

2016 Graduate Outcomes Survey Methodological Report

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Social
Research
Centre

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List of abbreviations

AAIR	Australasian Association for Institutional Research
ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
AGS	Australian Graduate Survey
AMSRs	Australian Market and Social Research Society
ATSI	Aboriginal and Torres Strait Islander
BGS	Beyond Graduation Survey
CATI	Computer Assisted Telephone Interviewing
CEQ	Course Experience Questionnaire
CHESN	Commonwealth Higher Education Student Support Number
DEEWR	Department of Education, Employment and Workplace Relations
ESS	Employer Satisfaction Survey
ESQ	Employer Satisfaction Questionnaire
GCA	Graduate Careers Australia
GDS	Graduate Destination Survey
GO	Graduate Opportunities
GOS	Graduate Outcomes Survey
GOS-L	Graduate Outcomes Survey - Longitudinal
GOQ	Graduate Outcomes Questionnaire
HEIMS	Higher Education Information Management System
ISO	International Standards Organisation
LFS	Labor Force Survey
MDS	Minimum Data Set
NHMRC	National Health and Medical Research Council
PAG	Project Advisory Group
PAL	Primary Approach Letters
PREQ	Postgraduate Research Experience Questionnaire
QA	Quality Assurance
QILT	Quality Indicators for Learning and Teaching
SES	Student Experience Survey
SEQ	Student Experience Questionnaire
SRG	Survey Reference Group
TSE	Total Survey Error
U&B	University and Beyond Survey
UA	Universities Australia
UEQ	University Experience Questionnaire
UES	University Experience Survey
VC	Vice-Chancellor

1. Introduction

1.1 Overview

This report documents the technical aspects of the 2016 Graduate Outcomes Survey (GOS), conducted on behalf of the Australian Government Department of Education and Training (the Department).

It seeks to:

- document and review the survey processes
- consolidate project documentation and assorted reports generated throughout the survey period
- review methodological and operational procedures with a view to informing future survey iterations.

The appendices attached to this report contain core administration survey materials including the questionnaire, email invitation and reminder communications.

1.2 Background to the Graduate Outcomes Survey (GOS)

1.2.1. Australian Graduate Survey

Between 1972 and 2015, Graduate Careers Australia (GCA), in conjunction with Australian higher education institutions, collaboratively administered the nationally recognised Australian Graduate Survey (AGS). The AGS was conducted twice a year by all universities and a selection of Non University Higher Education Institutions (NUHEIs). The purpose of the AGS was to collect information on higher education experiences and outcomes for graduates. The instruments used to collect data from each graduate included the:

- Graduate Destination Survey (GDS), and
- Course Experience Questionnaire (CEQ) or Postgraduate Research Experience Questionnaire (PREQ).

The name 'Australian Graduate Survey' was adopted in 2006 to act as an umbrella title for the GDS, CEQ and PREQ. Those completing a research-based higher degree (masters degree by research or doctorate by research) received the PREQ, and all other coursework graduates received the CEQ. These instruments provided graduates with the opportunity to comment on their satisfaction with various aspects of their experience of higher education institutions and their studies.

All graduates were administered the GDS which collected data about graduate activities, primarily in the labour market, approximately four to six months after the completion of higher education qualifications. The questionnaire included items regarding further study, employment and job search strategies. Information was also collected regarding the graduate's occupation, industry and salary. Reviews of the GDS indicated that it met a range of needs including:

- Providing a detailed picture of the labour market for recent graduates
- Supporting continuous improvement, primarily through internal and external benchmarking
- Contributing to performance measurement frameworks and key performance indicators.

Despite the obvious importance of the GDS with respect to the measurement of employment outcomes, the key metrics had never been directly comparable with official labour market statistics. It has also acknowledged that the decentralised approach to data collection presented obvious challenges to maximising data quality and timeliness of the release of data products. As such, a key focus of the development of the GOS was to take existing concepts in the GDS and align them with contemporary good practice in the measurement and tracking of labour market participation.

From November 2015, the GOS replaced the AGS.

1.3 About the Graduate Outcomes Survey (GOS)

The Graduate Outcomes Survey (GOS) has been designed to provide reliable longitudinal information on graduate outcomes to the Australian government, higher education providers and prospective students. The GOS replaced the Australian Graduate Survey (AGS), with participation extended to include non-university higher education institutions (NUHEIs) from 2015.

The GOS is administered under the Quality Indicators for Learning and Teaching (QILT) survey suite, commissioned by the Australian Government Department of Education and Training. The Social Research Centre administered the GOS in collaboration with higher education providers and key stakeholders.

The GOS involved two rounds (November and May), with January to June graduates surveyed in November of the same year, and July to December graduates surveyed in May of the following year. A small supplementary round was conducted in February to support trimester calendars.

Reporting is aggregated and reported after the completion of the May round. Graduate completion dates are reported together by calendar year, therefore throughout the report outcomes from November includes the outcomes from the supplementary February round, with the exception of dates of operational milestones which are reported separately.

2. Overview of the GOS

Table 1 contains an overview of the main elements of the 2016 GOS collection. Two main rounds of data collection are undertaken in November and May with a minor supplementary round in February to support four institutions with trimester calendars.

