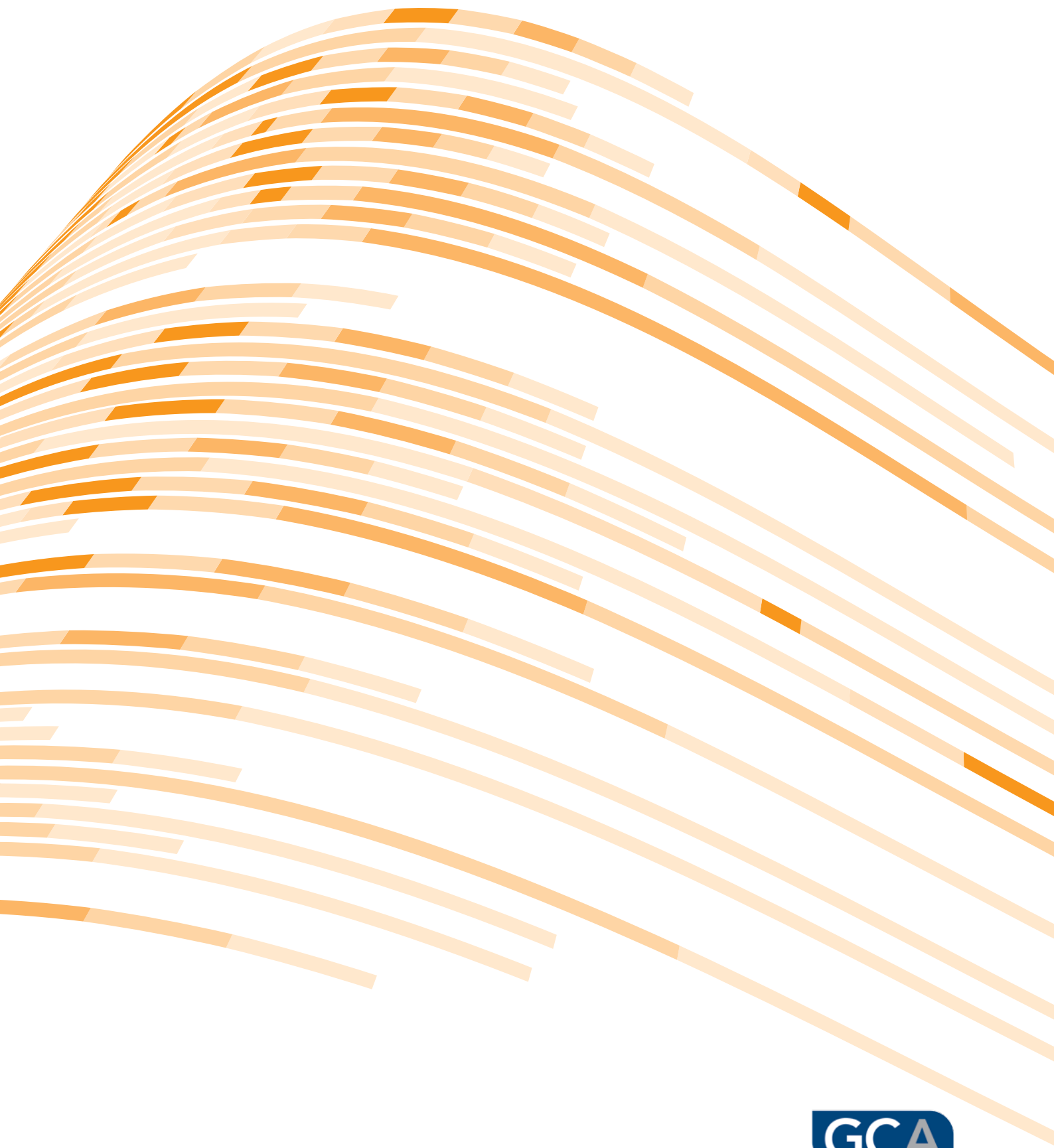


GRADUATE COURSE EXPERIENCE 2014

A report on the course experience perceptions
of recent graduates



Graduate Course Experience 2014

A REPORT ON THE COURSE EXPERIENCE PERCEPTIONS
OF RECENT GRADUATES





ACKNOWLEDGEMENTS

David Carroll (Senior Research Associate, Graduate Careers Australia) was the principal author of this report. Dr Noel Edge (Executive Director, Graduate Careers Australia) is the project director of the Australian Graduate Survey.

Graduate Careers Australia acknowledges with gratitude the work of the many people involved in the research process. Without the assistance of the graduates who took the time to supply information about their activities, and the effort and dedication of institutional Survey Managers, these important data would not be available.

This project has been supported by the Australian Government Department of Education and Training. The views expressed in this report do not necessarily reflect the views of that Department. Graduate Careers Australia cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

© 2015 Graduate Careers Australia Ltd.

All rights reserved. No part of this publication may be copied or reproduced, stored in a retrieval system or transmitted in any form or by any means electronic, mechanical, photocopy, recording or otherwise without the prior written permission of the publishers.

Published by: Graduate Careers Australia Ltd.

(trading as Graduate Careers Australia)

PO Box 13222, Law Courts, VIC 8010
Level 9, 552 Lonsdale St, Melbourne, VIC 3000

t: 03 9605 3700

f: 03 9670 5752

e: research@graduatecareers.edu.au

www.graduatecareers.com.au

ISSN 1325-7528



CONTENTS

Introduction	iv
1.0 Interpreting CEQ Results	1
2.0 CEQ Respondent Characteristics	2
3.0 National Course Experience Results	4
4.0 The Influence of Course Characteristics	8
5.0 The Influence of Respondent Characteristics	14
6.0 Course Experience Results Over Time	19
References	21

TABLES & FIGURES

Table 1 Facets of student experience examined by the CEQ	iv
Table 2 2014 CEQ respondent characteristics	3
Table 3 2014 CEQ descriptive statistics	5
Table 4 CEQ item descriptive statistics and response percentages (bachelor graduates)	6
Table 5 CEQ mean percentage agreement scores by broad field of education	9
Table 6 CEQ mean percentage agreement scores for the 30 largest detailed fields of education (bachelor graduates)	10
Table 7 CEQ mean percentage agreement scores by mode of study	13
Table 8 CEQ mean percentage agreement scores by age group	14
Table 9 CEQ mean percentage agreement scores by final year work status	18
Table 10 CEQ mean percentage agreement scores by labour market activity	18
Table 11 Trends in CEQ item mean percentage agreement (bachelor graduates)	20
Figure 1 CEQ item mean percentage agreement (bachelor graduates)	7
Figure 2 CEQ mean percentage agreement by means of financing study (coursework graduates)	11
Figure 3 CEQ mean percentage agreement by attendance type (coursework graduates)	12
Figure 4 CEQ mean percentage agreement by sex (coursework graduates)	15
Figure 5 CEQ mean percentage agreement by Aboriginal or Torres Strait Islander identification (coursework graduates)	16
Figure 6 CEQ mean percentage agreement by permanent resident status (coursework graduates)	17
Figure 7 CEQ mean percentage agreement by disability identified (coursework graduates)	17
Figure 8 Trends in CEQ scale mean percentage agreement (coursework graduates)	19

INTRODUCTION

Welcome to *Graduate Course Experience 2014*, the 22nd edition of the annual report into the course experience perceptions of graduates who completed the requirements for a coursework degree from an Australian higher education institution in 2013 and subsequently responded to the 2014 Course Experience Questionnaire (CEQ). In the CEQ, which is administered approximately four months after course completion, respondents are asked to rate the extent to which they agree or disagree with 13 core items constituting two summated rating scales and a single-item overall satisfaction indicator, along with a subset of 36 optional items constituting eight scales, the latter varying based on institutional preference. The facets of the student experience measured by the CEQ are summarised in Table 1. The labels defined in Table 1 are used as abbreviations throughout this report. Although not strictly a scale, the OSI is referred to as such to simplify reporting.

Though the CEQ has been administered annually since 1992, two substantial changes to the conduct of the survey in 2010 resulted in a break in the CEQ time series. First, CEQ responses collected by telephone interview were included in the analysis sample for the first time in 2010. In earlier years, only those responses collected online or by paper questionnaire were included. Second, all five points on the Likert-type response format were labelled for the first time in 2010. In earlier years, only the two endpoints were labelled. Both of these changes led to inflated scores relative to previous surveys. Due to this break in the CEQ time series, comparing CEQ results pre and post 2010 is strongly discouraged. This report presents trends in CEQ results since 2010 in the final section.

Like the other reports of the 2014 Australian Graduate Survey (AGS), 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 from www.graduatecareers.com.au/Research/ResearchReports/GraduateCourseExperience. These are denoted by letters instead of numbers throughout this report.

Table 1: 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

1.0

INTERPRETING CEQ RESULTS

By convention, CEQ items and scale statistics are reported using a -100, -50, 0, 50 and 100 reporting metric that corresponds to the five-point response format. 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 part of a national graduate census, the extent of nonresponse to the survey means that it is reasonable to consider the secured responses 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. 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 respondents to the CEQ are invited to provide feedback on up to two courses or fields of education, so there are more responses to the CEQ than respondents. First and second CEQ responses are typically combined for analysis to enhance the reliability and validity of the results.

As the CEQ is a complex instrument with a long history, a detailed discussion of its properties is beyond the scope of this report. Readers are directed to pre-2010 editions of *Graduate Course Experience*, which contain a detailed overview of the CEQ (e.g. GCA & ACER, 2010).

“...it is reasonable to consider the secured responses to be a sample of the overall graduate population.”

2.0

CEQ RESPONDENT
CHARACTERISTICS

... 133,853 valid responses
were returned, giving a
national CEQ response rate
of 53.2 per cent.

AGS questionnaires containing the CEQ were distributed to 251,623 graduates and 133,853 valid responses were returned, giving a national CEQ response rate of 53.2 per cent. This was virtually unchanged from the 2013 survey, which achieved a response rate of 53.1 per cent, but remains well above the ten-year response rate average of 50.1 per cent.

A total of 56 higher education providers participated in the 2014 survey. Institutional CEQ response rates ranged from 23.8 per cent to 81.2 per cent, with a median of 52.7 per cent. Institutional response rates are presented in Table A. Institutional respondent numbers for each CEQ scale are presented in Table B. One important point in this table is that all of the statistics presented in this report for the eight optional CEQ scales are based on the responses of graduates from a subset of participating institutions. Of the 56 participating institutions, 46 administered at least one optional CEQ scale. The average number of optional CEQ scales administered by institutions was two, and the maximum was eight. The most common optional scale was the GQS, administered by 33 institutions. The AWS and IMS were the least common, administered by six and eight institutions, respectively.

The distribution of CEQ respondents across key demographic and contextual groups is presented in Table 2, stratified by qualification group. Around a quarter of respondents earned a degree in the management and commerce field. The fields of society and culture, and health also accounted for substantial proportions of respondents. Together with education, these four fields accounted for almost three-quarters of all CEQ respondents. More than half of respondents had completed a pass bachelor degree, while just over a fifth had completed a master degree by coursework. In all, 74.1 per cent of bachelor degree respondents had financed their studies through the HECS system, whereas 61.4 per cent of coursework postgraduates had paid domestic

or international fees. Most graduates who had financed their studies through the HECS system had deferred at least some of the debt. Around three-quarters of respondents had studied full-time, with bachelor degree graduates much more likely to have done so. Bachelor degree graduates were also the most likely to have studied on campus.

