changes to the CEQ will be explored in a series of whitepapers to be published by Graduate Careers Australia in the second half of 2011.

1.0

INTERPRETING CEQ RESULTS

By convention, item and scale statistics are reported in a -100, -50, 0, 50 and 100 reporting metric that corresponds to the five-point response scale. In addition, mean percentage agreement and mean percentage broad agreement scores are presented throughout this report. Mean percentage agreement scores reflect the mean distribution of responses in the *agree* and *strongly agree* response categories and can therefore be interpreted as the proportion of responses that fall within these categories. Mean percentage broad agreement scores reflect the mean distribution of responses in the *neither agree nor disagree*, *agree* and *strongly agree* response categories and may be interpreted accordingly.

While the CEQ is conducted as a component of a national graduate census, the extent of survey non-response means that it is reasonable to consider the secured data to be a sample of the overall graduate population. As has been recommended in previous editions of this report, differences in CEQ scores of five points or more may be

considered to be of practical interest because they represent a difference of at least a fifth of a standard deviation (GCA & ACER, 2010). It is important to bear this in mind when interpreting the results presented in this report and in the supplementary tables and figures.

It is also important to note that CEQ respondents are invited to provide feedback on up to two courses or fields of study, so there are more CEQ responses than respondents. First and second CEQ responses are combined for analysis in this report to enhance the reliability and validity of results.

As the CEQ is a complex instrument with a long history, a detailed discussion of its properties is beyond the scope of this summary report. Readers are directed to previous editions of *Graduate Course Experience*, which contain a detailed overview of the CEQ.

“... the CEQ is a complex instrument with a long history ...”

2.0

CEQ RESPONDENT AND RESPONSE CHARACTERISTICS

“... 113,523 valid responses were returned, representing a national CEQ response rate of 52.6 per cent.”

AGS questionnaires containing the CEQ were distributed to 215,685 graduates and 113,523 valid responses were returned, representing a national CEQ response rate of 52.6 per cent. This was the highest response rate in more than a decade and was likely aided by telephone data collection.

A total of 53 higher education providers participated in the 2010 survey. Institutional CEQ response rates varied from a low of 21.1 per cent to 70.7 per cent. Institutional response rates are detailed in *Supplementary Table A*, with institutional respondent numbers for each CEQ scale and the OSI presented in *Supplementary Table B*.

The distribution of CEQ respondents across key demographic and contextual groups is shown in Table 2, split by qualification group.¹ More than a quarter of respondents undertook their study in the Management and Commerce field, with the Society and Culture, Health, and Education fields accounting for a sizeable proportion of graduates. The majority of graduates used HECS to pay for their study, with more than one-third paying domestic or international fees. Around half of all respondents had deferred some or all of their HECS debt. Around three-quarters of respondents studied mainly full-time, with bachelor degree graduates much more likely to have studied full-time. Bachelor degree graduates were also much more likely to have undertaken their studies on campus.

The demographic makeup of the sample was consistent with recent surveys, with females accounting for 60.2 per cent of respondents and around half of respondents

being aged under 25. In total, 20.2 per cent of respondents were not Australian citizens or permanent residents, while 26.7 per cent were from a non-English speaking background. A large majority of respondents had undertaken paid work during the final year of their course. Following course completion, 50.1 per cent of graduates were employed full-time, 28.2 per cent part-time and 21.7 per cent were not working. The proportion of graduates in full-time work was lower relative to 2009 (52.4 per cent), with the proportions in part-time work and not working higher by comparison (27.3 per cent and 20.3 per cent respectively - GCA & ACER 2010).

As noted in the previous section, CEQ respondents are invited to provide feedback on up to two courses or fields of study, so there are more CEQ responses than respondents. In 2010, there were 18,080 graduates who provided a valid second CEQ response, so while there were 113,523 valid CEQ *respondents*, there were 131,603 valid CEQ responses. The distribution of CEQ responses across key demographic and contextual groups is shown in *Supplementary Table C*.

¹ *Bachelor degree* comprises bachelor degree (honours), bachelor degree (pass) and advanced diploma or diploma. *Postgraduate coursework* comprises doctorate by coursework, master degree by coursework, graduate/postgraduate diploma, graduate certificate, graduate qualifying or preliminary and bachelor degree (graduate entry). *Other qualification* comprises associate degree and other award course.

t2: 2010 CEQ respondent characteristics

		Bachelor degree		Postgraduate coursework		Other qualification		Total	
		n	%	n	%	n	%	n	%
Broad Field of Education	Natural and Physical Sciences	6,279	9.2	1,226	2.8	15	1.7	7,520	6.6
	Information Technology	2,304	3.4	2,265	5.2	47	5.3	4,616	4.1
	Engineering and Related Technologies	4,048	5.9	1,897	4.3	103	11.6	6,048	5.3
	Architecture and Building	1,810	2.6	1,113	2.5	4	0.5	2,927	2.6
	Agriculture, Environmental and Related Studies	1,088	1.6	556	1.3	29	3.3	1,673	1.5
	Health	11,650	17.0	6,322	14.4	93	10.5	18,065	15.9
	Education	5,353	7.8	7,624	17.3	90	10.1	13,067	11.5
	Management and Commerce	16,468	24.0	13,557	30.8	204	23.0	30,229	26.6
	Society and Culture	13,797	20.1	7,857	17.9	235	26.5	21,889	19.3
	Creative Arts	5,763	8.4	1,533	3.5	56	6.3	7,352	6.5
	Food, Hospitality and Personal Services	12	0.0	4	0.0			16	0.0
Means of financing study	Mixed Field Programmes	15	0.0	14	0.0	12	1.4	41	0.0
	HECS paid upfront	9,810	14.4	3,944	9.0	110	12.5	13,864	12.3
	HECS deferred some or all	43,676	64.0	12,564	28.8	371	42.3	56,611	50.2
	International fee-paying student	10,745	15.7	12,958	29.7	209	23.8	23,912	21.2
	Australian fee-paying student	3,972	5.8	14,114	32.3	188	21.4	18,274	16.2
Main attendance type	APA or RTS research student	32	0.0	89	0.2			121	0.1
Main attendance mode	Mainly full-time	59,140	86.4	24,449	55.8	532	60.2	84,121	74.3
	Mainly part-time	9,302	13.6	19,367	44.2	352	39.8	29,021	25.7
Main attendance mode	Internal (on-campus)	59,261	86.6	29,101	66.4	484	54.6	88,846	78.5
	External (distance)	4,234	6.2	10,878	24.8	324	36.5	15,436	13.6
	Mixed mode (internal and external)	4,951	7.2	3,864	8.8	79	8.9	8,894	7.9
Sex	Male	26,357	38.4	18,199	41.4	421	47.4	44,977	39.6
	Female	42,141	61.4	25,709	58.5	467	52.6	68,317	60.2
	Unknown	93	0.1	60	0.1			153	0.1
Age group	Under 25	46,452	67.9	7,519	17.1	382	43.6	54,353	48.0
	25 to 29	11,158	16.3	13,886	31.7	146	16.6	25,190	22.3
	30 to 39	5,960	8.7	11,690	26.6	159	18.1	17,809	15.7
	40 to 54	4,150	6.1	9,136	20.8	149	17.0	13,435	11.9
	55 and over	710	1.0	1,637	3.7	41	4.7	2,388	2.1
ATSI identification	No	66,613	99.3	42,796	99.5	841	97.1	110,250	99.4
	Yes, Aboriginal	391	0.6	192	0.4	20	2.3	603	0.5
	Yes, Torres Strait Islander	25	0.0	11	0.0	2	0.2	38	0.0
	Yes, Aboriginal and Torres Strait Islander	50	0.1	25	0.1	3	0.3	78	0.1
Australian citizen or permanent resident	Australia	58,255	85.0	31,485	71.7	672	76.2	90,412	79.8
	International	10,274	15.0	12,426	28.3	210	23.8	22,910	20.2
Main language spoken at home	English	52,706	77.2	29,175	67.0	650	73.8	82,531	73.3
	Other	15,540	22.8	14,355	33.0	231	26.2	30,126	26.7
Disability identification	Yes	1,792	2.6	854	2.0	25	2.8	2,671	2.4
	No	66,524	97.4	42,887	98.0	859	97.2	110,270	97.6
Paid work during your final year	Yes	49,595	73.8	31,658	73.4	595	67.6	81,848	73.6
	No	17,632	26.2	11,487	26.6	285	32.4	29,404	26.4
Paid work status	In full-time work, or had accepted an offer of full-time work (35 hpw or more)	31,363	46.7	23,879	55.5	435	50.0	55,677	50.1
	In part-time work, or had accepted an offer of part-time work (fewer than 35 hpw)	20,859	31.0	10,210	23.7	194	22.3	31,263	28.2
	Not working	14,965	22.3	8,911	20.7	241	27.7	24,117	21.7

3.0

NATIONAL TRENDS IN COURSE EXPERIENCE

Summary statistics for each CEQ scale are presented in Table 3, split by qualification group. For each CEQ scale, Table 3 presents the number of valid scores (n), means (X), medians (M), standard deviations (s), mean percentage agreement (PA) and mean percentage broad agreement (BA). The scale scores for which means, medians and standard deviations are reported are based on the -100 to 100 CEQ reporting metric discussed in Section 1.