Table 1 2016 GOS project overview

Project element	2015 November		2016 February		2016 May		Total	
	University	NUHEI	University	NUHEI	University	NUHEI	University	NUHEI
No. of participating institutions	40	32	3	1	40	52	40	56
No. of in-scope graduates	61,762	3,000	5,752	105	184,141	5,752	251,655	10,831
No. of completed surveys	22,374	1,113	2,066	44	75,418	3,193	99,858	4,350
Overall response rate (%)	36.5	37.1	36.5	41.9	41.0	41.3	39.7	40.2
Data collection period	4 Nov – 30 Nov		15 Feb – 14 Mar		2 May – 30 May			
Data collection mode	Online		Online		Online		Online	
Analytic unit ¹	Course/Program		Course/Program		Course/Program		Course/Program	

¹Analytic unit is course unless a course level major was provided by the institution or the student

2.1 Mitigating potential sources of error

The Social Research Centre approaches quality assurance for survey research from a Total Survey Error (TSE) framework, supplemented by the quality dimensions outlined in the ABS' Data Quality Framework including Relevance, Timeliness, Accuracy, Coherence, Interpretability and Accessibility. The TSE approach identifies potential sources of error in the design, collection, processing and analysis of survey data, and provides a theoretical and practical structure for maximising survey quality within given design parameters.

The main sources of error affecting survey accuracy include specification errors (e.g. misinterpretation/misunderstanding of project aims and objectives), sampling frame errors and omissions (e.g. gaps, biases, inaccuracies in the sampling frame), sampling error (e.g. biases in the respondent selection routine or sub-sampling routines) measurement error (e.g. questionnaire design errors, interviewer errors, respondent errors), non-response error (e.g. both unit-level and item-level non-response), and data processing errors (e.g. errors in data editing, coding, weighting, or the creation of data files or tables).

The Social Research Centre has had an accredited ISO Quality Assurance scheme in place for over five years which addresses each of these points in the survey cycle. Our QA system documents all responsibilities, authorities, procedures, and the corrective action process. All key junctures of the project process are covered by the quality system, with a particular focus on project scoping (to reduce specification error), pre-field checks (to reduce measurement error as a result of questionnaire design), output auditing (to reduce data processing errors), and project review (consistent with a continuous improvement approach towards limiting total survey error).

The transition of graduate surveys from the AGS to the GOS provided an opportunity to review the previous methodology and procedures with a view to improving robustness and mitigating potential sources of error. With that in mind, a number of areas were identified as potential sources of error to be remediated, as well as aligning the TSE framework with current practices within the Social Research Centre, as outlined in Table 2.

Table 2 Potential sources of survey error relevant to the GOS

Error type	Source of error	Context	Mitigation strategy
Coverage error	In-scope population inaccurately represented in the sample frame	Previous graduate surveys used a sample frame specified at an institutional level. It was unknown whether all in-scope graduates were included in the sample frame.	Consistent with the approach used for other QILT surveys, interim Past Course Completions files from HEIMS were used as the basis for constructing the population frame. Preliminary reconciliation of the interim files against the final files suggests a coverage accuracy in excess of 95%.
Sampling error	Incorrect graduates selected to participate	Institutions have the option to flag graduates they believe to be out-of-scope. Graduates may also report that they are not eligible to complete the survey, typically because they are still studying in a different course at the same institution.	Overall, out-of-scope and ineligible graduates constituted less than one per cent of the available sample. These records will be further examined to assess where there are an unacceptably high proportion of graduates are flagged by institutions or screen out during the survey.
Non-response error	Unit level non-response	Online data collection may result in unacceptably high levels of non-response by graduates.	The GOS is supported by a complementary and detailed range of response maximisation strategies implemented by the Social Research Centre and institutions. The responsive design of the GOS ensures that follow-up aims to maximise both response rate and representativeness.
	Item-level non-response	Graduates may skip items that they feel are irrelevant, unimportant or too sensitive.	Item level non-response was minimised by ensuring that all questions were relevant to graduates. A number of options were included for items known to have high levels of non-response, such as salary, to maximise the opportunity for data capture.
Validity	Questionnaire fails to measure the relevant constructs	While the core concepts of previous graduate surveys were retained, the instrument was fully redesigned.	Established and validated instruments for the core of the questionnaire particularly in relation to labour force status, engagement with further study and perceived over-qualification. Attitudinal scales were validated using Rasch Modelling and Factor Analysis.
Measurement error	Poor questionnaire design	The layout or structure of the new questionnaire could lead to inaccurate or incomplete responses	The GOQ underwent cognitive testing, a trial in 2015, and was also independently reviewed by the QILT Working Group.
	Mode of data collection	Multi-mode collection previously occurred across hardcopy, online and CATI.	The mode of collection for GOS is online with Telephone Reminder calls. This approach has been designed to reduce potential biases introduced through mode effects.
	Lack of a standardised data collection period	Graduate data was previously collected at the institutional level with flexibility regarding the timeframe this could be completed in.	To standardise the reporting window, particularly in relation to labour force outcomes, the GOS was deployed in a standard four week collection period for all participating institutions.
Processing error	Inadequate validation checks	With any new survey that does not have established procedures regarding data production, there is the possibility of introducing error.	Core data files are independently validated as the data is extracted from the data collection system, when the data is cleaned and finalised, by the research team, and by the Department prior to distribution.
	Coding errors or inconsistent coding of open-ended responses	There are a number of detailed items in the GOS relevant to labour force participation that require accurate coding.	Items were coded to ABS approved code frames such as ANZSCO and ANZSIC for industry and occupation, where possible. Existing ISO procedures ensured that all coding was executed consistently with a very low error rate.