The demographic composition of the sample was largely consistent with recent surveys. Females accounted for 60.3 per cent of respondents, and just under half of respondents were aged under 25. In total, 20.3 per cent of respondents had completed their studies as international students, and 27.7 per cent of all respondents reported being from a non-English speaking background. A large majority of respondents had undertaken paid work during their final year of study. Following course completion, 44.0 per cent and 31.6 per cent of respondents were employed full time and part time, respectively, whereas 24.4 per cent were not in paid work at the time of the survey. By way of comparison, 45.4 per cent and 30.4 per cent of respondents to the 2013 CEQ sample were in full-time and part-time work, respectively, while 24.2 per cent were not in paid work. As can be seen, though there was a contraction in full-time employment between 2013 and 2014, the magnitude of the decrease was relatively modest. A detailed investigation into graduates employment outcomes is presented in the *Graduate Destinations 2014* report (GCA, 2015).

As noted previously, CEQ respondents are invited to provide feedback on up to two courses or fields of education, so there are more CEQ responses than respondents. In 2014, a total of 22,375 graduates provided a valid second CEQ response, so while there were 133,853 CEQ respondents, there were 156,228 valid CEQ responses. The distribution of valid CEQ responses across key demographic and contextual groups is presented in Table C.

Table 2: 2014 CEQ respondent characteristics

		Bachelor degree		Postgraduate coursework		Other qualification		Total	
		n	%	n	%	n	%	n	%
Broad Field of Education	Natural and Physical Sciences	7,911	9.4	1,382	2.8	17	1.4	9,310	7.0
	Information Technology	2,839	3.4	1,989	4.1	51	4.1	4,879	3.6
	Engineering and Related Technologies	5,735	6.8	2,488	5.1	240	19.4	8,463	6.3
	Architecture and Building	2,521	3.0	1,181	2.4	24	1.9	3,726	2.8
	Agriculture, Environmental and Related Studies	1,178	1.4	734	1.5	30	2.4	1,942	1.5
	Health	15,116	18.0	8,388	17.2	11	0.9	23,515	17.6
	Education	5,994	7.1	8,251	16.9	53	4.3	14,298	10.7
	Management and Commerce	18,398	21.9	13,549	27.8	218	17.6	32,165	24.0
	Society and Culture	17,112	20.4	9,025	18.5	443	35.8	26,580	19.9
	Creative Arts	7,034	8.4	1,721	3.5	151	12.2	8,906	6.7
	Food, Hospitality and Personal Services	13	0.0	8	0.0			21	0.0
	Mixed Field Programmes	20	0.0	32	0.1			52	0.0
Qualification level	Doctorate by coursework			139	0.3			139	0.1
	Master degree by coursework			30,471	62.5			30,471	22.8
	Graduate/Postgraduate diploma			8,867	18.2			8,867	6.6
	Graduate certificate			7,977	16.4			7,977	6.0
	Graduate qualifying or preliminary			53	0.1			53	0.0
	Bachelor degree (graduate entry)			1,241	2.5			1,241	0.9
	Bachelor degree (honours)	6,104	7.3					6,104	4.6
	Bachelor degree (pass)	76,878	91.7					76,878	57.4
	Advanced diploma or diploma	890	1.1					890	0.7
	Associate degree					978	79.0	978	0.7
Means of financing study	Other award course					260	21.0	260	0.2
	HECS paid upfront	8,476	10.1	3,609	7.4	108	8.7	12,193	9.1
	HECS deferred some or all	53,550	64.0	15,011	30.9	639	51.7	69,200	51.9
	International fee-paying student	13,887	16.6	12,968	26.7	323	26.1	27,178	20.4
	Australian fee-paying student	7,689	9.2	16,837	34.7	167	13.5	24,693	18.5
Main attendance type	APA or RTS research student	29	0.0	111	0.2			140	0.1
	Mainly full time	74,252	88.9	27,205	56.0	950	76.9	102,407	76.8
Main attendance mode	Mainly part time	9,303	11.1	21,382	44.0	286	23.1	30,971	23.2
	Internal (on-campus)	71,996	86.1	30,867	63.6	796	64.4	103,659	77.7
Main attendance mode	External (distance)	5,682	6.8	13,033	26.8	357	28.9	19,072	14.3
	Mixed mode (internal and external)	5,914	7.1	4,656	9.6	83	6.7	10,653	8.0
Sex	Male	32,815	39.1	19,580	40.2	698	56.4	53,093	39.7
	Female	51,013	60.8	29,153	59.8	538	43.5	80,704	60.3
	Unknown	44	0.1	15	0.0	2	0.2	61	0.0
Age group	Under 25	55,879	66.7	7,450	15.3	640	51.8	63,969	47.8
	25 to 29	14,988	17.9	15,045	30.9	231	18.7	30,264	22.6
	30 to 39	7,248	8.6	13,378	27.5	195	15.8	20,821	15.6
	40 to 54	4,787	5.7	10,505	21.6	139	11.2	15,431	11.5
	55 and over	926	1.1	2,354	4.8	31	2.5	3,311	2.5
ATSI identification	No	82,435	99.2	46,829	99.3	1,155	97.3	130,419	99.2
	Yes, Aboriginal	452	0.5	213	0.5	25	2.1	690	0.5
	Yes, Torres Strait Islander	73	0.1	19	0.0	4	0.3	96	0.1
	Yes, Aboriginal and Torres Strait Islander	157	0.2	108	0.2	3	0.3	268	0.2
Australian citizen or permanent resident	Australia	69,985	83.4	35,781	73.4	915	73.9	106,681	79.7
	International	13,887	16.6	12,967	26.6	323	26.1	27,177	20.3
Main language spoken at home	English	61,013	74.6	32,377	68.1	785	73.0	94,175	72.3
	Other	20,721	25.4	15,152	31.9	291	27.0	36,164	27.7
Disability identification	Yes	2,674	3.2	1,272	2.6	46	3.7	3,992	3.0
	No	80,673	96.8	47,149	97.4	1,186	96.3	129,008	97.0
Paid work during your final year	Yes	60,171	72.1	34,980	72.1	715	57.8	95,866	72.0
	No	23,265	27.9	13,524	27.9	522	42.2	37,311	28.0
Paid work status	In full-time work, or had accepted an offer of full-time work (35 hpw or more)	31,811	38.4	25,877	53.8	530	42.9	58,218	44.0
	In part-time work, or had accepted an offer of part-time work (fewer than 35 hpw)	29,797	36.0	11,652	24.2	293	23.7	41,742	31.6
	Not working	21,247	25.6	10,600	22.0	413	33.4	32,260	24.4

3.0

NATIONAL COURSE EXPERIENCE RESULTS

“There is considerable
variation in scale means.”

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

There is considerable variation in scale means. These range from highs of 50.5, 50.3 and 50.0 for the IMS, GQS and OSI, respectively, to lows of 3.7 and 9.3 for the AWS and AAS. Because the CEQ scales represent different aspects of the course experience, it is inadvisable to make comparisons across the scales. It is interesting, however, to note the aspects with which graduates expressed less agreement than others. It is also of value to note the standard deviation figure, as this illustrates the spread of scale scores from the mean. A smaller standard deviation indicates that scores are grouped tightly around the mean, while a larger standard deviation indicates that there is a wide dispersion of scores. The relatively large standard deviations associated with 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.

Descriptive statistics and response category percentages for the 49 items underpinning the 11 CEQ scales are presented for bachelor graduates in Table 4. This table presents, for each item, the number of responses (n), the mean, median and standard deviation, mean percentage agreement (PA) and mean percentage broad agreement (BA), the distribution of responses across the five-point response format ((strongly disagree (SD), disagree (D), neither agree nor disagree (N), agree (A) and strongly agree (SA)), and the relative 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 individual-level non-response to items administered on the CEQ. The response category percentages do not include missing data. Some figures may not sum precisely to 100 due to rounding errors. The seven items flagged with an ‘R’ at the end of their labels are negatively worded. These items were reverse coded prior to analysis to ensure that all items in a scale measure the underlying phenomenon in a uniform direction.

Item mean percentage agreement figures for bachelor graduates are presented in Figure 1 to visually illustrate the variation in the items comprising each scale and the mean agreement to the discrete phenomenon tapped by each scale. The items have been sorted within their respective scales by mean percentage agreement. It is encouraging that the highest item mean percentage agreement figures are for GQS40 ('I consider what I

learned valuable for my future'), IMS13 ('Overall, my university experience was worthwhile'), GQS11 ('The course provided me with a broad overview of my field of knowledge'), and IMS02 ('I found my studies intellectually stimulating'). The same four items were also ranked highly in 2013. The lowest item mean percentage agreement figures 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 ranked lowest in 2013. Given the reverse coding of these items, this could suggest that graduates tend to feel pressured by heavy workloads in ways that may inhibit learning.

Table 3: 2014 CEQ descriptive statistics

	Scale	n	X	M	s	PA	BA		Scale	n	X	M	s	PA	BA
Postgraduate coursework	GTS	52,414	38.7	41.7	38.1	70.1	90.2	Other qualification	GTS	1,284	31.3	41.7	38.3	64.0	88.1
	GSS	52,359	44.7	50.0	35.2	75.2	92.4		GSS	1,281	40.4	50.0	33.7	72.4	92.7
	OSI	52,265	50.5	50.0	43.9	83.5	93.1		OSI	1,278	41.5	50.0	44.7	75.2	91.5
	CGS	7,576	27.9	25.0	35.9	63.0	82.8		CGS	54	42.4	50.0	33.9	73.0	92.4
	AWS	1,813	8.5	12.5	34.0	44.0	71.0		AWS	20	14.6	8.3	39.4	47.9	77.5
	AAS	3,455	22.3	33.3	46.1	53.7	78.8		AAS	57	17.8	16.7	39.2	49.7	80.1
	IMS	4,602	51.9	50.0	37.3	82.1	93.9		IMS	333	43.7	50.0	37.3	74.7	93.1
	SSS	11,333	41.3	40.0	31.7	70.0	93.4		SSS	432	32.0	40.0	32.4	63.4	91.9
	GQS	30,029	52.2	50.0	33.2	82.0	94.8		GQS	716	46.5	50.0	31.3	77.8	94.4
	LRS	4,837	43.0	50.0	34.4	75.9	92.5		LRS	394	31.0	40.0	35.6	64.3	90.0
	LCS	7,583	32.0	40.0	38.6	63.1	87.9		LCS	365	33.0	40.0	35.7	63.7	89.4
Bachelor degree	GTS	102,246	35.6	41.7	36.8	67.3	89.5	Coursework graduates	GTS	155,944	36.6	41.7	37.3	68.2	89.7
	GSS	102,147	48.1	50.0	32.2	78.9	93.8		GSS	155,787	46.8	50.0	33.3	77.6	93.4
	OSI	101,930	49.8	50.0	41.9	82.8	93.8		OSI	155,473	50.0	50.0	42.6	83.0	93.5
	CGS	19,081	27.0	25.0	33.8	61.4	82.8		CGS	26,711	27.3	25.0	34.4	61.9	82.8
	AWS	4,071	1.5	0.0	31.6	36.8	66.7		AWS	5,904	3.7	0.0	32.5	39.0	68.1
	AAS	9,522	4.6	0.0	45.5	38.4	68.1		AAS	13,034	9.3	16.7	46.3	42.5	71.0
	IMS	8,359	50.0	50.0	38.7	79.7	92.4		IMS	13,294	50.5	50.0	38.2	80.4	92.9
	SSS	23,452	43.0	50.0	32.4	73.0	92.9		SSS	35,217	42.3	50.0	32.2	71.9	93.0
	GQS	59,538	49.4	50.0	32.4	80.1	94.2		GQS	90,283	50.3	50.0	32.7	80.7	94.4
	LRS	6,810	41.4	50.0	33.7	74.1	92.0		LRS	12,041	41.7	50.0	34.1	74.5	92.1
	LCS	16,234	33.9	40.0	37.0	65.4	88.5		LCS	24,182	33.3	40.0	37.5	64.7	88.3