There is considerable variation among the scale means. These range from highs of 51.8, 47.9 and 47.7 for the IMS, GQS and OSI respectively, to lows of 4.7 and 17.7 for the AWS and AAS. Because the CEQ scales reflect different aspects of the student experience, it is not advisable to make direct comparisons across the scales. It is interesting, nonetheless, to note the aspects of their course experience with which graduates expressed less agreement than others. It is also of value to note the standard deviation, as this shows the extent to which the CEQ scores vary from the mean. A smaller standard deviation indicates that

scores are more tightly grouped around the mean, while a larger standard deviation indicates that there is a wider spread of scores. The larger standard deviations on the AAS and OSI are likely due to the fact that they are comprised of fewer items than the other CEQ scales (three and one respectively), making them less consistent and reliable than the other scales.

CEQ item descriptive statistics and response category percentages for bachelor degree graduates are presented in Table 4. This table presents, for each item, the number of responses (N), mean, median, standard deviation, mean percentage agreement (PA)

t3: 2010 CEQ descriptive statistics

	Scale	n	X	M	s	PA	BA		Scale	n	X	M	s	PA	BA
Postgraduate coursework	GTS	47,265	33.5	41.7	37.6	64.8	88.7	Other qualification	GTS	931	32.6	41.7	36.2	64.7	89.1
	GSS	47,230	41.1	50.0	34.5	71.9	91.6		GSS	929	40.8	50.0	33.2	72.3	92.4
	OSI	47,118	47.2	50.0	44.6	80.8	92.1		OSI	928	47.3	50.0	42.8	81.2	93.2
	CGS	13,365	25.5	25.0	36.3	60.2	82.2		CGS	345	29.9	37.5	38.2	64.9	83.5
	AWS	3,388	5.6	0.0	33.4	41.9	69.0		AWS	60	3.8	0.0	30.4	39.0	72.4
	AAS	6,143	21.3	33.3	44.7	53.7	77.5		AAS	95	25.0	33.3	41.5	54.6	84.6
	IMS	4,837	52.4	50.0	36.3	82.9	94.1		IMS	79	38.4	50.0	36.0	74.1	92.4
	SSS	11,505	35.6	40.0	32.0	64.6	91.2		SSS	423	30.5	30.0	34.7	62.1	88.6
	GQS	32,326	48.3	50.0	33.2	78.4	93.9		GQS	578	47.6	50.0	33.5	78.0	93.6
	LRS	7,169	42.1	50.0	33.7	74.4	91.6		LRS	306	35.9	40.0	29.5	69.6	92.1
Bachelor degree	LCS	11,236	29.3	30.0	38.7	60.6	86.1	Coursework graduates	LCS	236	37.8	50.0	37.8	69.9	88.6
	GTS	83,295	31.1	33.3	37.0	62.4	87.7		GTS	131,491	31.9	33.3	37.2	63.3	88.1
	GSS	83,229	45.6	50.0	31.9	76.1	93.2		GSS	131,388	44.0	50.0	32.9	74.6	92.6
	OSI	83,051	47.9	50.0	42.4	81.2	93.2		OSI	131,097	47.7	50.0	43.2	81.1	92.8
	CGS	24,000	24.7	25.0	35.0	59.5	82.3		CGS	37,710	25.1	25.0	35.5	59.8	82.3
	AWS	4,364	4.0	0.0	33.5	39.8	68.4		AWS	7,812	4.7	0.0	33.4	40.7	68.7
	AAS	9,750	15.4	16.7	43.5	48.2	75.6		AAS	15,988	17.7	16.7	44.1	50.3	76.4
	IMS	8,052	51.6	50.0	35.5	81.0	93.3		IMS	12,968	51.8	50.0	35.8	81.6	93.6
	SSS	20,645	37.5	40.0	31.0	68.0	91.1		SSS	32,573	36.7	40.0	31.4	66.7	91.1
	GQS	59,457	47.7	50.0	32.3	77.7	93.7		GQS	92,361	47.9	50.0	32.6	78.0	93.7
	LRS	11,579	41.1	50.0	31.4	74.1	91.9		LRS	19,054	41.4	50.0	32.2	74.2	91.8
	LCS	22,077	29.6	30.0	36.4	60.9	86.7		LCS	33,549	29.5	30.0	37.2	60.9	86.5

14: CEQ item descriptive statistics and response percentages (bachelor graduates)