3. Survey Establishment

3.1 Overall approach to the 2016 GOS

The first online survey collection period for the 2016 GOS reporting year took place in November 2015, and the second in May 2016. A small supplementary round occurred in February 2016 to accommodate a small number of trimester institutions. February outcomes were combined with the 2015 November round GOS throughout this report, with the exception of main fieldwork dates and technical aspects which have been specified separately.

Telephone Reminders, which is a response maximisation technique that entails calling graduates and asking them to complete the GOS online, was offered on a fee-for-service basis. Given that the Telephone Reminders drove respondents to the online survey, these completed surveys were included in nationally reported graduate data, and are included in outcomes throughout the main body of this report. Six universities undertook Telephone Reminder follow-up in the 2015 November round and 13 in the 2016 May round. More information on the approach to Telephone Reminders is outlined in Section 5.4 with outcomes from Telephone Reminders detailed in Section 7.5

Computer Assisted Telephone Interviewing (CATI) was also offered as a fee-for-service option; however, the data from these completed surveys was excluded from nationally reported data and formed part of institution-specific data only; therefore, will not be included in survey outcomes addressed in this report. In the 2015 November round one university supplemented data collection with both CATI interviews and Telephone Reminders. For the May 2016 round, four universities supplemented online data collection with both CATI interviews and Telephone Reminders.

Along with Telephone Reminders and CATI, as standard fee-for-service options available to customise QILT surveys to institutional needs, additional questionnaire items (Section 3.3.3) and additional populations (Section 4.3) were part of the general approach to the 2016 GOS. Outcomes related to additional populations have not been included in this report as they are not in-scope for GOS, nor reported nationally. Two institutions included an additional populations in the 2016 GOS.

Key schedule dates for the 2016 GOS are outlined in Table 3.

Table 3 Key GOS schedule dates

Schedule milestone	November 2015	February 2016	May 2016
GOS Webinar	30 September	-	20 April
NUHEI soft online launch	30 October	-	29 April
Online survey open	4 November	15 February	2 May
Online survey closed	30 November	14 March	30 May
Telephone non-response* opened	1 December	15 March	1 June
Telephone non-response* closed	22 January	24 April	6 July

*includes CATI and Telephone Reminder non-response follow-up

3.2 Institutional Engagement

3.2.1. Participating Institutions

The 2016 November round GOS included graduates from 37 Table A and three Table B institutions, and 32 NUHEIs. The 2016 May round included graduates from 37 Table A and three Table B institutions, and 52 NUHEIs. Two Table A, one Table B and one NUHEI participated in the 2016 February round GOS. For a list of participating institutions in each GOS round, refer to Appendix 1.

3.2.2. QILT Institutional Liaison Strategy

The introduction of QILT represented a significant change for the higher education sector from a strategic and operational perspective. While institutions had been aware of many of the developments associated with QILT since 2010, the reality, rapidity and magnitude of these changes required careful implementation to create a smooth transition from the current environment to the QILT framework.

Our approach to managing the changes associated with the introduction of QILT in 2015 has been based on the principles of:

- transparency
- open communication
- active support
- respect.

A QILT Webinar program was initiated monthly from early 2015 as an appropriate starting place for dissemination and training. Web seminars (webinars) supported engagement in a presentation format that allowed participants to interact and post live questions which could be addressed during the webinar. Since 2015, the QILT Webinar series provided the sector and interested parties with up to date information about QILT surveys and included information about sampling and data, and fieldwork procedures for both the November and May GOS rounds.

The QILT webinar recordings were also made available as a static resource on the QILT resources page for people who were unable to attend the live presentation. A newsletter was distributed to all institutions on a fortnightly basis with upcoming milestone dates, details of resources available to institutions to improve graduates engagement and other news relevant to QILT overall. Institutions were also able to access general GOS resources from an online page on the Social Research Centre's website. The QILT website, which was launched in September 2015, housed resources for the May round and will be used to provide resources for future GOS iterations.

3.2.3. Privacy & confidentiality

The 2016 GOS was conducted within the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research¹. Data collection was undertaken in accordance with ISO 20252 standards, the AMSRS code of practice, the Market and Social Research Privacy Principles, the Australian Privacy Act, and The Higher Education Support Act 2003.

The Social Research Centre had a number of measures in place to ensure the privacy of individuals and compliance with both Commonwealth and Industry standards on secure data storage and management, including limited access to information for project team members and any third party vendors, multi-level passwords on all electronic storage systems, the use of a secure file exchange to

¹ National Health and Medical Research Council and Universities Australia, 2007, www.nhmrc.gov.au/index.htm.

distribute sample and data files between the Social Research Centre and institutions, and ensuring that all servers used in the execution of the online survey complied with Australian privacy standards.

In terms of online privacy management, the Social Research Centre deployed commercial UTM (Unified Threat Management) devices to protect the internal network from the public network. These devices provided firewall protection, intrusion protection, virus scanning, online content filtering and managed multiple WAN connections

Additionally, all Social Research Centre staff involved in the 2016 GOS (including helpline operators) entered into a project-specific Deed of Confidentiality. The Social Research Centre also entered into a Deed of Confidentiality with institutions as required, with three universities requesting a GOS specific Deed of Confidentiality.