Table 4: CEQ item descriptive statistics and response percentages (bachelor graduates)

Table 1: Descriptive statistics and response percentages (teachers' graduates)														Missing Data	
		Descriptive statistics				Response category percentages									
Label	Item	n	Mean	Median	Std Dev.	PA	BA	SD	D	N	A	SA	P	UP	
GTS01	The staff put a lot of time into commenting on my work.	102,094	35.7	50.0	45.4	69.9	88.6	2.2	9.2	18.7	54.6	15.2		0.0	
GTS03	The teaching staff normally gave me helpful feedback on how I was going.	102,073	39.3	50.0	44.5	73.3	90.0	1.9	8.1	16.7	56.0	17.3		0.0	
GTS10	The teaching staff of this course motivated me to do my best work.	102,040	37.0	50.0	45.8	67.5	90.3	2.1	7.6	22.8	49.1	18.4		0.0	
GTS15	My lecturers were extremely good at explaining things.	102,038	36.1	50.0	44.4	66.9	91.1	2.1	6.9	24.2	50.5	16.3		0.0	
GTS16	The teaching staff worked hard to make their subjects interesting.	102,030	38.0	50.0	44.5	68.8	91.3	2.0	6.7	22.5	51.0	17.8		0.0	
GTS27	The staff made a real effort to understand difficulties I might be having with my work.	101,921	27.3	50.0	48.7	57.8	85.7	3.2	11.1	27.9	43.6	14.3		0.0	
GSS06	The course helped me develop my ability to work as a team member.	101,887	40.3	50.0	46.4	72.0	90.0	2.2	7.8	18.0	51.1	20.9		0.0	
GSS14	The course sharpened my analytic skills.	101,904	53.2	50.0	40.5	83.1	95.4	1.2	3.3	12.4	53.8	29.2		0.0	
GSS23	The course developed my problem-solving skills.	101,912	49.7	50.0	40.2	80.9	95.1	1.2	3.7	14.2	56.3	24.6		0.0	
GSS32	The course improved my skills in written communication.	101,934	52.3	50.0	43.5	81.6	93.8	1.6	4.6	12.2	50.9	30.7		0.0	
GSS42	As a result of my course, I feel confident about tackling unfamiliar problems.	101,906	43.9	50.0	41.6	75.0	94.0	1.5	4.6	18.9	54.7	20.3		0.0	
GSS43	My course helped me to develop the ability to plan my own work.	101,906	49.0	50.0	40.2	80.8	94.9	1.3	3.8	14.0	57.2	23.6		0.0	
OSI49	Overall, I was satisfied with the quality of this course.	101,930	49.8	50.0	41.9	82.8	93.8	1.9	4.2	11.0	58.0	24.8		0.0	
CGS08	It was always easy to know the standard of work expected.	18,997	32.5	50.0	47.6	65.8	86.8	2.8	10.4	21.0	50.6	15.2	81.3	0.2	
CGS28	I usually had a clear idea of where I was going and what was expected of me in this course.	19,025	39.4	50.0	43.7	73.5	91.4	2.4	6.2	17.9	57.1	16.3	81.3	0.2	
CGS39	It was often hard to discover what was expected of me in this course. R	19,033	-0.6	0.0	54.5	37.3	62.7	7.9	29.4	25.4	30.5	6.8	81.3	0.2	
CGS46	The staff made it clear right from the start what they expected from students.	19,043	36.8	50.0	45.1	69.0	90.4	2.5	7.1	21.4	52.5	16.5	81.3	0.1	
AWS05	I was generally given enough time to understand the things I had to learn.	4,042	39.2	50.0	41.1	73.8	92.7	2.1	5.2	18.9	60.0	13.9	95.9	0.1	
AWS09	The sheer volume of work to be got through in this course meant it couldn't all be thoroughly comprehended. R	4,047	-12.9	0.0	50.5	24.3	54.6	8.8	36.6	30.3	20.2	4.1	95.9	0.1	
AWS19	The workload was too heavy. R	4,053	-4.3	0.0	48.5	28.1	66.4	7.0	26.6	38.3	24.2	3.9	95.9	0.1	
AWS29	There was a lot of pressure on me as a student in this course. R	4,052	-15.8	0.0	49.6	21.1	53.5	9.9	36.6	32.4	17.4	3.7	95.9	0.1	
AAS04	To do well in this course all you really needed was a good memory. R	9,493	2.4	0.0	60.0	40.4	61.9	9.7	28.4	21.5	28.1	12.3	90.6	0.1	
AAS26	The staff seemed more interested in testing what I had memorised than what I had understood. R	9,494	3.2	0.0	54.2	37.7	66.8	6.9	26.3	29.1	28.8	8.8	90.6	0.1	
AAS44	Too many staff asked me questions just about facts. R	9,480	8.2	0.0	48.9	37.1	75.9	4.5	19.6	38.8	29.2	7.9	90.6	0.1	
IMS02	I found my studies intellectually stimulating.	8,341	52.3	50.0	43.1	83.4	93.5	1.8	4.6	10.2	53.8	29.6	91.8	0.0	
IMS07	I found the course motivating.	8,347	40.1	50.0	47.6	71.9	89.6	2.7	7.7	17.7	50.4	21.4	91.8	0.0	
IMS13	Overall, my university experience was worthwhile.	8,351	57.5	50.0	44.7	84.7	94.2	2.2	3.6	9.5	46.3	38.4	91.8	0.0	
IMS35	The course has stimulated my interest in the field of study.	8,335	50.1	50.0	47.2	78.7	92.2	2.5	5.4	13.5	46.9	31.8	91.8	0.0	
SSS21	I was able to access information technology resources when I needed them.	23,398	52.1	50.0	41.5	83.0	94.7	1.6	3.8	11.7	54.8	28.2	76.9	0.2	
SSS24	Relevant learning resources were accessible when I needed them.	23,390	48.6	50.0	40.3	81.7	94.5	1.5	3.9	12.9	59.2	22.5	76.9	0.2	
SSS25	Health, welfare and counselling services met my requirements.	23,287	29.3	50.0	43.2	52.8	93.6	2.2	4.1	40.8	38.5	14.4	76.9	0.3	
SSS34	The library services were readily accessible.	23,414	53.3	50.0	42.0	82.9	94.8	1.6	3.6	11.9	52.5	30.4	76.9	0.2	
SSS37	I was satisfied with the course and careers advice provided.	23,387	31.8	50.0	49.4	64.7	87.0	4.1	9.0	22.2	48.7	16.0	76.9	0.2	
GQS11	The course provided me with a broad overview of my field of knowledge.	59,413	51.6	50.0	40.8	83.7	94.6	1.5	3.9	10.8	57.2	26.5	41.8	0.2	
GQS17	The course developed my confidence to investigate new ideas.	59,426	45.5	50.0	42.2	76.3	93.8	1.4	4.8	17.5	53.8	22.5	41.8	0.2	
GQS30	University stimulated my enthusiasm for further learning.	59,455	41.0	50.0	48.2	71.5	89.9	2.8	7.3	18.3	48.2	23.4	41.8	0.2	
GQS36	I learned to apply principles from this course to new situations.	59,427	49.9	50.0	39.3	81.8	95.4	1.2	3.5	13.6	58.0	23.7	41.8	0.2	
GQS40	I consider what I learned valuable for my future.	59,415	57.3	50.0	41.2	85.5	95.6	1.4	3.0	10.1	50.5	35.0	41.8	0.2	
GQS48	My university experience encouraged me to value perspectives other than my own.	59,425	51.1	50.0	39.8	81.7	95.8	1.3	3.0	14.1	55.6	26.0	41.8	0.2	
LRS12	The library resources were appropriate for my needs.	6,803	39.2	50.0	47.1	69.6	90.2	2.5	7.3	20.6	48.4	21.1	93.3	0.0	
LRS33	The study materials were clear and concise.	6,785	38.9	50.0	44.2	72.3	90.8	2.1	7.1	18.5	55.3	17.0	93.3	0.0	
LRS38	It was made clear what resources were available to help me learn.	6,801	43.1	50.0	41.9	76.4	93.1	1.9	5.0	16.6	57.9	18.5	93.3	0.0	
LRS41	Course materials were relevant and up to date.	6,799	43.2	50.0	43.7	76.2	92.2	2.2	5.6	16.1	55.9	20.3	93.3	0.0	
LRS47	Where it was used, the information technology in teaching and learning was effective.	6,795	42.8	50.0	41.3	75.9	93.8	1.9	4.3	17.9	58.0	17.8	93.3	0.0	
LCS18	I felt part of a group of students and staff committed to learning.	16,222	37.5	50.0	47.3	69.5	89.2	2.8	8.0	19.7	50.5	19.0	84.1	0.0	
LCS20	Students' ideas and suggestions were used during the course.	16,207	28.0	50.0	47.0	59.1	87.1	3.0	9.9	28.0	46.2	12.9	84.1	0.1	
LCS22	I learned to explore ideas confidently with other people.	16,212	41.8	50.0	41.8	74.3	93.0	1.6	5.4	18.7	56.3	18.0	84.1	0.1	
LCS31	I felt I belonged to the university community.	16,216	27.0	50.0	52.9	58.7	82.9	4.7	12.4	24.2	41.7	17.1	84.1	0.1	
LCS45	I was able to explore academic interests with staff and students.	16,201	35.0	50.0	45.4	65.7	90.1	2.2	7.7	24.4	49.2	16.4	84.1	0.1	