Descriptive statistics							Response category percentages					Missing Data	
Item	N	Mean	Median	Std. Deviation	PA	BA	SD	D	N	A	SA	P	UP
GTS01 The staff put a lot of time into commenting on my work.	83,141	31.1	50.0	45.9	64.6	87.0	2.3	10.8	22.4	51.7	12.9		0.3
GTS03 The teaching staff normally gave me helpful feedback on how I was going.	83,179	34.4	50.0	45.3	68.6	88.0	2.0	10.0	19.3	54.3	14.3		0.2
GTS10 The teaching staff of this course motivated me to do my best work.	83,112	31.9	50.0	47.0	61.7	88.2	2.3	9.5	26.5	45.5	16.2		0.3
GTS15 My lecturers were extremely good at explaining things.	83,146	32.6	50.0	44.9	62.7	90.0	2.1	7.9	27.3	48.0	14.7		0.3
GTS16 The teaching staff worked hard to make their subjects interesting.	83,116	33.6	50.0	45.6	63.9	89.5	2.1	8.4	25.6	48.1	15.8		0.3
GTS27 The staff made a real effort to understand difficulties I might be having with my work.	83,036	22.7	50.0	49.1	52.8	83.8	3.6	12.6	31.0	40.3	12.5		0.4
GSS06 The course helped me develop my ability to work as a team member.	83,036	36.5	50.0	47.1	68.2	88.6	2.3	9.1	20.4	49.6	18.6		0.4
GSS14 The course sharpened my analytic skills.	83,067	51.6	50.0	41.2	81.1	95.0	1.2	3.9	13.9	52.8	28.3		0.4
GSS23 The course developed my problem-solving skills.	83,070	46.8	50.0	40.6	78.1	94.5	1.1	4.4	16.4	56.0	22.1		0.4
GSS32 The course improved my skills in written communication.	83,089	50.5	50.0	44.9	79.5	93.0	1.8	5.2	13.5	49.3	30.2		0.3
GSS42 As a result of my course, I feel confident about tackling unfamiliar problems.	83,072	41.5	50.0	42.0	71.8	93.5	1.4	5.1	21.7	52.7	19.0		0.3
GSS43 My course helped me to develop the ability to plan my own work.	83,064	46.9	50.0	41.1	78.1	94.4	1.3	4.3	16.2	55.6	22.5		0.4
OSI49 Overall, I was satisfied with the quality of this course.	83,051	47.9	50.0	42.4	81.2	93.2	1.9	4.9	12.0	57.9	23.3		0.4
CGS08 It was always easy to know the standard of work expected.	23,922	26.7	50.0	48.3	61.0	83.3	2.8	13.8	22.3	49.3	11.8	71.2	0.1
CGS28 I usually had a clear idea of where I was going and what was expected of me in this course.	23,932	35.3	50.0	43.9	70.2	89.4	2.2	8.4	19.1	57.1	13.1	71.2	0.1
CGS39 It was often hard to discover what was expected of me in this course. R	23,937	5.5	0.0	52.7	42.2	67.6	5.7	26.6	25.4	35.4	6.8	71.2	0.1
CGS46 The staff made it clear right from the start what they expected from students.	23,935	31.5	50.0	44.0	64.5	88.9	2.1	9.0	24.4	52.7	11.7	71.2	0.1
AWS05 I was generally given enough time to understand the things I had to learn.	4,357	37.3	50.0	41.3	72.4	91.2	1.6	7.2	18.8	59.8	12.6	93.8	1.0
AWS09 The sheer volume of work to be got through in this course meant it couldn't all be thoroughly comprehended. R	4,329	-9.2	0.0	51.4	28.9	57.2	8.5	34.3	28.3	25.0	4.0	93.8	1.1
AWS19 The workload was too heavy. R	4,354	0.7	0.0	48.6	33.1	70.1	6.1	23.8	37.0	28.8	4.4	93.8	1.0
AWS29 There was a lot of pressure on me as a student in this course. R	4,343	-13.2	0.0	50.5	24.6	55.1	9.6	35.2	30.6	21.0	3.5	93.8	1.0
AAS04 To do well in this course all you really needed was a good memory. R	9,724	14.6	50.0	58.9	50.3	70.8	7.3	21.9	20.5	35.0	15.3	88.3	0.0
AAS26 The staff seemed more interested in testing what I had memorised than what I had understood. R	9,714	14.5	0.0	53.5	47.7	74.8	5.1	20.1	27.2	36.1	11.6	88.3	0.1
AAS44 Too many staff asked me questions just about facts. R	9,707	17.2	0.0	47.7	46.8	81.2	3.0	15.8	34.4	37.4	9.5	88.3	0.1
IMS02 I found my studies intellectually stimulating.	8,042	53.8	50.0	40.3	84.6	94.9	1.1	4.0	10.3	55.4	29.2	89.8	0.6
IMS07 I found the course motivating.	8,041	39.9	50.0	45.9	71.8	89.9	1.9	8.1	18.2	51.7	20.1	89.8	0.6
IMS13 Overall, my university experience was worthwhile.	8,047	61.8	50.0	41.1	87.7	95.8	1.3	2.9	8.1	46.2	41.5	89.8	0.6
IMS35 The course has stimulated my interest in the field of study.	8,034	50.8	50.0	45.2	79.8	92.8	1.8	5.4	13.0	48.9	30.9	89.8	0.6
SSS21 I was able to access information technology resources when I needed them.	20,600	47.6	50.0	42.9	79.8	93.0	1.7	5.3	13.2	55.7	24.1	74.6	0.7
SSS24 Relevant learning resources were accessible when I needed them.	20,570	42.8	50.0	41.0	76.4	92.8	1.3	5.9	16.3	58.8	17.6	74.6	0.7
SSS25 Health, welfare and counselling services met my requirements.	20,538	23.9	0.0	41.2	45.7	93.0	1.8	5.1	47.4	34.7	11.0	74.6	0.8
SSS34 The library services were readily accessible.	20,598	47.9	50.0	43.6	79.4	93.0	1.8	5.2	13.6	54.1	25.3	74.6	0.7
SSS37 I was satisfied with the course and careers advice provided.	20,586	25.3	50.0	50.2	58.8	83.7	4.4	11.9	24.9	46.1	12.6	74.6	0.7
GQS11 The course provided me with a broad overview of my field of knowledge.	59,350	50.3	50.0	41.1	82.2	94.3	1.4	4.3	12.1	56.7	25.5	27.0	1.8
GQS17 The course developed my confidence to investigate new ideas.	59,354	42.3	50.0	43.2	72.4	92.9	1.5	5.6	20.5	51.7	20.7	27.0	1.8
GQS30 University stimulated my enthusiasm for further learning.	59,366	39.7	50.0	50.0	69.1	88.8	3.0	8.2	19.7	44.5	24.6	27.0	1.8
GQS36 I learned to apply principles from this course to new situations.	59,365	47.4	50.0	39.8	78.9	95.1	1.2	3.8	16.2	56.9	22.0	27.0	1.8
GQS40 I consider what I learned valuable for my future.	59,350	58.1	50.0	41.5	85.1	95.6	1.3	3.1	10.5	48.3	36.8	27.0	1.8
GQS48 My university experience encouraged me to value perspectives other than my own.	59,339	48.5	50.0	40.7	78.6	95.3	1.3	3.4	16.7	54.1	24.5	27.0	1.8
LRS12 The library resources were appropriate for my needs.	11,551	38.3	50.0	47.7	69.2	89.3	2.5	8.2	20.1	48.4	20.7	85.5	0.6
LRS33 The study materials were clear and concise.	11,571	38.8	50.0	42.6	72.4	91.3	1.7	7.0	19.0	56.7	15.7	85.5	0.6
LRS38 It was made clear what resources were available to help me learn.	11,552	41.0	50.0	41.2	74.8	92.4	1.4	6.2	17.6	58.6	16.2	85.5	0.6
LRS41 Course materials were relevant and up to date.	11,562	44.8	50.0	41.9	78.2	92.9	1.6	5.5	14.7	58.1	20.1	85.5	0.6
LRS47 Where it was used, the information technology in teaching and learning was effective.	11,554	42.5	50.0	40.7	76.1	93.5	1.6	4.9	17.5	58.9	17.1	85.5	0.6
LCS18 I felt part of a group of students and staff committed to learning.	22,051	33.7	50.0	47.4	65.2	88.1	2.7	9.2	22.9	48.5	16.8	73.4	0.1
LCS20 Students' ideas and suggestions were used during the course.	22,039	23.3	50.0	47.2	53.6	84.7	2.9	12.4	31.1	42.6	11.1	73.4	0.1
LCS22 I learned to explore ideas confidently with other people.	22,051	38.3	50.0	41.7	70.6	92.2	1.4	6.3	21.7	55.4	15.2	73.4	0.1
LCS31 I felt I belonged to the university community.	21,933	21.2	50.0	54.0	53.5	79.9	5.6	14.5	26.4	38.7	14.7	73.4	0.3
LCS45 I was able to explore academic interests with staff and students.	22,027	31.2	50.0	46.0	61.5	88.5	2.2	9.3	27.0	46.9	14.6	73.4	0.2

“... graduates tend to feel pressured by heavy workloads in ways that might inhibit ‘deep’ learning ...”

and mean percentage broad agreement (BA), the distribution of responses across the five point response scale (strongly disagree (SD), disagree (D), neither agree nor disagree (N), agree (A) and strongly agree (SA)), and the percentages of planned (P) and unplanned (UP) missing data. Planned missing data are due to institutional selection of optional CEQ scales, while unplanned missing data are due to graduate non-response to items included in the CEQ. The response category percentages do not include missing data. Some figures may not add precisely to 100 per cent due to rounding error.

The item mean percentage agreement figures for bachelor degree respondents are presented in Figure 1, in order to better illustrate the variation between items within each scale and the mean agreement to the discrete phenomenon tapped by each scale. The items have been sorted within their

respective scales by their mean percentage agreement. Reverse coded items have been flagged with an ‘R’ in their item label. It is encouraging to see that the highest item scores are for IMS13 (*‘Overall my university experience was worthwhile’*) and GQS40 (*‘I consider what I learned valuable for my future’*), which both ask graduates to assess the overall value of their higher education experience. These items also recorded the highest scores in 2009. The lowest item scores are for AWS29 (*‘There was a lot of pressure on me as a student in this course’*) and AWS09 (*‘The sheer volume of work to be got through in this course meant it couldn’t all be thoroughly comprehended’*), which were also the items with the lowest scores in 2009. Given the reverse coding, this suggests that graduates tend to feel pressured by heavy workloads in ways that might inhibit ‘deep’ learning (GCA & ACER, 2010).



f1: CEQ item mean percentage agreement (bachelor graduates)

4.0

THE INFLUENCE OF COURSE CHARACTERISTICS ON CEQ SCORES

This section presents CEQ scale and OSI descriptive statistics for different course characteristics, including broad field of education (BFOE), detailed field of education (DFOE), means of financing study, attendance type and mode of study.