3.3 The Graduate Outcomes Questionnaire

3.3.1. Development of the GOQ

Development of the Graduate Outcomes Questionnaire (GOQ) was undertaken through a number of approaches including:

- 2014 review of the Graduate Destinations Survey (GDS) instrument
- Literature review and consideration of the contemporary Australian higher education sector
- Cognitive testing of the GOQ
- Trialling the instrument.

In late 2014, all Australian universities were asked to indicate the extent to which their institution was actively using GDS items for performance management and improvement. Based on the feedback from these institutions 29 current GDS items were regarded as essential or important. Not surprisingly, the items identified related to key conceptual components of the GDS: labour market participation and further study.

The reference instrument used to develop the labour market participation items for the GOQ was the Australian Bureau of Statistics (ABS) Labour Force Survey (LFS). Items relevant to further study were sourced from the ABS Survey of Education and Training and the Survey of Education and Work.

3.3.2. Operationalising the GOS in 2015/16

The reference instruments used to develop the GOQ items are listed in Table 4 on the following page. Where a data element has not been output from a survey question, the source that was used to create the element is identified.

Table 4 **Data element sources**

Source	Acronym	Description
Australian Bureau of Statistics Labour Force Survey	ABS LFS	Monthly national survey of employed and unemployed persons.
Australian Bureau of Statistics Survey of Income & Housing	ABS SIH	Biannual national survey of working age persons
Australian Bureau of Statistics Underemployed Workers Survey	ABS UWS	Conducted as a supplementary survey to the Monthly Population Survey
Australian Qualification Framework Learning Outcome	-	Criteria that differentiate between each qualification level.
Australian & New Zealand Standard Classification of Occupations	ANZSCO	Occupational coding standard
Australian & New Zealand Standard Industrial Classification	ANZSIC	Industry coding standard
Beyond Graduation Survey	BGS	Retired longitudinal survey of graduate activities
Course Experience Questionnaire	CEQ	Perceptions of coursework studies and the higher education intuition
Derived	-	Calculated from other variables
Employer Satisfaction Survey - Graduate Survey	ESS - G	Pilot survey with graduates used to collect attitudinal data and supervisor contact information.
Establishment survey	-	Initial or baseline wave of data collection from graduates
Graduate Destination Survey	GDS	Retired survey of graduate activities
Graduate Outcomes Questionnaire	GOQ	Current national graduate survey of short-term outcomes
Higher Education Information Management System	HEIMS	National administrative collection
Operational file	-	Non-survey data resulting from the collection (e.g. completion date)
Postgraduate Research Experience Questionnaire	PREQ	Perceptions of research studies and the higher education institution
Sample file	-	Data used for data collection or analytic purposes
Scale of Perceived Overqualification	SPOQ	Graduate perceptions of the extent to which they are using their education and skills in their current occupation
Standard Australian Classification of Countries	SACC	Country coding standard

Table 5 outlines the thematic areas of the nine GOQ modules. The core design of the GOQ is modular and longitudinal so that the initial survey supports the active, ongoing follow-up of graduates within the GOS-Longitudinal (GOS-L) component of the QILT survey suite. A copy of the generic survey instrument (i.e. excluding any institution specific items) is included in Appendix 2.

Table 5 GOQ module themes

Module	Themes
Module A	Introduction and screening
Module B	Labour force
Module C	Further study
Module D1	Graduate attributes
Module D2	Graduate perceptions – CEQ/PREQ
Module E	Graduate preparation
Module F	Additional items (Departmental, institutional etc)
Module G	Contact details
Module X	Recruitment items for the Employer Satisfaction Survey

The instrument collects data relating to each course element if the graduate has completed a combined or double degree.

The content of each of the GOQ modules is outlined below.

Module A: Introduction and screening

This module confirms that the graduate is in scope for the GOS, which means that they have completed their qualification, and allows for corrections to the information we have on their qualification including the title and majors. Graduates are allocated to either the CEQ or PREQ at this point.

Module B: Labour force

The labour force section of the GOQ measures graduates' employment outcomes, including perceived over qualification and underemployment. It contains a number of questions sourced from the ABS Labour Force Survey, to enable comparisons to this data.

Module C: Further study

The further study module confirms whether the graduate has gone onto further full time or part time study after completing their studies, and what type of qualification they are currently studying for.

Module D1: Graduate Attributes Scale – Graduate

The Graduate Attributes Scale – Graduate (GAS-G) aimed to measure the extent to which graduates agreed that they were prepared for employment across each of the GAS-G thematic areas. The GAS-G domains cover:

- Foundation skills – general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge.
- Adaptive skills – the ability to innovate, adapt and apply skills/knowledge and work independently.
- Collaborative skills – teamwork and interpersonal skills.

The GAS-G items correspond to three of the six subscales in the Graduate Attributes Scale – Employer (GAS-E) within the Employer Satisfaction Questionnaire (ESQ) and are administered to graduates that are in employment at the time of the survey.

Module D2: Course Experience Questionnaire & Postgraduate Research Experience Questionnaire

The GOQ included the following four CEQ scales that were administered to all undergraduate and postgraduate coursework graduates from each institution:

- Good Teaching Scale (GTS, 6 items)
- Graduate Qualities Scale (GQS, 6 items)
- Generic Skills Scale (GSS, 6 items)
- Overall Satisfaction Item (OSI, 1 item).