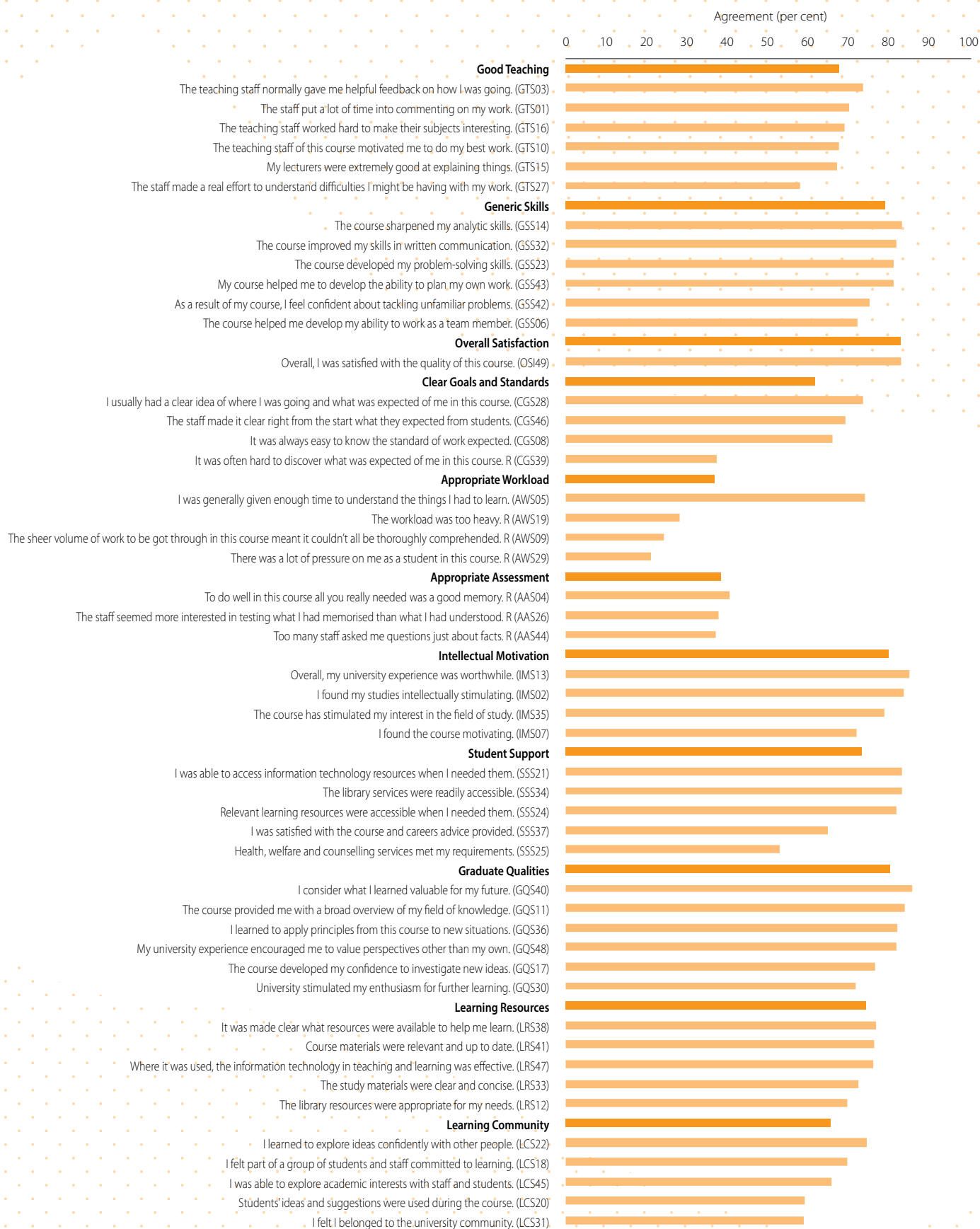


Figure 1: CEQ item mean percentage agreement (bachelor graduates)

4.0

THE INFLUENCE OF
COURSE CHARACTERISTICS

“The fields of history, medical science, general medicine, human movement and literature all had relatively high scores across many scales.”

This section presents CEQ scale descriptive statistics stratified on the basis of 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 noted earlier, it is not advisable to make direct comparisons across the scales, as each represents a different facet of the course experience. The point of reference for each mean percentage agreement figure is either the corresponding figure for another contextual group or for the whole sample.

Mean percentage agreement figures across the ten main BFOE are presented in Table 5, stratified by qualification group. The broad fields of food, hospitality and personal services, and mixed field programmes have been omitted due to small response numbers. Since aggregations at the BFOE level hide much of the detail that is of interest to individual schools, faculties and academic departments, mean percentage agreement figures for the three core CEQ scales (GTS, GSS and OSI) are given for each narrow field of education in Figures A to J.

In order to examine in greater detail the mean percentage agreement scores for graduates of different disciplines, figures for the 30 largest DFOE are given in Table 6 for bachelor degree respondents. The table is sorted in descending order of response numbers. The 30 DFOE listed in Table 6 account for 55.4 per cent of all bachelor degree responses. The abbreviation ‘n.e.c.’ in the list of fields denotes one not elsewhere classified.

The fields of history, medical science, general medicine, human movement and literature all had relatively high scores across many scales. Indeed, history graduates had the highest score out of any of the large fields on the GTS, OSI, CGS and LRS. Results from previous surveys show this to be a fairly typical result for this field. Conversely, the fields of civil and mechanical engineering, and architecture tended to have some of the lowest CEQ scores. The widest range of scores across fields was observed for the AAS and AWS, and the narrowest for the GSS, GQS, OSI and SSS. For the AAS, international business graduates recorded the lowest mean score (21.2), whereas architecture graduates had the highest (75.8). Notably, several large fields in the broader management and commerce area had relatively low scores on this particular scale, such as accounting, banking and finance, business and management, and marketing. It is important to note that some scales have relatively small response numbers (see Table 3), and are therefore more susceptible to year-on-year variations, especially when the sample is subdivided. For example, while architecture had the highest score out of any large field on the AAS in 2014, it had the lowest in 2013. Such variation is almost certainly due to chance, and does not reflect a genuine improvement in educational practice.

As shown in Figure 2, international fee-paying graduates had lower scores than domestic graduates on a number of scales, with particularly large differences observed for the AAS and AWS. On the other hand, international fee-paying graduates had notably higher scores than domestic graduates on the SSS and LCS. A breakdown of these scores by qualification group is presented in Table D.

Table 5: 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	70.5	68.5	65.0	67.5	74.2	68.6	70.6	70.1	71.7	74.4
	GSS	74.4	75.6	76.8	75.0	75.3	75.6	71.0	78.2	74.5	72.8
	OSI	82.6	80.8	81.8	77.2	86.5	83.0	81.9	85.3	84.9	80.5
	CGS	66.8	60.0	61.7	53.4	70.2	60.6	63.0	62.3	68.1	60.9
	AWS	51.6	32.3	55.0			42.0	46.8	36.9	48.6	27.9
	AAS	56.5	19.2	39.7	65.6	65.2	55.4	60.5	40.5	66.9	43.0
	IMS	87.1	74.3	76.7	82.5	89.6	84.6	79.0	79.0	84.6	83.1
	SSS	68.7	71.3	72.3	66.8	72.6	71.1	67.8	70.9	70.4	65.9
	GQS	81.2	78.0	79.2	78.2	82.2	82.5	82.0	82.8	82.8	81.4
	LRS	73.1	70.8	56.8	67.6	76.1	77.2	73.1	75.7	81.0	68.3
	LCS	66.1	64.7	64.7	59.9	59.9	64.8	57.3	66.3	61.9	63.2
Bachelor degree	GTS	71.0	64.2	56.0	63.0	73.0	66.9	66.8	64.9	70.9	72.6
	GSS	80.8	77.0	80.3	74.9	82.7	80.8	77.4	78.3	78.9	76.0
	OSI	86.5	79.6	78.3	74.3	85.4	82.1	81.5	82.8	85.5	80.6
	CGS	65.8	59.0	52.9	47.1	63.6	58.1	60.2	60.9	67.0	60.4
	AWS	50.0	29.3	37.5		31.9	32.1	35.7	35.8	44.5	41.7
	AAS	41.2	29.7	36.1	64.0	49.4	33.2	37.1	27.3	52.3	52.9
	IMS	84.5	76.6	77.7	74.3	85.1	80.5	81.4	73.1	84.8	76.3
	SSS	74.8	71.6	72.5	68.7	74.4	74.3	69.8	73.8	72.8	70.7
	GQS	81.8	74.6	75.8	74.4	85.2	82.5	81.0	77.6	83.2	79.3
	LRS	77.3	64.4	68.2	65.3	76.2	72.4	71.2	73.2	79.5	68.4
	LCS	68.8	60.8	63.6	63.0	74.3	70.5	69.2	62.1	63.6	66.7
Coursework graduates	GTS	70.9	65.9	58.2	64.4	73.2	67.5	68.9	66.9	71.0	73.0
	GSS	79.9	76.3	79.1	75.0	79.9	79.0	73.7	78.3	77.4	75.5
	OSI	86.0	80.0	78.9	75.3	85.7	82.4	81.7	83.8	85.1	80.7
	CGS	65.9	59.3	55.4	48.9	64.5	58.9	61.4	61.3	67.3	60.5
	AWS	50.5	30.8	49.2		34.2	33.1	40.2	36.2	46.0	39.5
	AAS	43.4	25.9	36.8	64.6	51.4	36.6	48.1	30.7	56.2	51.3
	IMS	84.9	75.3	76.0	77.1	87.4	81.8	79.8	75.1	84.7	78.9
	SSS	73.9	71.5	72.5	67.9	73.9	73.3	68.7	72.7	71.8	69.9
	GQS	81.7	75.9	76.4	75.6	84.1	82.5	81.6	79.5	83.1	79.7
	LRS	76.1	67.6	66.3	66.3	75.4	74.1	72.1	74.5	78.5	68.4
	LCS	68.4	62.1	63.4	62.0	69.4	68.2	62.4	63.7	63.1	66.5

Table 6: 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	6,918	63.8	77.3	83.1	60.9	33.6	25.1	73.9	73.9	76.7	71.3	61.5
Banking and Finance	4,441	60.0	74.8	79.1	58.3	43.8	26.0	72.7	76.3	75.4	58.3	56.9
Psychology	4,283	67.0	80.2	84.0	59.7	35.9	41.8	82.6	74.4	83.6	76.4	59.4
General Nursing	3,924	66.4	81.6	81.1	57.1	28.9	25.1	85.3	77.2	83.2	79.4	74.8
Business and Management	3,000	65.2	79.3	82.1	59.5	35.1	30.2	69.2	69.3	77.9	73.7	63.6
Marketing	2,901	65.4	80.0	83.7	60.0	37.3	24.9	74.0	74.6	79.2	70.2	62.7
Teacher Education: Primary	2,508	66.0	77.5	82.2	58.1	34.3	36.5	87.7	71.0	81.1	70.5	69.5
Law	2,425	60.7	82.5	84.0	63.8		53.9	83.4	73.6	81.5	81.6	58.6
History	1,887	78.0	78.2	88.7	68.4	40.0	51.5	86.8	74.0	85.7	87.6	61.3
Political Science	1,679	71.0	76.5	84.8	68.0	41.7	57.4	82.7	71.8	84.3	75.1	60.3
Medical Science	1,657	69.2	81.8	85.8	65.6	46.4	41.3	78.5	76.5	81.1	83.8	68.6
Nursing	1,618	61.9	79.4	77.0	51.8	29.1	35.2	80.8	72.9	78.4	74.8	54.4
Human Resource Management	1,488	66.3	81.4	86.1	64.3	37.2	29.8	79.4	72.0	80.5	75.7	57.0
Economics	1,477	62.1	75.4	81.4	67.0	36.6	39.4	78.1	75.0	78.4	77.1	60.6
Civil Engineering	1,311	50.8	81.5	78.3	53.9	20.8	27.9	77.3	67.1	74.7	60.0	59.3
Teacher Education: Early Childhood	1,234	67.7	78.9	82.4	56.9	33.5	36.3	88.2	66.3	84.9	77.1	72.8
General Medicine	1,196	58.4	79.8	82.3	51.7		46.5	100.0	74.8	86.8	72.6	75.7
Human Movement	1,186	70.7	80.7	84.4	65.5	39.8	34.5	86.4	76.2	83.5	65.6	77.1
Communication and Media Studies	1,144	71.1	78.5	83.8	64.9	50.0	49.4	79.5	73.6	79.4	62.6	70.8
International Business	1,136	65.3	78.8	82.1	64.0	62.5	21.2	70.1	74.2	77.3	82.6	63.2
Graphic and Design Studies	1,127	70.4	74.1	78.0	58.8	39.6	40.2	75.8	70.9	77.9	59.4	68.2
Mechanical Engineering	1,069	49.3	82.9	75.3	52.6	25.0	34.9	76.2	74.8	77.0	64.0	63.3
Teacher Education: Secondary	966	65.4	76.2	78.0	52.5	29.5	30.0	78.6	70.8	79.0	63.4	69.1
Music	918	71.9	71.5	77.2	62.5	45.0	66.1	65.0	63.1	78.2	66.0	60.7
Communication and Media Studies, n.e.c.	909	71.8	76.7	81.9	56.8	35.7	60.0	67.0	71.4	77.4	63.2	70.7
Architecture	899	63.2	74.1	73.5	40.6		75.8	72.5	66.3	75.3	56.4	59.8
Business and Management, n.e.c.	871	67.5	80.1	84.1	63.4	45.0	30.3	80.0	73.1	77.9	75.1	65.7
Literature	864	77.6	79.0	87.9	66.3	39.5	45.9	89.3	72.8	84.7	87.5	70.5
Journalism	864	71.6	78.2	81.9	63.6			83.5	71.1	80.4	75.5	66.8
Human Biology	856	67.1	76.8	86.6	67.0	12.5	28.8	91.9	78.6	81.8	75.0	65.8