As discussed earlier, it is not advisable to make direct comparisons across the scales.

The point of reference for each mean percentage agreement figure is either the corresponding figure for the whole sample or that for the alternate groups.

Mean percentage agreement scores across the ten main BFOE are presented in Table 5, split by qualification group. The broad fields of *Food, Hospitality and Personal Services* and *Mixed Field Programmes* have been omitted due to small response numbers. Because aggregations to BFOE level hide much of the detail that is relevant to individual schools, faculties and departments, mean percentage agreement scores for the three core CEQ scales (GTS, GSS and OSI) are presented for each narrow field of education (NFOE) in *Supplementary Figures A to J*.

In order to probe more deeply into CEQ scores for different disciplines, mean percentage agreement scores for the 30 largest DFOE for bachelor degree respondents are presented in Table 6. The results are sorted in descending order from the field with the largest number of responses. These 30 fields account for 55 per cent of all bachelor degree responses.

Among these fields, the Accounting, Banking and Finance, Teacher Education: Primary and General Nursing fields tended to have the lowest CEQ scores across many scales. Conversely, the fields of History, Biological Sciences and Literature tended to have the highest results on average. Indeed, History graduates had the highest score out of any of these 30 fields on the GTS, OSI, CGS and GQS scales. Scale scores across these fields varied most for the AAS and AWS and least for the OSI, GSS and SSS. For the AAS, graduates in the Accounting

field had the lowest scores (30.0), while Political Science graduates had the highest scores (73.7). For the AWS, graduates in the Law field had the lowest scores (20.4), while Political Science graduates again had the highest scores (62.5).

As shown in Figure 2, international fee-paying graduates had lower scores than domestic graduates on some scales, with particularly large differences observed on the AAS and AWS. A breakdown of these scores by qualification group is presented in *Supplementary Table D*.

From Figure 3, it can be seen that coursework graduates who studied mainly part-time had higher mean percentage agreement scores on seven of the eleven course experience measures, with particularly large differences observed on the AAS and AWS. Coursework graduates who studied mainly full-time had notably higher scores than their part-time classmates on the LCS and SSS. A breakdown of these scores by qualification group is presented in *Supplementary Table E*.

Coursework graduates who studied externally by distance education had lower scores on five scales relative to graduates who had studied internally or by mixed mode, with the AWS and AAS being notable exceptions (Table 7). Unsurprisingly, the scores for external graduates were the lowest on the LCS, which measures the social experience of learning at university.

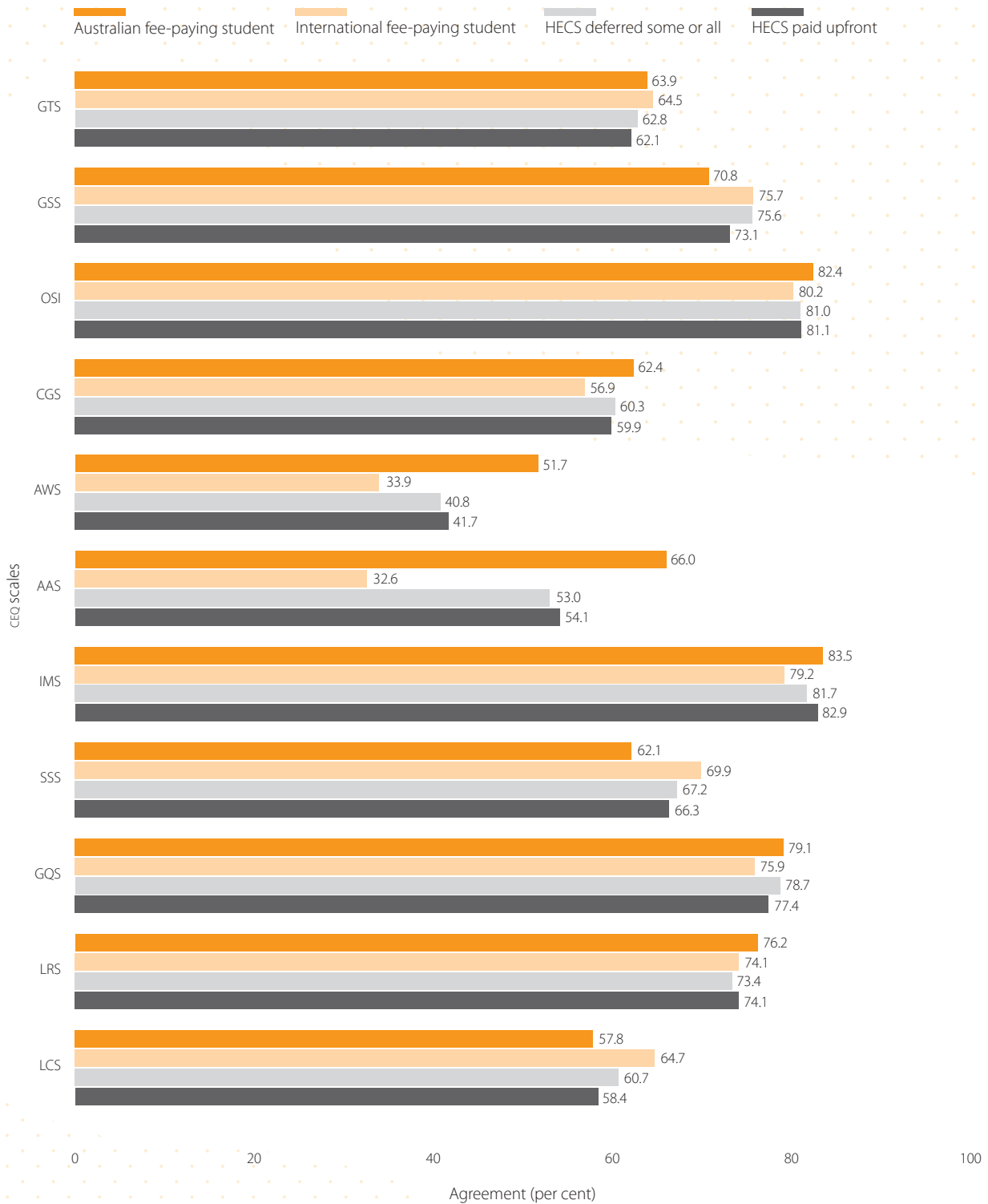
t5: CEQ mean percentage agreement scores by broad field of education