Postgraduate by research graduates were administered the Postgraduate Research Questionnaire (PREQ) in place of the CEQ. The PREQ contains seven subscales measuring graduates' opinions on supervision, intellectual climate, skill development, infrastructure, thesis examination, goals and expectations, and overall satisfaction.

Two open ended items were asked of all graduates in this section:

- the best aspects of the completed course/program
- aspects of the completed course/program that need the most improvement.

Module E: Graduate preparation

Graduates who were in employment were asked about the requirement and importance of their qualification in order to do their job, and the ways in which the qualification prepared them for employment. This included two open ended items:

- the main ways the institution prepared them for their current employment (if employed)
- the main ways the institution could have better prepared them for their current employment (if employed).

Module F: Additional items

This module contained institution specific questions that were only asked of the institution's graduates. These items were added on a fee per item basis, and not included in any national reporting or datafiles.

Module G: Contact details

Graduates were asked if they consented to being contacted for research in the future, and if so the best method of contact and their updated contact information.

Module X: Employer supervisor recruitment module

The GOQ included a module requesting supervisor contact details (name, email and phone number) to create the sample frame for the Employer Satisfaction Survey (ESS). Previous GOS piloting had shown that a certain proportion of graduates did not know their supervisor's details and so the option to select *'I can provide their contact information but I wish to log out of the survey and check their details first'* when asked to provide supervisor details was added to the ESS bridging section. It was

also found that some graduates wanted to ensure that the survey and the Social Research Centre were legitimate before supplying their supervisor details so *'I can provide their contact information but I would like you to call me'* was added to accommodate this possibility. The ESS supervisor recruitment section of the GOQ can be viewed in Appendix 3.

3.3.3. Institution specific items

Seven institutions used the GOQ's capacity to include institution specific items. The questions varied across institutions and ranged from a net promoter score item, the Workplace Relevance Scale (WRS)², employment and career questions, questions related to further study or priorities beyond graduation, and items to collect details for sending graduation gifts from the institution to graduands.

3.4 Online survey

The GOQ was programmed in SPSS Dimensions. All institutions were allocated the same base survey link rather than each institution receiving its own separate link to facilitate the seamless use of Computer Assisted Telephone Interviewing (CATI) (if required by individual institutions). This approach also supported the development and deployment of the live national and institutional reporting modules (see Section 5.5.1).

The online survey could be accessed directly by clicking the link in the email invitation or email reminders. The survey was also available via the GOS landing page on the QILT website (www.qilt.edu.au/surveys/graduate-outcomes-survey), where, after selecting the *'Start Survey'* button, graduates were taken to a login page to enter the username and password provided in email correspondence.

Additionally, to support social media messaging and awareness communications, an alternate survey entry method allowing graduates to 'authenticate' using their date of birth, name and student identification number was implemented in the November round. This consisted of a link on the landing page, which contained an *'I don't have GOS login details'* link and an authentication process similar to retrieving a forgotten password. If the authentication details matched the data in the sample frame the graduate was asked to provide an email address and an invitation to the survey was automatically sent to the graduate via the nominated email address. If entered details did not match the sample frame, contact information for the GOS helpdesk was provided.

For the 2016 GOS, postcards were sent as an alternative to letters (refer to Section 5.3.2 for more information), with a login code provided to enable access to the online survey from the landing page link *"I received a postcard"*. This method involved a similar process to authentication by requesting student ID along with the unique login code from the postcard.

Online survey presentation was informed by ABS standards, accessibility guidelines and other relevant resources, with standard features including:

- mobile device optimisation
- sequencing controls
- input controls and internal logic checks
- use of a progress bar
- tailored error messages, as appropriate

² Kabanoff, B., Richardson, A., & Brown, S. (2003). Business graduates' perception of the quality of their course: A view from their workplace. *Journal of Institutional Research*, 12, 1-12.

- no vertical scrolling required, with long statement batteries split over several screens, as necessary
- recording panels for free text responses commensurate with level of detail required in the response
- 'saving' with progression to the next screen, and
- the capacity to save and return to finish off at another time, resuming at the last question completed.

Screenshots of the online survey are included in Appendix 4.

4. Sampling

All graduates who had completed the requirements of an undergraduate or postgraduate award at an Australian campus during 2015 were in-scope for the GOS. This included domestic and international graduates living outside of Australia who studied at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey. Institutions were able to request inclusion of offshore graduates on a fee-for-service basis however these responses were excluded from national reporting and analysis.

4.1 Sampling approach

The GOS used a centralised approach to sampling based on data extracted from the Higher Education Information Management System (HEIMS). This ensured that the sampling methodology was robust, consistent and transparent across all institutions. However, the HEIMS file which contained the information needed for the GOS, the Past Course Completions (PS) file, is submitted annually on April 30th. To conduct the GOS, a subset of that information was required prior to the submission of the PS file. As the GOS respondents form the basis for creation of the sample frame for the Employer Satisfaction Survey (ESS), a census of all higher education graduates was required to provide enough sample records for the ESS.

In addition, GOS sample is classified and monitored based on the 45 study areas, which are derived from groupings of Field of Education (FOE). The QILT website currently reports results based on 21 study areas to maximise institutional reportability; however, sample is grouped at the 45 study area level to maximise 'representativeness' within the 21 study areas, and to allow for more nuanced analysis and monitoring of fieldwork outcomes or more detailed reporting if required. The FOE (E461) within each of the 45 and 21 study areas are listed in Appendix 5. The supplementary FOE code (E462) was used to assign courses undertaken by students in combined/double degrees to a second study area variable.