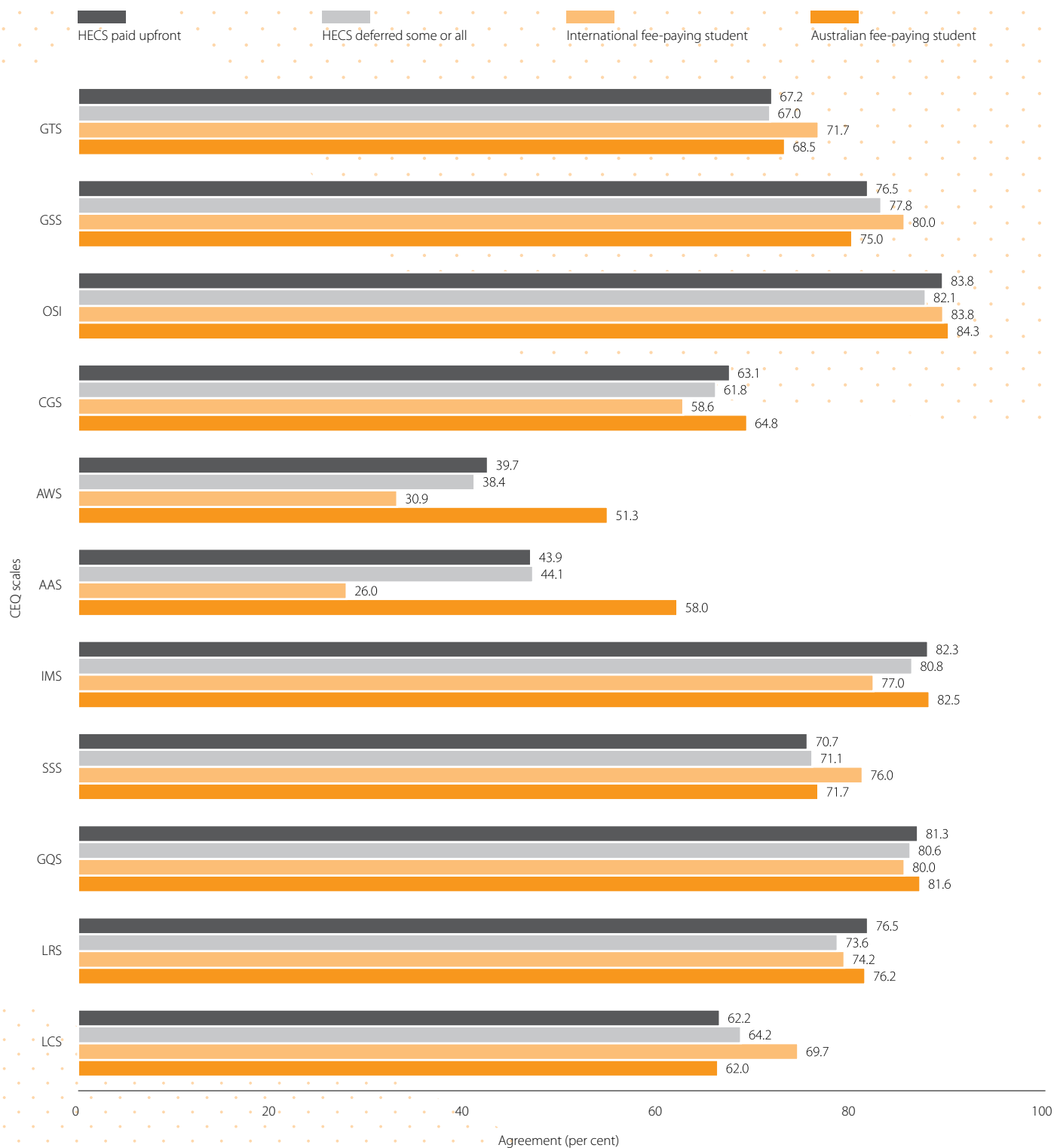


Figure 2: CEQ mean percentage agreement by means of financing study (coursework graduates)

From Figure 3, it can be seen that coursework graduates who studied mainly part time had higher mean percentage agreement scores than full-time attendees on seven scales, with particularly large differences observed for the AAS and AWS. Graduates who studied mainly full time had notably higher scores on the LCS, SSS and GSS. A breakdown of these scores by qualification group is given in Table E.

Coursework graduates who studied externally by distance education had notably higher scores on the AWS and AAS than graduates who studied on campus (Table 7). A broadly similar pattern was observed when comparing on-campus and mixed-mode graduates, but the differences tended to be much smaller in magnitude relative to external graduates, particularly in relation to the AWS. Unsurprisingly, the scores for

external graduates were lowest for the LCS, which represents the social experience of learning at university. External graduates also had relatively low scores on the SSS, which considers access to key university facilities and services. In all, external graduates had lower scores than internal graduates on six scales.

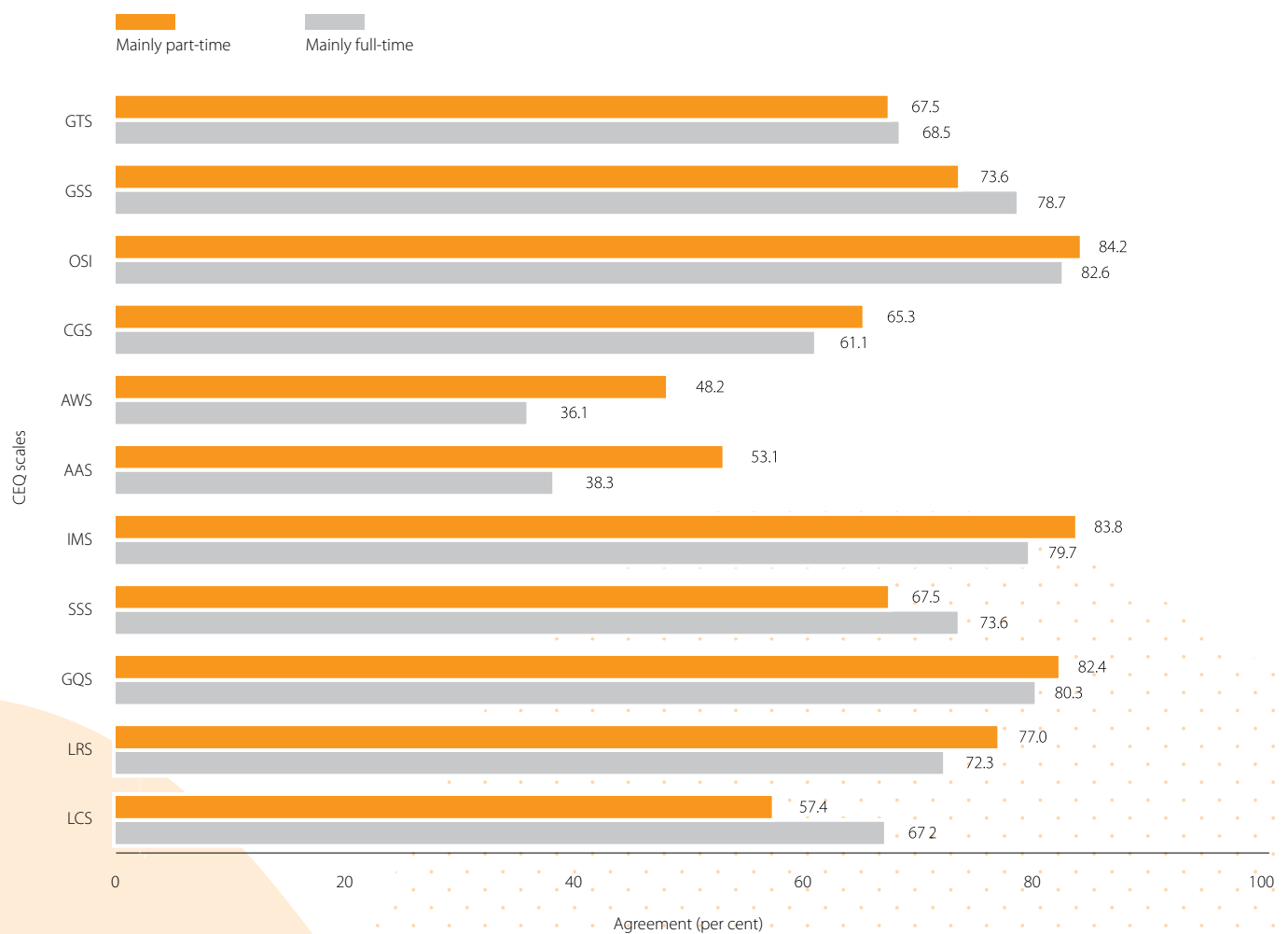


Figure 3: CEQ mean percentage agreement by attendance type (coursework graduates)

Table 7: CEQ mean percentage agreement scores by mode of study

		Internal (on-campus)	External (distance)	Mixed mode (internal and external)
Postgraduate coursework	GTS	72.0	64.7	71.6
	GSS	77.2	70.3	75.1
	OSI	83.4	83.2	84.5
	CGS	63.0	61.7	65.0
	AWS	42.7	55.0	49.3
	AAS	52.5	57.8	60.8
	IMS	81.8	83.1	82.6
	SSS	73.4	65.6	71.0
	GQS	82.2	80.8	83.0
	LRS	74.7	76.4	74.1
	LCS	68.7	51.7	63.6
Bachelor degree	GTS	67.8	63.3	66.1
	GSS	79.2	74.9	78.6
	OSI	82.9	82.7	81.5
	CGS	61.7	59.1	59.1
	AWS	36.7	46.5	35.1
	AAS	37.8	48.4	42.0
	IMS	79.8	83.6	77.5
	SSS	73.6	65.4	74.6
	GQS	80.0	82.0	80.2
	LRS	72.1	77.3	72.9
	LCS	66.9	52.1	62.6
Coursework graduates	GTS	68.9	64.1	68.3
	GSS	78.6	71.7	77.1
	OSI	83.0	82.8	82.7
	CGS	62.0	60.9	61.6
	AWS	38.4	51.1	41.6
	AAS	41.3	53.3	49.0
	IMS	80.2	83.0	79.9
	SSS	73.5	65.3	73.5
	GQS	80.6	81.2	81.3
	LRS	72.4	76.4	73.1
	LCS	67.3	51.8	63.2

5.0

THE INFLUENCE
OF RESPONDENT
CHARACTERISTICS

“... older graduates
[provide] higher scores
than younger graduates
on most CEQ scales.”