		Natural and Physical Sciences	Information Technology	Engineering and Related Technologies	Architecture and Building	Agriculture, Environmental and Related Studies	Health	Education	Management and Commerce	Society and Culture	Creative Arts
Postgraduate coursework	GTS	66.7	62.5	60.3	58.5	66.6	63.8	65.8	63.3	68.2	70.1
	GSS	71.6	71.6	72.3	67.7	70.7	72.5	68.4	74.7	71.1	69.7
	OSI	80.7	78.2	77.1	71.6	81.6	81.0	78.8	81.9	83.8	78.9
	CGS	63.2	58.4	54.4	44.9	62.7	55.3	62.5	60.9	64.5	61.8
	AWS	42.9	36.1	36.9		50.0	39.9	46.6	39.0	49.0	37.9
	AAS	55.7	26.2	46.6	69.3	66.7	59.4	65.4	36.9	68.6	62.6
	IMS	85.1	81.6	76.0	83.1	81.3	86.9	82.1	80.9	84.6	84.9
	SSS	63.7	61.2	71.7	55.7	67.9	66.0	64.5	64.6	63.9	67.1
	GQS	77.3	74.2	74.6	73.6	80.8	80.8	77.9	78.3	80.2	78.2
	LRS	73.7	67.9	69.0	66.3	73.0	77.5	72.3	73.7	77.6	74.0
Bachelor degree	LCS	61.4	64.8	61.3	54.1	57.3	57.9	60.5	62.7	59.3	62.0
	GTS	67.6	59.4	52.6	59.2	68.4	61.2	62.3	57.9	66.8	68.0
	GSS	78.9	75.4	78.4	72.1	81.4	78.0	74.7	74.8	76.5	72.9
	OSI	86.0	78.5	77.7	75.9	85.2	79.6	78.5	80.9	84.0	78.6
	CGS	61.6	59.3	52.0	43.3	61.3	58.4	56.6	59.8	63.2	58.4
	AWS	45.3	40.9	39.1	32.8	53.6	32.3	38.4	42.2	45.2	43.5
	AAS	48.5	35.9	51.4	70.7	54.7	41.2	46.4	37.1	61.1	60.3
	IMS	85.3	77.7	77.8	79.7	92.6	83.7	78.0	75.4	84.4	82.3
	SSS	71.8	67.1	68.8	62.6	68.6	69.4	64.9	67.6	67.9	65.3
	GQS	80.5	74.2	74.2	74.7	82.3	80.2	77.7	73.8	81.1	78.0
Coursework graduates	LRS	78.5	67.2	72.2	68.6	76.8	73.0	69.2	73.9	78.3	70.9
	LCS	66.0	60.3	62.1	61.3	66.3	64.3	59.2	56.1	59.7	63.5
	GTS	67.5	61.0	54.8	58.9	67.9	62.1	64.4	60.2	67.3	68.4
	GSS	77.8	73.6	76.6	70.4	77.8	76.1	71.1	74.8	74.7	72.2
	OSI	85.2	78.4	77.6	74.3	84.1	80.1	78.7	81.3	83.9	78.7
	CGS	61.8	58.9	52.7	44.0	61.8	57.4	60.3	60.3	63.5	59.0
	AWS	44.7	37.5	38.2	32.8	52.7	34.2	42.8	40.3	46.6	41.4
	AAS	50.0	29.5	50.2	70.1	58.7	46.8	56.3	37.0	63.8	60.5
	IMS	85.3	79.2	77.3	80.8	87.7	84.6	80.5	77.7	84.5	82.8
	SSS	70.9	64.2	69.5	59.9	68.4	68.4	64.6	66.2	66.6	65.5
	GQS	80.0	74.2	74.3	74.3	81.8	80.4	77.9	75.6	80.8	78.0
	LRS	77.5	67.6	71.5	67.6	75.8	74.4	70.7	73.8	77.8	71.3
	LCS	65.4	62.3	61.9	58.6	63.3	62.0	60.3	58.7	59.7	63.2

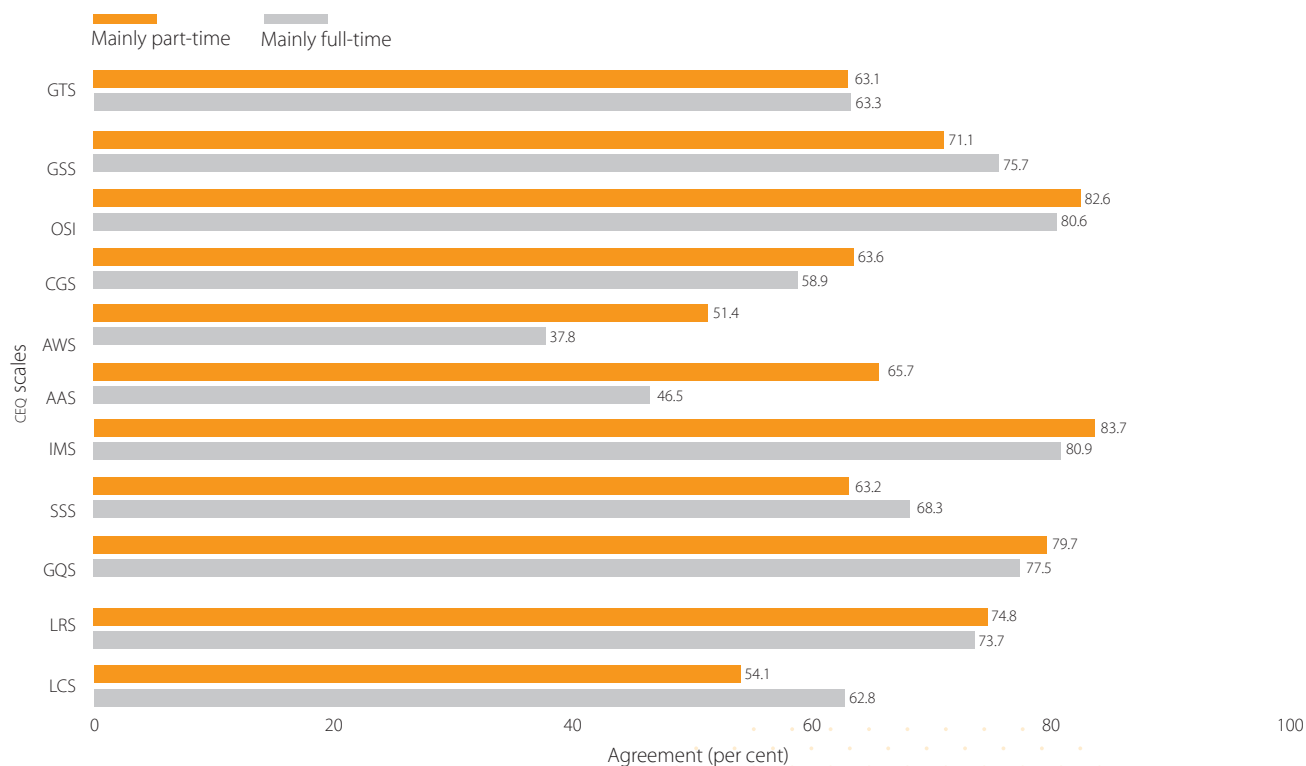
t6: CEQ mean percentage agreement scores for the 30 largest detailed fields of education (bachelor graduates)*

	n	GTS	GSS	OSI	CGS	AWS	AAS	IMS	SSS	GQS	LRS	LCS
Accounting	6,123	54.1	71.9	80.1	57.9	39.5	30.0	72.5	69.2	70.8	74.8	54.0
Business and Management	3,401	58.8	77.6	81.7	60.6	44.0	40.7	73.9	66.2	75.6	76.1	57.2
Psychology	3,346	63.3	78.8	82.9	59.8	35.4	53.3	85.1	69.8	82.7	79.6	59.6
General Nursing	3,291	58.4	78.0	76.6	53.1	28.8	33.4	83.1	69.5	79.3	69.7	57.7
Banking and Finance	3,271	52.9	71.4	77.6	58.0	43.2	41.9	76.1	68.7	72.1	74.9	50.7
Teacher Education: Primary	2,289	58.9	72.4	75.0	53.3	38.0	45.8	79.0	65.3	74.7	67.8	56.7
Marketing	2,277	61.3	78.6	83.8	62.4	42.7	32.7	76.7	67.0	77.2	75.1	59.3
Law	1,986	53.0	79.3	80.7	50.7	20.4	56.5	80.0	71.6	78.8	78.4	55.0
History	1,488	77.1	75.8	88.1	67.8	46.9	62.4	86.0	63.9	84.4	82.0	61.1
Medical Science	1,288	63.6	78.8	85.3	55.4	48.9	40.8	85.2	71.9	78.4	73.5	69.0
Nursing	1,245	61.5	79.2	76.2	59.4		58.3	79.2	67.8	79.7	70.6	56.0
Political Science	1,194	68.7	75.8	85.4	58.8	62.5	73.7	88.5	67.0	81.9	74.9	56.6
Human Resource Management	1,106	62.0	80.8	85.5	65.1	46.1	43.2	86.4	69.9	79.0	78.5	58.5
Economics	1,091	59.0	72.7	80.0	61.0	48.1	44.1	78.9	67.1	74.4	72.5	59.1
Human Movement	1,038	66.0	77.6	82.3	64.6	43.2	37.1	83.7	68.3	82.4	79.4	68.1
Communication and Media Studies	1,008	64.1	72.4	78.8	57.0	56.8	57.9	85.6	65.4	74.7	71.5	62.4
Teacher Education: Early Childhood	995	63.3	80.2	83.4	56.9	34.0	60.4	78.1	66.3	81.7	72.4	63.2
Teacher Education: Secondary	959	61.5	73.3	76.6	57.5	35.2	41.5	73.0	69.2	76.6	67.5	60.5
International Business	865	56.8	75.1	77.8	62.1	47.2	48.2	76.2	67.3	75.3	75.5	54.9
Business and Management, n.e.c.	827	61.2	75.1	81.3	64.7	43.5	45.3	85.0	60.9	75.2	67.7	59.2
Communication and Media Studies, n.e.c.	787	66.9	73.9	78.8	55.7	49.8	66.7	78.0	62.6	77.9	63.5	60.3
General Medicine	782	53.4	76.9	82.4	42.0		55.6	100.0	76.1	82.9	68.0	69.3
Graphic and Design Studies	714	67.1	72.8	78.0	55.7	36.8	54.2	78.4	69.5	77.9	62.2	62.1
Journalism	709	67.6	77.3	82.1	60.2	59.1	69.9	79.7	66.5	79.1	74.5	62.6
Music	685	69.3	67.7	76.6	56.4	40.7	66.2	75.0	63.1	75.3	63.0	64.9
Mechanical Engineering	673	50.3	81.1	77.0	53.2	40.0	57.9	83.4	67.7	74.7	71.6	60.1
Pharmacy	673	60.0	76.4	83.9	61.8		45.5		66.8	79.0	69.0	73.8
Information Systems	660	59.3	78.8	78.6	57.9	43.7	30.8	75.7	70.6	76.5	72.3	64.5
Biological Sciences	642	68.4	80.3	87.7	60.0	25.0	43.7	85.0	73.0	80.0	85.8	64.2
Literature	633	75.3	74.5	86.5	65.0	44.8	65.4	87.1	64.5	82.0	77.6	59.5