Early feedback from institutions indicated that a minority would experience difficulties creating an early PS file to support this approach to sampling. To support the transition to a centralised sampling approach, two options were made available to HEIMS-reporting institutions to provide records for both rounds of the 2016 GOS:

- submission of an Interim Past Course Completions file, either validated or un-validated, to the Department, or
- creation of a standalone GOS Minimum Data Set (MDS) provided directly to the Social Research Centre.

The GOS MDS contained the minimum number of variables required to conduct the authentication process and administer the survey. Additional analytic variables were appended to the datafile from the final PS file submitted in April 2016.

There were several NUHEI providers who did not submit a completions file to HEIMS. These institutions were provided with a dataset template consistent with HEIMS to create the sample frames, and submitted directly to the Social Research Centre.

The method of sample frame build used by each participating institution is shown in Appendix 1.

The in-scope population for the 2016 GOS was defined as domestic or international graduates who:

- completed their undergraduate or postgraduate studies at an onshore campus³,
- completed their course requirements between 1 January and 30 June 2015 for the 2015 November round and between 1 July and December 30 2015 for the 2016 May round.

Upon commencement of fieldwork for the 2015 November GOS round, a larger than expected number of graduates rendered themselves out of scope for the GOS; this appeared to be based on variation between the year the graduate thought they completed versus the information that was provided by institutions and used to determine survey eligibility in the GOS's opening questions. See Section 8.4 for further discussion on this matter for future GOS iterations.

4.1.1. Sample parameters

Key HEIMS data elements (see Appendix 6) extracted from the interim PS files provided by the Department or the MDS, dependent upon the method of sample submission used by the institution, were as follows:

- Graduate background variables – used for reporting purposes and to verify the representativeness of the sample.
- Course-related elements – used to develop the sample frame and to pre-populate sections of the survey.
- Domestic graduate address details – used to send postcards to graduates who did not respond to the email invitation.

The variable 'In-Scope' reflected the criteria for inclusion in the GOS, as outlined in Section 4.1. Only those coded as 1 (in-scope) were included and all other codes were excluded from the participating in the GOS. A breakdown of the codes used for the In-Scope variable are as follows:

1. in-scope
2. offshore international graduates
3. surveyed in a previous round of the AGS or GOS
4. not to be surveyed (used for graduates who are deceased or are not to be contacted under any circumstances)
5. not a graduate
6. other reasons.

Several additional variables were requested from institutions to assist with operational workflows and reporting or monitoring completions at the institutional level; including:

- completion date: either formal completion or approval date
- email address fields. Provision of one email was essential for the execution of the survey with two email addresses preferred. Up to three email addresses could be provided
- the provision of phone numbers, where relevant, for Telephone Reminders, Computer Assisted Telephone Interviewing (CATI), or SMS (optional)
- faculty and campus details to assist with institutional reporting (optional)

³ Distance education graduates were included, if their studies were undertaken via an onshore campus.

- student majors to associate the graduates' CEQ responses with the correct field of education. Where majors were not provided in the sample file or collected in the survey the CEQ was asked in relation to the qualification (optional).

4.2 Institutional verification process

As mentioned in Section 4.1, the interim PS file was the foundation of the GOS population frame. To that foundation the Department appended a range of course-related data elements (course name, course level and Field of Education) and variables such as CHESSN. The Social Research Centre allocated study areas and split combined course names into two records to allow both courses to be evaluated separately within the survey. The resulting population file (refer to Appendix 7) was then sent to institutions to verify the records, provide additional fields, and append contact details. The number of graduates approached for the 2015 November round was 67,464 across 40 universities and 32 NUHEIs; and 198,136 across 40 universities and 52 NUHEI's for the 2016 May round. The February round consisted of 6,067 in-scope graduates from three universities and one NUHEI. After removing out of scope and opt-out cases, the total in-scope sample sizes were 64,762 in November, 189,893 in May and 5,857 in February. Participating institutions are listed in Appendix 1.

4.2.1. Quality of details returned by institutions

The contact information cleaning procedures for the GOS included:

- pre-import checks to ensure that the mailing files provided were in the correct format and would import accurately into the survey administration programs
- the identification of records with insufficient or missing contact details – phone number, mailing address details, email address
- address cleaning, including the assignment of a Delivery Point Identifier (DPID)
- telephone number cleaning and formatting into dialler specific format – 10-digit phone number for domestic records, and International calling code followed by the country code for international records.

From an operational perspective, a large amount of postal address 'cleaning' was undertaken in order to ensure that Australia Post formatting requirements were met. The level of cleaning required varied from institution to institution, but typically involved issues with inconsistent use of address fields (e.g. postcodes and suburbs included as part of 'address1' fields, rather than the relevant 'postcode' and 'suburb' fields), use of invalid characters (e.g. "," to separate street number and street name, as in '277, William St', or use of 'no.' to unnecessarily delineate street number) and invalid address sequence (e.g. 'William St 277', rather than '277 William St').

Providing multiple email addresses and preferably including a personal email was recommended, as previous graduate surveys the Social Research Centre has conducted indicated that institutional emails can lapse or be unattended. During the sample cleaning routines the email addresses were sorted and realigned to shift the most usable email address to the 'email 1' column. Email sorting preferences were carried out according to the following rules:

1. Each email field (of the three email fields made available for institutions to populate) was checked for frequency of domains.
2. If the field had three or less domains in it per institution it was deemed likely this field contained predominately institutional email addresses within it and was swapped with an email field that had more than 3 domains for that institution. Email 1 would then contain the email address most likely to be a personal email address.