This section presents CEQ scale descriptive statistics for different respondent groups, including ones based on age, sex, whether the graduate identified as being of Aboriginal or Torres Strait Islander background, permanent residency status, whether the graduate identified as having a disability, final year work status, and labour market involvement at the time of the survey.

Consistent with earlier surveys, Table 8 reveals a broadly positive relationship between age and mean percentage agreement scores, with older graduates providing higher scores than younger graduates on most CEQ scales. This was most evident in relation to the AAS and, to a lesser extent, the AWS and IMS. A broadly opposite association was observed in relation to the GSS, SSS

Table 8: 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	72.0	70.3	68.8	69.6	71.4
	GSS	78.9	76.6	74.5	72.7	70.0
	OSI	82.9	82.6	83.6	84.8	84.3
	CGS	60.2	59.7	64.2	66.1	68.9
	AWS	38.5	39.4	43.7	50.6	53.8
	AAS	45.1	44.7	53.2	67.0	73.9
	IMS	80.8	78.7	83.2	86.7	89.1
	SSS	71.9	73.0	70.6	66.7	65.1
	GQS	81.1	80.9	82.5	83.8	82.6
	LRS	74.5	72.3	76.0	77.8	77.4
	LCS	69.8	66.0	61.7	59.4	55.9
Bachelor degree	GTS	66.8	67.5	69.3	69.8	74.3
	GSS	79.2	78.5	78.6	77.6	77.3
	OSI	82.9	81.8	83.2	84.0	87.1
	CGS	60.6	60.5	64.9	66.1	69.0
	AWS	35.7	35.4	38.9	42.9	59.5
	AAS	36.6	36.4	43.3	52.2	63.0
	IMS	78.5	79.7	84.7	88.5	90.0
	SSS	74.0	72.9	70.7	69.4	69.3
	GQS	79.5	79.9	82.9	84.6	85.7
	LRS	72.0	71.6	76.2	77.2	79.6
	LCS	66.5	65.0	61.8	59.9	67.3
Coursework graduates	GTS	67.3	68.8	68.9	69.6	72.3
	GSS	79.1	77.5	75.9	74.3	72.2
	OSI	82.8	82.1	83.3	84.5	85.3
	CGS	60.6	60.3	64.5	66.1	69.1
	AWS	36.0	37.0	41.5	47.7	55.3
	AAS	37.3	39.5	48.7	60.7	69.0
	IMS	78.6	79.2	83.6	87.3	89.1
	SSS	73.7	72.8	70.5	67.6	66.4
	GQS	79.6	80.4	82.6	84.1	83.4
	LRS	72.1	71.3	75.7	77.4	78.1
	LCS	66.7	65.5	61.7	59.5	59.7

and LCS, with younger graduates tending to provide higher scores than older graduates. A broadly similar pattern is observed across qualification groups.

As shown in Figure 4, there are only minor differences between males and females in terms of mean percentage agreement across most CEQ scales. The largest difference of only 4.5 percentage points is observed

in relation to the AAS, with males giving a higher mean score than females. A breakdown of these scores by qualification group is given in Table F. The most salient points in this table are that female postgraduate coursework graduates give a much higher mean score on the AAS than males, with 8.5 percentage points separating the sexes. All other differences are relatively minor.

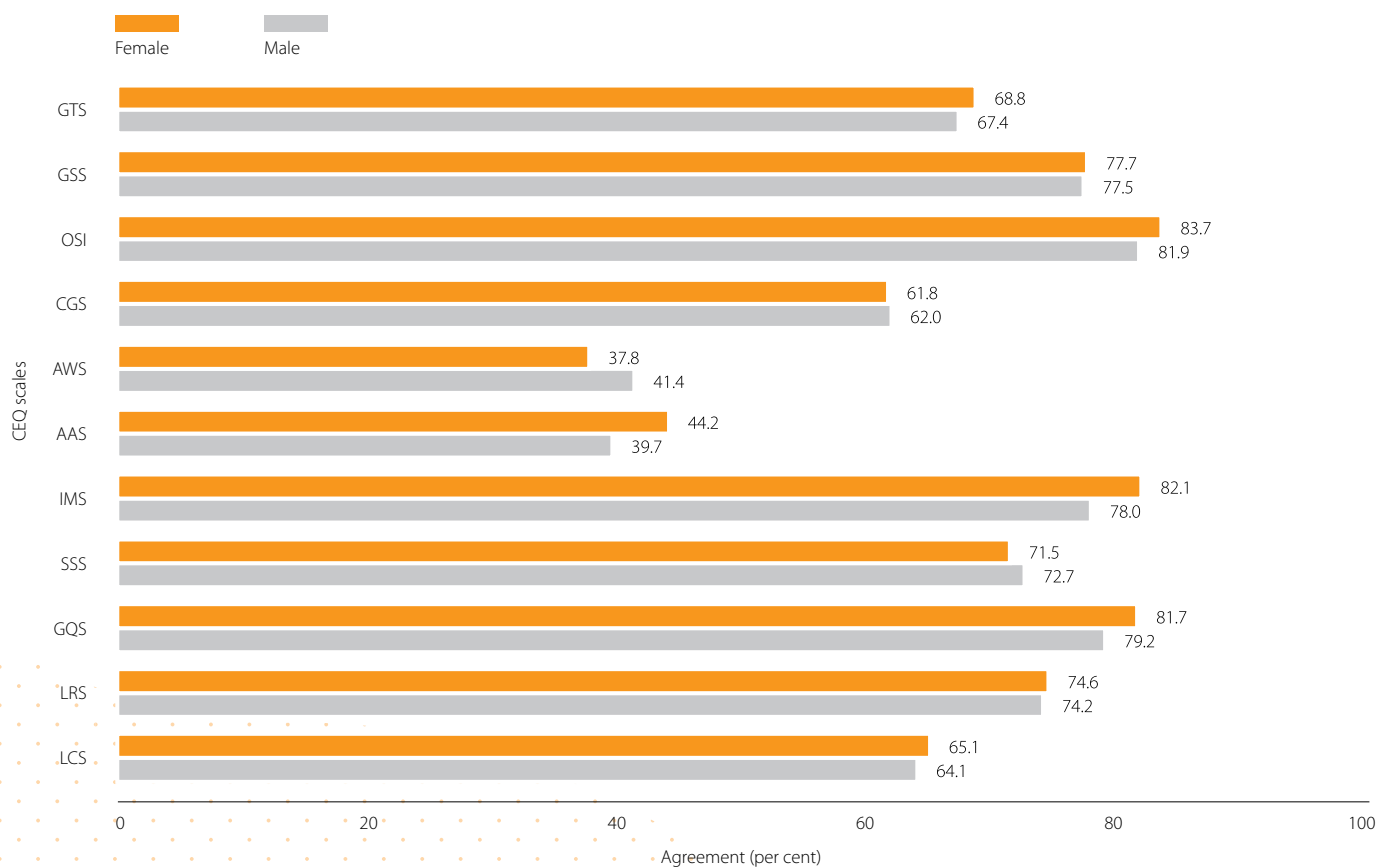


Figure 4: CEQ mean percentage agreement by sex (coursework graduates)

From Figure 5, it can be seen that respondents who identified as being of Aboriginal or Torres Strait Islander background gave notably higher mean percentage agreement scores than non-Indigenous graduates on the IMS. In terms of their overall satisfaction with their course experience, however, the mean percentage agreement scores for Indigenous and non-Indigenous graduates were similar, with less than a percentage point separating the groups. When interpreting these figures, it is important to bear in mind that the number of Indigenous graduates who provided a response to the CEQ is relatively small (see Table 2). As a result, the mean percentage agreement scores for this group can fluctuate considerably from year to year. A breakdown of these scores by qualification group is presented in Table G.

Graduates who were enrolled as Australian citizens or permanent residents gave much higher mean percentage agreement scores than those who were enrolled as overseas citizens in relation to the AAS and, to a lesser extent, the AWS (Figure 6). Conversely, overseas citizens tended to provide higher mean scores on the SSS and LCS. These scores are stratified by qualification group in Table H. Along with the findings already noted, this table shows that overseas postgraduate coursework graduates provided a notably higher mean percentage agreement score than their Australian counterparts in relation to the GSS. The previously noted differences between Australian and overseas graduates in relation to the AAS, AWS, SSS and LCS were also larger within the postgraduate coursework qualification group.

From Figure 7, it appears that disability has only a minor impact on graduates' course experience perceptions as measured by the CEQ. The largest difference was seen in relation to the LCS, with graduates who identified as having a disability giving a lower mean percentage agreement score than graduates who did not. Again, it is important to keep in mind that this difference may be due to the relatively small number of graduates in the sample who identify as disabled, and may not reflect a genuine difference between the two groups; especially since no similar result was observed in 2013. A breakdown of these scores by qualification group is presented in Table I.