* The abbreviation 'n.e.c.' denotes a field not elsewhere classified.



12: CEQ mean percentage agreement by means of financing study (coursework graduates)



f3: CEQ mean percentage agreement by attendance type (coursework graduates)

t7: CEQ mean percentage agreement scores by mode of study

		Internal (on-campus)	External (distance)	Mixed mode (internal and external)
Postgraduate coursework	GTS	66.3	59.8	67.0
	GSS	73.6	67.2	72.1
	OSI	80.3	81.9	81.5
	CGS	60.6	58.5	60.6
	AWS	39.1	51.7	45.6
	AAS	48.7	67.6	64.9
	IMS	82.9	83.4	82.2
	SSS	67.4	60.1	64.3
	GQS	78.6	77.6	79.9
	LRS	74.4	74.3	75.3
	LCS	65.7	41.9	63.0
Bachelor degree	GTS	62.6	57.6	63.3
	GSS	76.3	72.1	77.1
	OSI	81.1	82.6	81.8
	CGS	59.6	58.3	58.4
	AWS	39.0	47.8	41.2
	AAS	47.6	53.7	52.4
	IMS	80.7	86.4	80.9
	SSS	68.4	61.4	70.5
	GQS	77.6	79.5	77.9
	LRS	73.6	73.6	76.3
	LCS	61.9	43.5	57.5
Coursework graduates	GTS	63.8	59.1	64.8
	GSS	75.5	68.7	75.0
	OSI	80.8	82.1	81.6
	CGS	60.0	58.4	59.3
	AWS	39.0	50.3	44.1
	AAS	48.0	62.3	59.2
	IMS	81.3	83.8	81.2
	SSS	68.1	60.4	68.5
	GQS	77.9	78.0	78.7
	LRS	73.8	73.8	76.0
	LCS	63.1	42.3	60.2

“... the scores for external graduates were the lowest on the LCS, which measures the social experience of learning at university.”

5.0

THE INFLUENCE OF RESPONDENT CHARACTERISTICS ON CEQ SCORES

This section presents CEQ scale and OSI descriptive statistics for different groups of respondents, including age, sex, whether the graduate identified as being Aboriginal or Torres Strait Islander, permanent resident status, whether the graduate identified as having a disability, final year work status and labour market participation at the time of the survey.

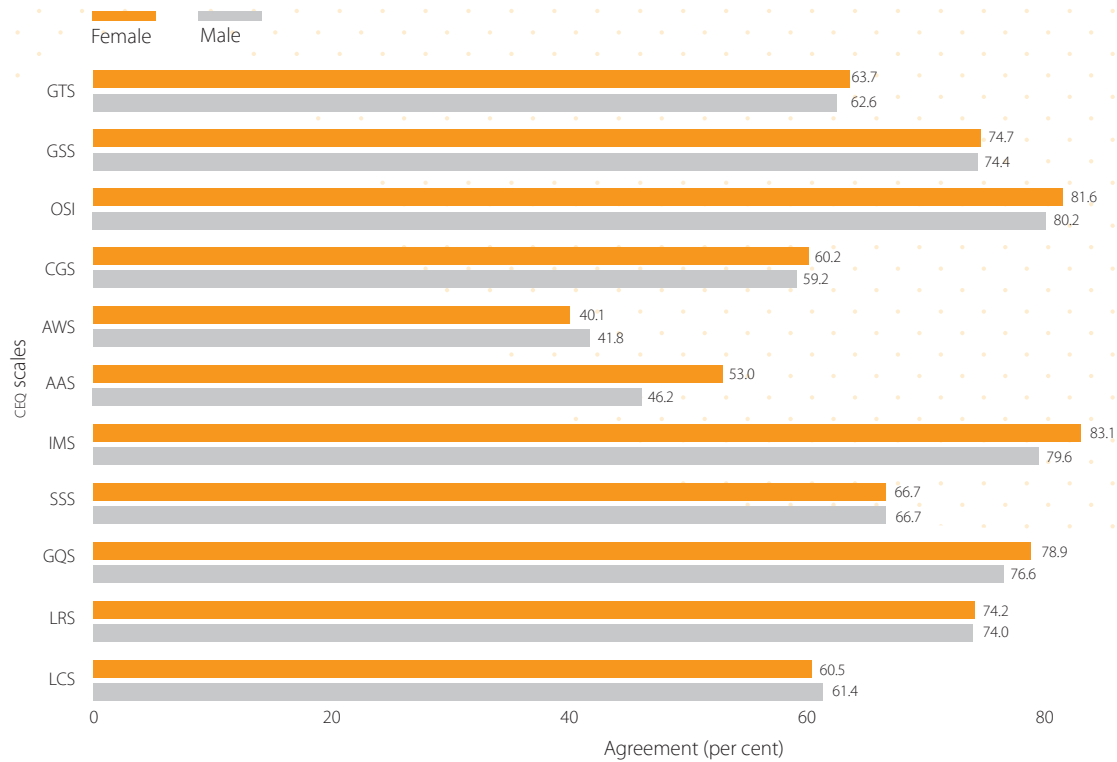
Consistent with earlier surveys, Table 8 shows a positive relationship between age and CEQ scores, with older graduates providing higher scores than their younger counterparts on most CEQ scales. This was especially evident in relation to the AAS, AWS, CGS and GTS. Conversely, younger graduates tended to provide higher scores on the GSS, SSS and LCS. Broadly similar trends are observed when these results are examined by qualification group.

As shown in Figure 4, there are only minor variations between male and female respondents across most CEQ scales. The largest difference is observed on the AAS, where females provide higher scores than males. A breakdown of these scores by qualification group is presented in *Supplementary Table F*, in which it is shown that this difference by sex is strongest at the postgraduate coursework level.