3. The email addresses in email 1 were then washed against long term email addresses supplied in the contact details section of the Student Experience Survey (SES). The SES email address was prioritised above all other email addresses.

4.2.2. Course majors

In the 2015 November round, seven NUHEIs and 18 universities chose to populate the 'Maj1' to 'Maj4' sample fields, resulting in 19,380 records with at least one major populated. In the 2016 May round, 18 NUHEIs and 22 universities chose to populate the 'Maj1' to 'Maj4' sample fields, resulting in 52,611 records with at least one major populated. In order to correctly execute the CEQ component of the GOQ, the majors needed to be aligned with the correct course name such that Maj1 and Maj2 align with E308A and Maj3 and Maj4 align with E308B. Due to the variation of major offerings across institutions and courses, checking was a manual process. There were many instances where the institution had inconsistencies in the alignment of majors to course and this significantly increased the time burden of checking and preparing sample files.

4.3 Additional populations

One university chose to add offshore graduates as an additional population, on a fee-paying basis, in both GOS 2016 collection periods. One NUHEI chose to add offshore graduates to the 2015 November round. Additional populations were not included in national reporting.

5. Data collection

5.1 Fieldwork overview

For the 2015 November round, the main online fieldwork period commenced on Wednesday November 4 and closed Monday November 30, 2015. To ensure the load to the server was not a risk, a successful 'soft launch' of NUHEIs on October 30 took place for the November round and the remaining graduates were emailed a survey invitation on November 4. A similar approach was undertaken for the 2016 May round with a soft launch on April 29 and the remaining graduates were invited to the main online collection period on May 2. Due to the small number of graduates included in the supplementary February round, the survey was opened to all graduates on February 15. Any records that did not have an email address were sent a hardcopy reminder.

A key focus of the 2016 GOS was to work collaboratively with the institutions to maximise graduate participation in the survey. Data collection was supported by complementary and detailed strategies focused on maximising response rate and representativeness. Strategies outlined in the following section can be grouped into these broad areas:

- Response maximisation: consisting predominately of email invitation and reminders, supported by a national prize draw, SMS, and a hardcopy postcard reminder; supported by the Social Research Centre's helpdesk and dedicated GOS email inbox.
- Graduate engagement activities: including activities for institutions to carry out before and during the fieldwork period, and a social media campaign run by the Social Research Centre.
- Telephone Reminders: carried out after the online fieldwork period which enabled institutions to supplement online response rates, if required, to meet internal requirements.
- Live monitoring of survey outcomes: allowing institutions, the Department, and the Social Research Centre to effectively keep abreast of completion across parameters of interest.

All participating institutions were provided with a collection guide to each GOS round, which covered the key aspects and dates of interest of data collection. The 2016 May round collection guide can be viewed in Appendix 8.

5.2 Graduate engagement strategies

Survey managers worked with the Social Research Centre to support response maximisation through graduate engagement. A detailed engagement plan was provided in each GOS Collection Guide (see Appendix 8), with the option to personalise engagement activities in consultation with the Social Research Centre.

The Social Research Centre designed and disseminated to institutions a range of promotional materials to build GOS awareness and to encourage participation amongst the graduate population. Materials included web tiles, online display ads, posters, and a range of templates for use in communicating with graduates by email or social media. All promotional materials were consistent with GOS branding which matched the branding that appeared in the social media campaign and email reminders. Refer to Appendix 9 for example of promotional materials.

There were three main phases of engagement for each GOS round. The first phase – pre awareness – involved institutions promoting the survey at graduation ceremonies and in last on-campus classes. The second phase – awareness – involved institutions supporting and facilitating awareness of GOS in the week before launch. The third phase, open campaign, was initiated once fieldwork commenced and centred on institutions encouraging graduates to complete the survey. As graduates were likely no

longer on campus the awareness and open campaign phases suggested targeting graduates online, through alumni networks (if possible), and emailing directly. An overview of recommended activities for institutions are listed in Table 6.

Table 6 Graduate awareness building campaign

Phase	Activity
Pre awareness	<ul style="list-style-type: none"> Distribute hand out flyers and display GOS electronic posters and at graduation ceremonies. Display early awareness PowerPoint slides in the last on-campus classes.
Awareness campaign	<ul style="list-style-type: none"> Create a web presence for GOS on institutional websites under 'current surveys' or similar. Send an email to staff alerting to GOS participation and encourage use of in-class slides for first year post-graduate classes. Send an email from the Vice Chancellor to graduates advising them of the GOS. Use institutional Social Media platforms to promote the survey (e.g., Facebook, Twitter). Upload online posters to the institutional alumni page or website for the duration of the fieldwork period
Open campaign	<ul style="list-style-type: none"> Use institutional Social Media platforms to promote the survey (e.g., Facebook, Twitter). Post an announcement on the institutional alumni page or website (e.g., Blackboard).

5.2.1. Social media campaign

Overall, the GOS social media campaign aimed to build on the national GOS brand within the QILT survey suite. The secondary aim of the social media campaign was to increase survey completion by young male graduates; a subgroup known to be less likely to participate in surveys. All campaign materials linked graduates to www.gos.edu.au where participants were able to use details from the email invitation or reminder emails to login. Graduates that could not locate their login details could 'authenticate' (i.e., have their login details emailed to them) by clicking '*I do not have login details*' and providing their first name, date of birth and student number.