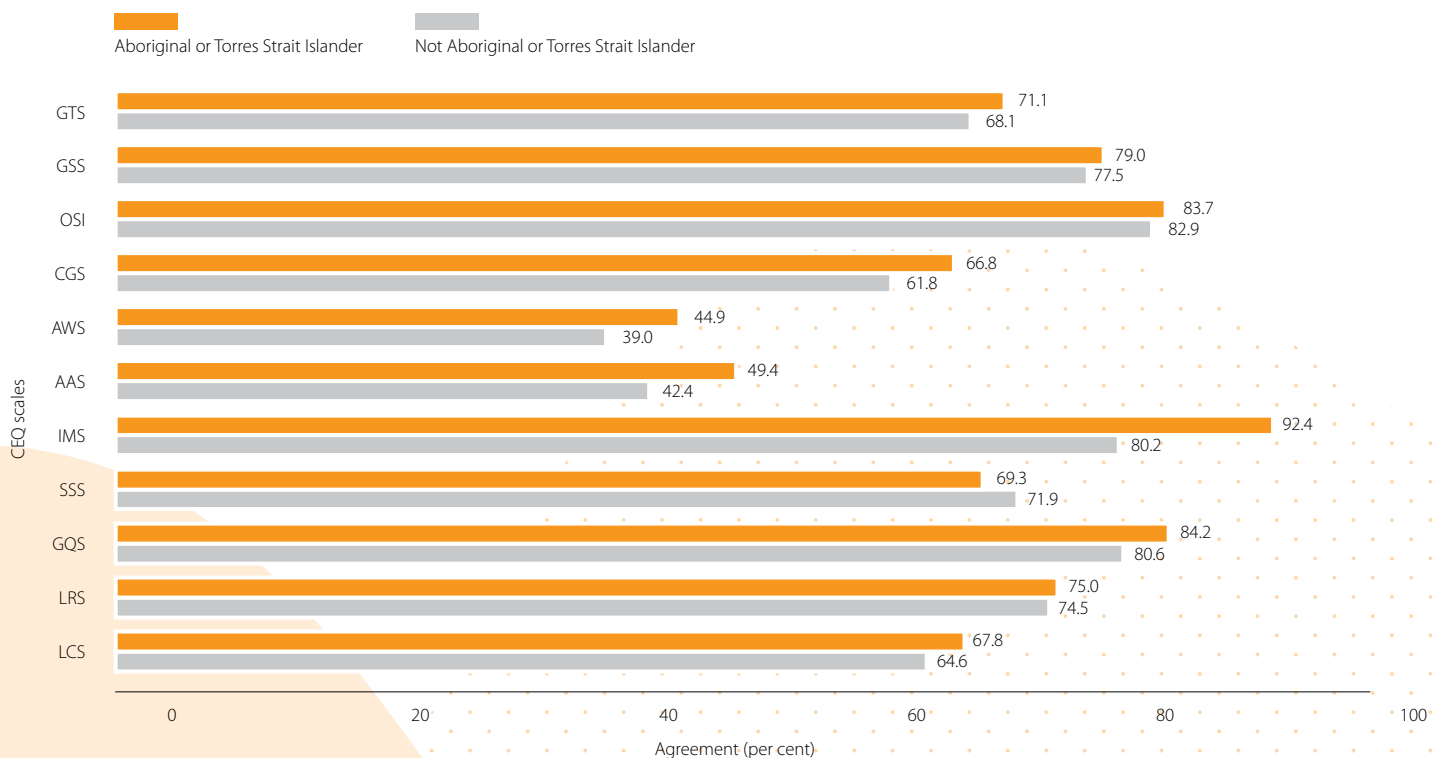


Figure 5: CEQ mean percentage agreement by Aboriginal or Torres Strait Islander identification (coursework graduates)

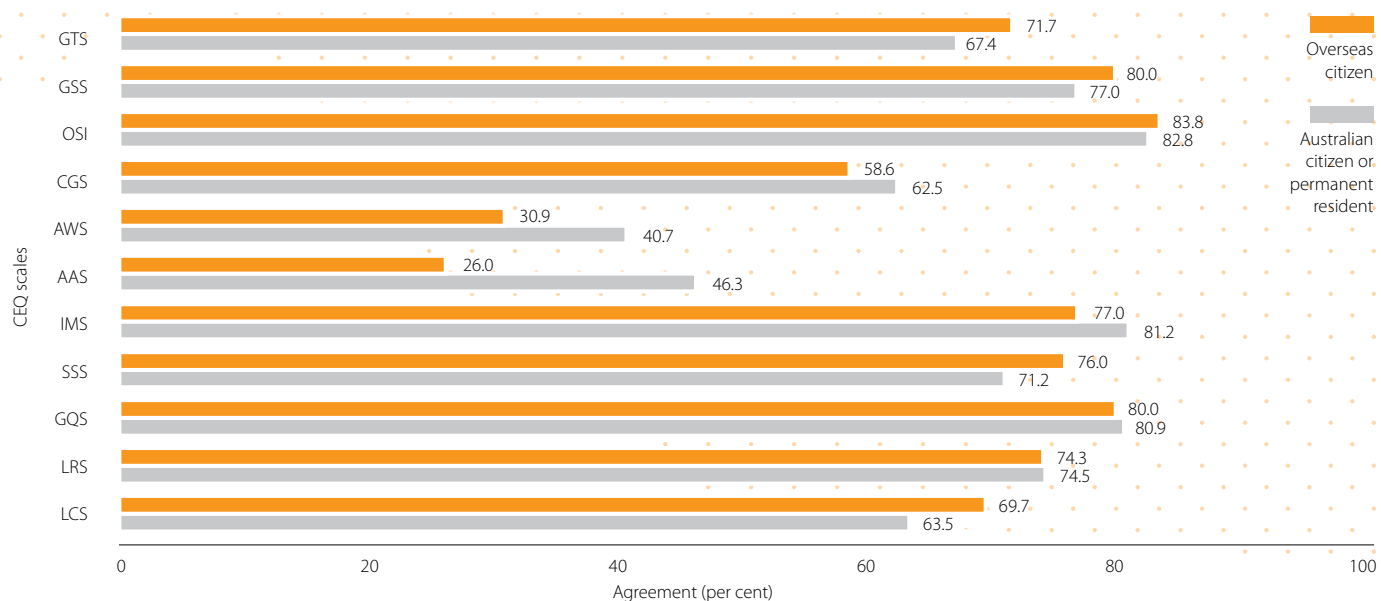


Figure 6: CEQ mean percentage agreement by permanent resident status (coursework graduates)

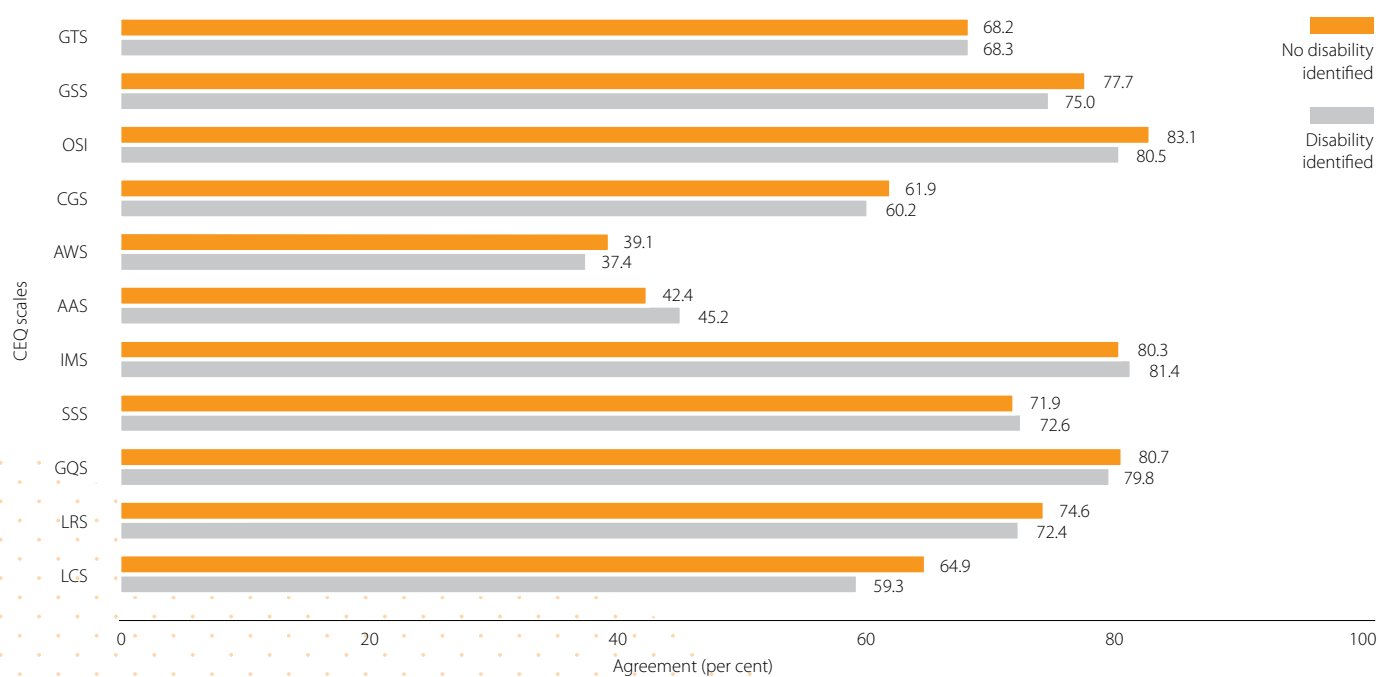


Figure 7: CEQ mean percentage agreement by disability identified (coursework graduates)

Graduates who reported being in paid work in their final year of study gave a notably higher mean percentage agreement score on the AAS than those who reported not being in work (Table 9). When comparing qualification groups, this difference was larger for coursework postgraduates. Moreover, coursework postgraduates who reported no final year work tended to provide higher mean scores on the SSS and LCS than those who were working. This may be due to students in paid work having less available time to spend on campus than those not in work. Coursework postgraduates who were in paid work at the time of the CEQ, especially full-time work,

tended to give markedly higher scores on the AAS than those who were not in paid work (Table 10). The same was observed for bachelor degree graduates, but to a far lesser extent. Moreover, coursework postgraduates in paid work tended to provide lower mean scores on the LCS than those who not. This is presumably related to the result observed in relation to final-year work, since many of the postgraduates in paid work at the time of the CEQ would have also been working in their final year of study. When interpreting the results presented in Table 10, it is important to note that graduates who were not working at the time of the CEQ may or may not have been seeking work, or may

have been engaged in other activities at the time of the survey, such as further study.

It is important to note that this discussion on the influence of course and respondent characteristics on CEQ scores does not account for any interdependence between characteristics. The differences in scores for male and female graduates, for example, are more likely the result of differences in their enrolment characteristics than any fundamental difference between the sexes. In other words, sex may reflect a difference in CEQ scores, but it is not necessarily the cause of such. This should be kept in mind when interpreting the preceding statistics in this report.

Table 9: CEQ mean percentage agreement scores by final year work status

		Paid work in final year	No paid work in final year
Postgraduate coursework	GTS	69.2	72.3
	GSS	74.1	78.0
	OSI	83.7	83.1
	CGS	63.5	61.5
	AWS	46.0	39.1
	AAS	58.3	42.6
	IMS	82.6	80.8
	SSS	68.6	74.6
	GQS	82.3	81.4
	LRS	75.9	75.9
	LCS	61.2	68.3
Bachelor degree	GTS	66.5	69.6
	GSS	78.7	79.5
	OSI	82.5	83.5
	CGS	61.2	61.8
	AWS	37.0	36.3
	AAS	39.8	34.4
	IMS	79.8	79.2
	SSS	72.5	74.5
	GQS	80.1	80.0
	LRS	74.1	74.2
	LCS	64.8	67.1
Coursework graduates	GTS	67.4	70.5
	GSS	77.1	78.9
	OSI	82.8	83.3
	CGS	61.9	61.8
	AWS	39.6	37.4
	AAS	44.6	36.9
	IMS	80.7	79.4
	SSS	71.1	74.4
	GQS	80.8	80.4
	LRS	74.6	74.3
	LCS	63.6	67.4

Table 10: CEQ mean percentage agreement scores by labour market activity

		In full-time work	In part-time work	Not working
Postgraduate coursework	GTS	68.9	71.0	71.5
	GSS	74.2	75.5	77.0
	OSI	84.4	82.6	82.2
	CGS	64.2	63.1	59.9
	AWS	47.6	41.0	41.6
	AAS	59.1	54.0	41.8
	IMS	82.7	83.0	79.6
	SSS	68.7	70.2	72.6
	GQS	82.8	82.0	80.3
	LRS	76.3	75.5	75.0
	LCS	61.5	62.3	66.9
Bachelor degree	GTS	64.4	69.1	69.1
	GSS	78.5	79.7	78.4
	OSI	82.2	83.6	82.6
	CGS	60.2	62.4	61.5
	AWS	36.7	36.3	39.2
	AAS	39.9	38.5	36.7
	IMS	79.1	81.0	78.6
	SSS	72.1	73.6	73.5
	GQS	79.7	80.9	79.4
	LRS	74.0	74.3	73.7
	LCS	63.8	66.8	65.6
Coursework graduates	GTS	66.2	69.6	69.8
	GSS	76.6	78.6	78.0
	OSI	83.0	83.3	82.5
	CGS	61.6	62.6	61.2
	AWS	40.6	37.5	40.1
	AAS	46.4	41.8	38.1
	IMS	80.6	81.5	78.6
	SSS	70.6	72.7	73.2
	GQS	81.0	81.1	79.7
	LRS	74.5	74.6	74.0
	LCS	62.9	65.6	65.9