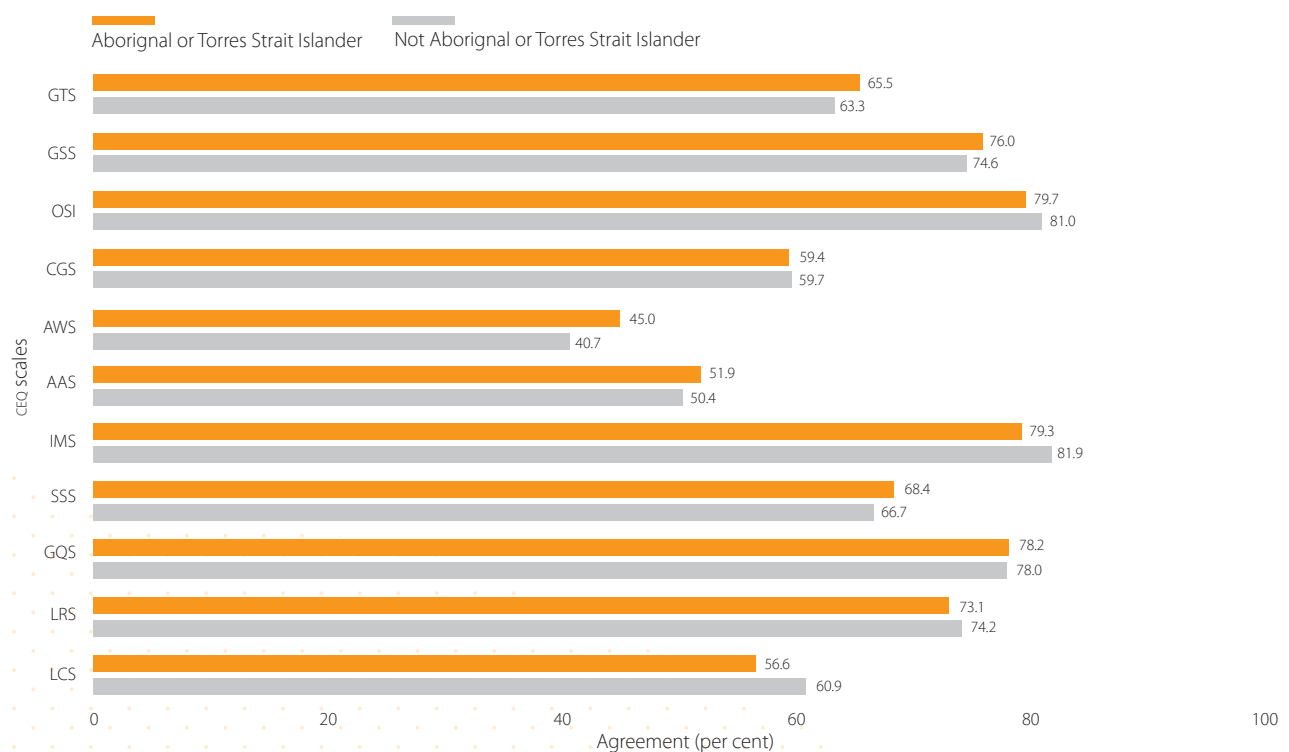
From Figure 5, it can be seen that respondents who identified as being Aboriginal or Torres Strait Islander provided higher scores on the AWS than their non-indigenous counterparts, while non-indigenous respondents provided higher scores on the LCS. Overall, the response patterns of indigenous and non-indigenous graduates were largely similar across the CEQ scales, with both groups providing

t8: CEQ mean percentage agreement scores by age group

		Under 25	25 to 29	30 to 39	40 to 54	55 and over
Postgraduate coursework	GTS	64.7	64.1	64.7	65.3	69.2
	GSS	74.9	73.0	70.9	69.5	69.3
	OSI	79.7	79.3	81.6	82.5	83.9
	CGS	58.6	57.4	61.4	63.9	68.1
	AWS	37.3	36.5	41.8	53.6	57.7
	AAS	42.4	44.5	60.1	68.9	75.8
	IMS	81.0	80.7	83.3	87.4	85.2
	SSS	67.3	67.5	64.7	60.3	62.4
	GQS	77.0	76.6	79.5	80.5	81.9
	LRS	72.8	73.0	75.4	74.5	76.5
Bachelor degree	LCS	66.7	63.1	58.9	54.5	57.1
	GTS	61.8	61.9	64.6	65.6	72.0
	GSS	76.4	75.1	76.2	76.0	74.2
	OSI	81.3	79.7	81.8	82.8	83.6
	CGS	59.0	58.5	61.8	64.2	66.8
	AWS	40.0	37.9	38.9	42.4	46.9
	AAS	46.4	47.1	51.6	57.9	66.0
	IMS	80.4	78.7	86.7	88.0	89.9
	SSS	68.5	66.8	66.9	66.9	69.4
	GQS	77.0	77.1	81.2	82.9	83.2
Coursework graduates	LRS	73.6	73.2	75.1	75.9	77.0
	LCS	62.2	58.5	56.0	56.2	59.3
	GTS	62.2	63.1	64.6	65.4	70.2
	GSS	76.2	74.0	72.7	71.6	70.9
	OSI	81.1	79.5	81.6	82.6	83.9
	CGS	59.0	58.0	61.6	63.9	67.4
	AWS	39.4	37.1	40.6	49.5	53.9
	AAS	45.8	45.7	56.7	64.5	72.1
	IMS	80.4	79.8	84.2	87.5	86.2
	SSS	68.3	67.2	65.4	62.5	64.7
	GQS	77.0	76.9	80.1	81.3	82.2
	LRS	73.4	73.2	75.0	75.0	76.7
	LCS	62.7	61.0	57.9	55.2	57.8



f4: CEQ mean percentage agreement by sex (coursework graduates)



f5: CEQ mean percentage agreement by Aboriginal or Torres Strait Islander identification (coursework graduates)

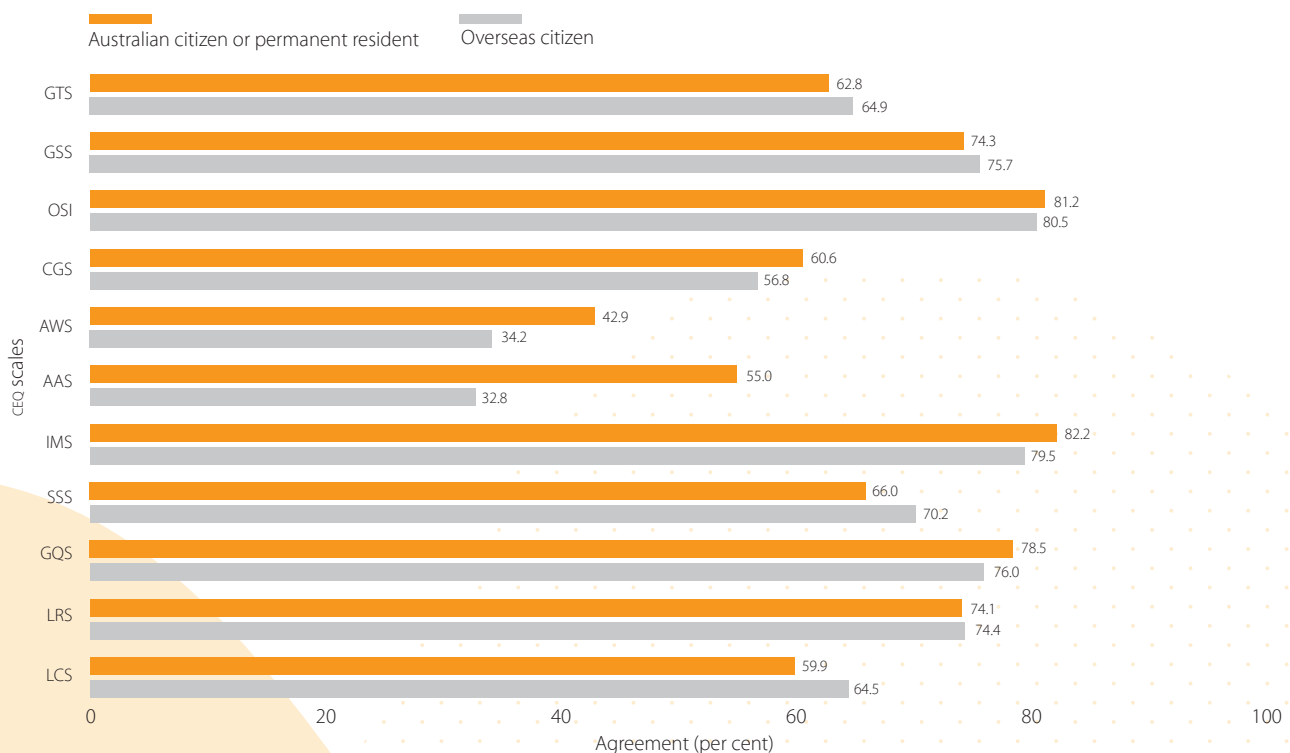
“... there are only minor variations between male and female respondents across most CEQ scales.”

relatively high scores on the OSI and IMS and relatively low scores on the AWS and AAS. When interpreting these findings it is important to remember that the number of Aboriginal or Torres Strait Islander graduates who provided a CEQ response is relatively small (see Table 2). A breakdown of these scores by qualification group is presented in *Supplementary Table G*.