6.0

COURSE EXPERIENCE
RESULTS OVER TIME

This section presents CEQ scale and item descriptive statistics for the period 2010 to 2014. As shown in Figure 8, every CEQ scale other than the AWS, AAS and IMS trended upward over the five years under study. Comparing 2010 and 2014, the largest movements were observed in relation to the SSS and GTS, with increases of 5.2 and 5.0 percentage points, respectively. Percentage agreement scores on the LCS increased by 3.8 percentage points over the same period. These results are encouraging, and suggest that Australia's higher education institutions are continually and effectively improving most facets of

the student experience. A similar gradual inflation in CEQ scores was observed prior to the break in the CEQ time series in 2010. Given that the CEQ methodology has remained largely consistent over the past few years, it is unlikely that these results are due to methodological factors; however it is important to note that trends observed in relation to the eight optional scales may be influenced by institutions choosing to administer different sets of scales in different administration rounds. The most noteworthy downward trend was observed in relation to the AAS, which fell 7.9 percentage points between 2010 and 2014.

... every CEQ scale other than the AWS, AAS and IMS trended upward over the five years under study.

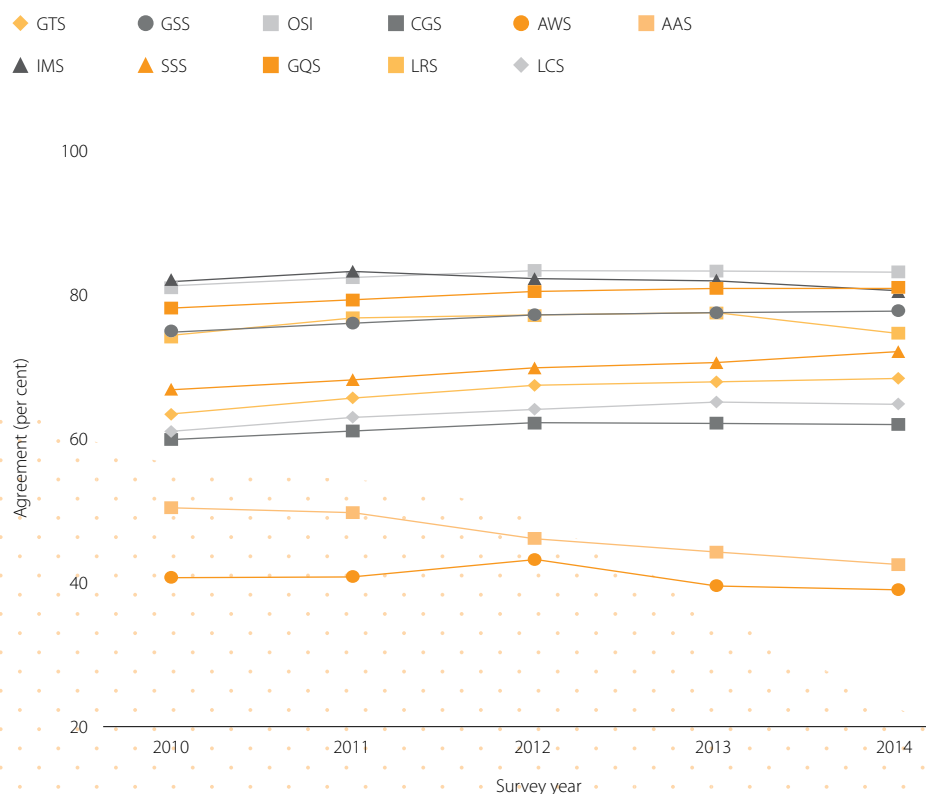


Figure 8: Trends in CEQ scale mean percentage agreement (coursework graduates)

Percentage agreement scores for the individual CEQ items are presented for the period 2010 to 2014 in Table 11. The item results generally reflect the scale scores presented in Figure 8, with notable increases observed in relation to the items underpinning the GTS, SSS and LCS in particular, and large decreases observed in relation to the items underpinning the AWS and AAS. The largest increase observed in relation to any item was for SSS25 ('Health, welfare and counselling services met my requirements'). Other results also suggest ongoing improvements in educational practice from the student point of view, such as large increases on SSS37 ('I was satisfied with the course and careers advice provided'), GTS10 ('The teaching staff of this course motivated me to do my best work') and LCS20 ('Students' ideas and suggestions were used during the course'), for example. Large decreases were observed in relation to all three AAS items, which suggests that graduates are increasingly critical of the assessments administered by their institutions; however, as noted in relation to Figure 8, this result may be influenced by the particular institutions choosing to administer the AAS, and the relatively small number of responses to the AAS from graduates. Movements in percentage agreement scores were generally larger in the early years of the new CEQ time series.

Table 11: Trends in CEQ item mean percentage agreement (bachelor graduates)

Label	Item	2010	2011	2012	2013	2014
GTS01	The staff put a lot of time into commenting on my work.	64.6	67.3	69.0	69.8	69.9
GTS03	The teaching staff normally gave me helpful feedback on how I was going.	68.6	71.1	72.6	73.0	73.3
GTS10	The teaching staff of this course motivated me to do my best work.	61.7	64.3	66.4	67.2	67.5
GTS15	My lecturers were extremely good at explaining things.	62.7	64.7	66.2	66.9	66.9
GTS16	The teaching staff worked hard to make their subjects interesting.	63.9	66.5	68.0	68.5	68.8
GTS27	The staff made a real effort to understand difficulties I might be having with my work.	52.8	55.2	56.3	57.4	57.8
GSS06	The course helped me develop my ability to work as a team member.	68.2	70.1	71.1	71.6	72.0
GSS14	The course sharpened my analytic skills.	81.1	81.7	83.0	83.2	83.1
GSS23	The course developed my problem-solving skills.	78.1	79.2	80.3	80.6	80.9
GSS32	The course improved my skills in written communication.	79.5	80.5	81.0	81.5	81.6
GSS42	As a result of my course, I feel confident about tackling unfamiliar problems.	71.8	73.4	74.6	75.0	75.0
GSS43	My course helped me to develop the ability to plan my own work.	78.1	79.6	80.5	80.7	80.8
OSI49	Overall, I was satisfied with the quality of this course.	81.2	82.3	83.3	83.1	82.8
CGS08	It was always easy to know the standard of work expected.	61.0	62.6	66.2	66.3	65.8
CGS28	I usually had a clear idea of where I was going and what was expected of me in this course.	70.2	71.6	73.6	73.6	73.5
CGS39	It was often hard to discover what was expected of me in this course. R	42.2	42.6	38.1	36.8	37.3
CGS46	The staff made it clear right from the start what they expected from students.	64.5	65.8	69.5	70.3	69.0
AWS05	I was generally given enough time to understand the things I had to learn.	72.4	74.7	74.6	73.9	73.8
AWS09	The sheer volume of work to be got through in this course meant it couldn't all be thoroughly comprehended. R	28.9	28.6	31.3	25.9	24.3
AWS19	The workload was too heavy. R	33.1	33.1	36.5	31.1	28.1
AWS29	There was a lot of pressure on me as a student in this course. R	24.6	24.5	28.6	21.6	21.1
AAS04	To do well in this course all you really needed was a good memory. R	50.3	48.0	44.0	41.8	40.4
AAS26	The staff seemed more interested in testing what I had memorised than what I had understood. R	47.7	44.7	41.9	38.5	37.7
AAS44	Too many staff asked me questions just about facts. R	46.8	46.0	40.4	38.6	37.1
IMS02	I found my studies intellectually stimulating.	84.6	86.6	85.2	84.8	83.4
IMS07	I found the course motivating.	71.8	73.8	73.2	73.2	71.9
IMS13	Overall, my university experience was worthwhile.	87.7	88.7	87.8	86.8	84.7
IMS35	The course has stimulated my interest in the field of study.	79.8	81.4	79.8	79.5	78.7
SSS21	I was able to access information technology resources when I needed them.	79.8	79.4	81.2	81.6	83.0
SSS24	Relevant learning resources were accessible when I needed them.	76.4	77.9	78.6	80.0	81.7
SSS25	Health, welfare and counselling services met my requirements.	45.7	47.7	49.8	50.6	52.8
SSS34	The library services were readily accessible.	79.4	79.6	80.3	80.7	82.9
SSS37	I was satisfied with the course and careers advice provided.	58.8	60.9	64.1	63.4	64.7
GQS11	The course provided me with a broad overview of my field of knowledge.	82.2	83.1	84.1	84.2	83.7
GQS17	The course developed my confidence to investigate new ideas.	72.4	74.0	75.5	76.4	76.3
GQS30	University stimulated my enthusiasm for further learning.	69.1	70.6	71.5	71.7	71.5
GQS36	I learned to apply principles from this course to new situations.	78.9	80.2	81.3	81.9	81.8
GQS40	I consider what I learned valuable for my future.	85.1	85.5	86.3	86.1	85.5
GQS48	My university experience encouraged me to value perspectives other than my own.	78.6	79.8	81.2	81.8	81.7
LRS12	The library resources were appropriate for my needs.	69.2	71.0	71.5	72.1	69.6
LRS33	The study materials were clear and concise.	72.4	75.2	74.6	74.8	72.3
LRS38	It was made clear what resources were available to help me learn.	74.8	77.1	77.7	77.3	76.4
LRS41	Course materials were relevant and up to date.	78.2	80.7	80.6	80.7	76.2
LRS47	Where it was used, the information technology in teaching and learning was effective.	76.1	78.4	79.1	79.5	75.9
LCS18	I felt part of a group of students and staff committed to learning.	65.2	68.0	69.3	70.0	69.5
LCS20	Students' ideas and suggestions were used during the course.	53.6	55.6	58.0	59.0	59.1
LCS22	I learned to explore ideas confidently with other people.	70.6	72.3	73.9	74.9	74.3
LCS31	I felt I belonged to the university community.	53.5	56.5	58.5	58.5	58.7
LCS45	I was able to explore academic interests with staff and students.	61.5	64.0	64.9	66.2	65.7



REFERENCES

GCA & ACER, 2010. *Graduate Course Experience 2009*. Melbourne: Graduate Careers Australia.

GCA, 2015. *Graduate Destinations 2014*. Melbourne: Graduate Careers Australia.



Graduate Careers Australia Ltd.
(trading as Graduate Careers Australia)
PO Box 13222, Law Courts
Melbourne, VIC 8010
Level 9, 552 Lonsdale Street
Melbourne, VIC 3000
t: (03) 9605 3700 f: (03) 9670 5752
e: research@graduatecareers.edu.au
www.graduatecareers.edu.au