Graduates who are Australian citizens or permanent residents tended to provide more positive CEQ responses than those

who are not (Figure 6). This was especially evident for the AAS and AWS, with the difference in relation to assessment being particularly striking. A breakdown of these scores by qualification group is presented in *Supplementary Table H*, in which it is shown that this difference in perceptions of assessment is strongest at the postgraduate coursework level.

From Figure 7, it can be seen that having a disability plays a very minor role in graduates' course experience perceptions,



f6: CEQ mean percentage agreement by permanent resident status (coursework graduates)

with only minor differences observed on all scales. The largest differences were observed on the LRS, CGS and OSI, where graduates with no disability provided more positive responses than their counterparts who identified as having a disability. A breakdown of these scores by qualification group is presented in *Supplementary Table I*.

Graduates who were in paid work during their final year of study provided notably higher scores on the AAS and AWS compared with those graduates who did not

work in their final year of study (Table 9). This difference was more pronounced for coursework postgraduates. Postgraduate coursework respondents who were working at the time of the survey also tended to provide higher scores on the AAS and AWS than their counterparts who were not working, although corresponding differences for bachelor degree graduates were only negligible (Table 10). It is important to note that graduates who were not working may or may not have been

seeking work, or may have been engaged in other non-work activities at the time of the survey, such as further full- or part-time study.

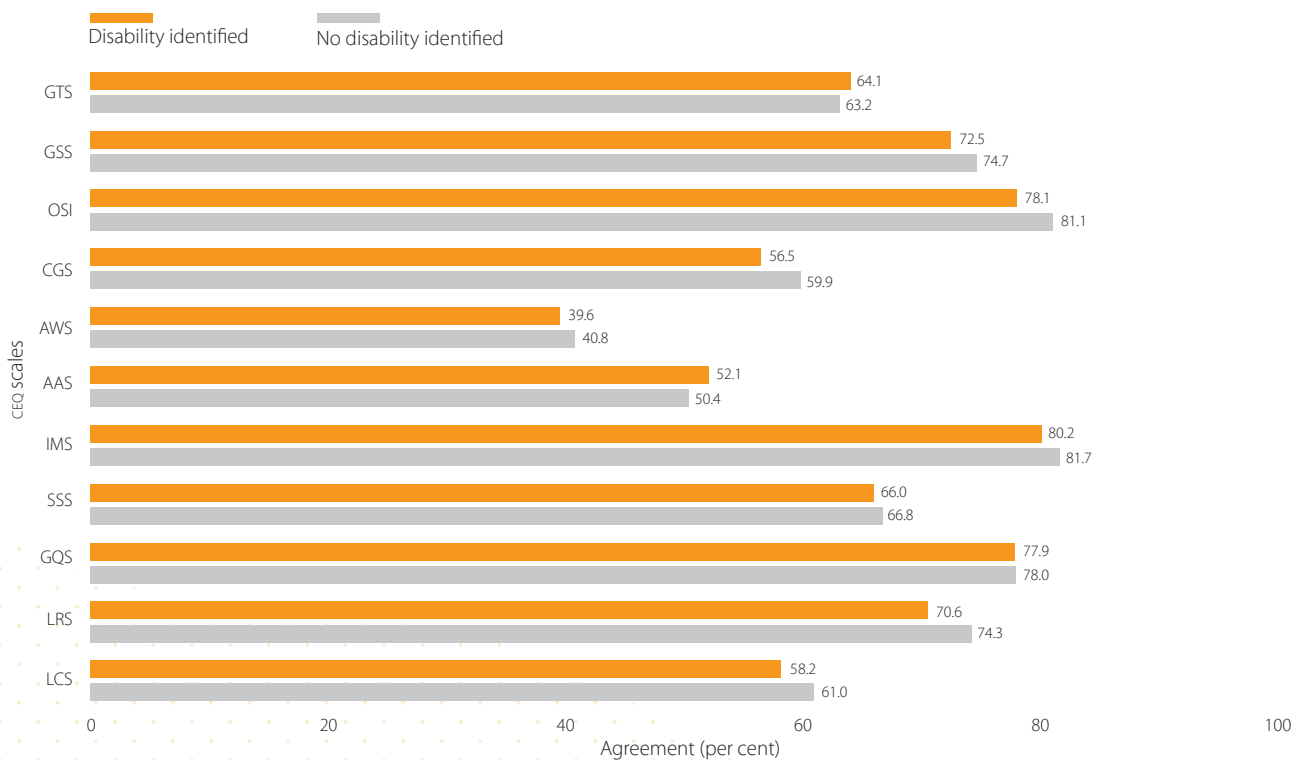


Figure 7: CEQ mean percentage agreement by disability identified (coursework graduates)

t9: CEQ mean percentage agreement scores by final year work status

		Paid work in final year	No paid work in final year
Postgraduate coursework	GTS	64.2	66.2
	GSS	71.0	74.5
	OSI	81.0	80.1
	CGS	60.9	58.3
	AWS	44.8	35.5
	AAS	58.4	42.5
	IMS	83.1	82.2
	SSS	63.2	69.7
	GQS	78.9	77.2
	LRS	74.2	75.3
	LCS	59.0	65.0
Bachelor degree	GTS	61.8	63.9
	GSS	76.1	76.1
	OSI	81.2	80.9
	CGS	59.7	58.9
	AWS	39.9	39.3
	AAS	49.1	45.3
	IMS	81.1	80.4
	SSS	67.6	69.2
	GQS	78.0	76.8
	LRS	74.2	74.0
	LCS	60.4	62.3
Coursework graduates	GTS	62.7	64.8
	GSS	74.3	75.5
	OSI	81.2	80.6
	CGS	60.2	58.7
	AWS	41.9	37.1
	AAS	52.5	44.1
	IMS	81.8	81.0
	SSS	65.9	69.3
	GQS	78.4	76.9
	LRS	74.1	74.5
	LCS	60.0	63.3

t10: CEQ mean percentage agreement scores by labour market activity

		In full-time work	In part-time work	Not working
Postgraduate coursework	GTS	64.1	65.3	65.4
	GSS	70.9	72.3	73.8
	OSI	81.8	79.7	79.4
	CGS	61.2	59.6	59.0
	AWS	46.6	38.4	37.3
	AAS	60.6	49.3	45.0
	IMS	83.0	84.5	80.5
	SSS	62.9	66.4	67.5
	GQS	79.2	78.4	76.5
	LRS	74.2	75.0	74.6
	LCS	58.5	62.5	64.0
Bachelor degree	GTS	59.7	64.9	63.9
	GSS	76.0	76.7	75.3
	OSI	80.9	82.0	80.6
	CGS	59.3	60.5	58.5
	AWS	39.8	39.0	42.3
	AAS	49.5	47.6	47.1
	IMS	80.3	82.2	80.6
	SSS	67.8	68.2	68.0
	GQS	77.4	78.8	76.8
	LRS	73.6	75.1	74.1
	LCS	59.7	62.0	61.3
Coursework graduates	GTS	61.5	65.1	64.4
	GSS	74.0	75.3	74.7
	OSI	81.2	81.3	80.2
	CGS	60.1	60.2	58.6
	AWS	42.7	38.7	39.8
	AAS	53.9	48.2	46.4
	IMS	81.4	82.9	80.5
	SSS	65.7	67.6	67.9
	GQS	78.1	78.7	76.7
	LRS	73.7	75.0	74.3
	LCS	59.3	62.2	62.1



REFERENCES

GCA & ACER, 2010. *Graduate Course Experience 2010*. Melbourne: Graduate Careers Australia.



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