The 2015 November round social media campaign included a QILT Facebook page, paid Facebook advertising campaign, YouTube paid advertising, a Twitter account and a Twitter paid campaign. The 2016 May round retained the QILT Facebook page, Facebook advertising and Twitter account, and included new platforms such as Instagram video ads, and static display ads on a range of websites with a high male audience

The QILT Facebook campaign hosted weekly prize winner announcements, posts reminding graduates to complete the survey, and the campaign clips. The paid Facebook advertising campaign used paid video views (the campaign clips displayed in a user's feed for a fee) and four Facebook 'click to website' advertisements that clicked through to the GOS landing page.

YouTube paid advertising involved playing the GOS campaign clips before YouTube content in the form of an advertisement. Campaign clips parodied popular characters from television and movies that were likely to appeal to the young male demographic group. YouTube users that showed interest in subjects like Game of Thrones and Star Wars, were the target audience as the GOS clips' content was created to appeal to younger males with similar preferences.

During survey collection, the QILT Twitter account was manually maintained with tweets that reminded graduates to complete the survey and promoted the prize draw periods. Additionally, Twitter paid advertising operated behind the scenes in the November round and involved targeting GOS advertisements to relevant keywords, hashtags and @handles likely reach the targeted audience of younger males. Instagram paid advertising was used instead of Twitter paid advertising in the May round. The Instagram ads displayed the campaign clips to a targeted male audience. Display ads used in May were shown on a selection of websites skewed heavily towards the young male demographic including SMH Sport, The Age Sport, Kotaku, Men's Health and Lifehacker.

5.3 Response maximisation strategy

The 2016 GOS was conducted as an online survey using email invitations and reminders to contact in-scope graduates. All invitations and reminders contained general information about the GOS, including the rolling weekly prize draws for participants who completed the survey, and a personalised link that took the graduates directly into their survey, bypassing the need to login.

The national 'whole-of-GOS' response maximisation strategy for each round included a national prize draw, generic, partial, and targeted email reminders, and postcard follow-up for graduates who did not respond to the email invitation.

5.3.1. Incentivisation strategy

The four week rolling prize draw was designed to encourage early completion by offering more chances to win if the survey was submitted early in the survey period (e.g. if the survey was completed by the end of the first week's prize draw period then the graduate would be entered into all prize draws). Each participant was provided with one opportunity to win a prize in each prize draw they entered. There were four prize draws in total for both the 2015 November and 2016 May rounds of GOS, with three \$1,000 prepaid Visa gift cards, five \$500 prepaid Visa gift card and ten \$250 prepaid Visa gift cards to be won each week. The \$1,000 Visa gift cards were drawn nationally while the \$500 prepaid Visa gift cards and \$250 prepaid Visa gift cards were distributed evenly across the states and territories in order to adequately reflect the distribution of institutions across the country. The total prize pool was valued at \$32,000 each for the 2015 November and 2016 May rounds. For the 2016 February round GOS one \$1,000 Visa gift card was drawn nationally across the four week period.

5.3.2. Invitation and follow-up reminder strategy

A multi-pronged approach was used in the GOS response maximisation strategy, with email, postcards, and SMS utilised to approach and follow up graduates. Institutions had the option to provide mobile phone numbers for allowing SMS reminder activity to be used on an as-needs basis.

Email activity and SMS

The Social Research Centre sent one email invitation, a non-response postcard, and seven email reminders over the course of the survey, as outlined in Table 7 on the following page. In the 2015 November round, a supplementary hardcopy letter and apology email were sent due to a printing error of the postcard.

Table 7 GOS 2016 Email invitation and reminder schedule

Activity	2015 November round		2016 February round		2016 May round	
	Date	Number sent	Date	Number sent	Date	Number sent
NUHEI soft launch	30-Oct	3,197	-	-	29-April	8,040
Email invitation sent	4-Nov	63,892	15-Feb	6,046	2-May	189,726
Email reminder 1 NUHEI	5-Nov	2,836	18-Feb	103	5-May	6,943
Hardcopy reminder 1	6-Nov	50,056	19-Feb	3,839	6-May	152,845
Email reminder 1 Uni	7-Nov	57,568	18-Feb	5,270	05-May	168,867
Email reminder 2	10-Nov	56,532	23-Feb	4,992	10-May	165,059
SMS 1	11-Nov	134	8-Mar	613	24-May	5,606
Email reminder 3	15-Nov	57,939	27-Feb	4,702	14-May	156,823
Email reminder 4	18-Nov	50,709	01-Mar	4,482	17-May	148,766
SMS 2	19-Nov	1,565	-	-	28-May	5,286
Supplementary hardcopy reminder	19-Nov	39,592	-	-	-	-
Email reminder 5	21-Nov	49,059	05-Mar	4,316	21-May	142,988
Email reminder 6	24-Nov	46,984	08-Mar	4,099	24-May	135,519
Email reminder 7	28-Nov	44,678	12-Mar	3,906	28-May	134,322
Fieldwork closes	30-Nov	-	14-Mar	-	30-May	-

Emails were initially sent to the first email address provided (this was a personal email address where available) and a secondary email if supplied. From reminder four emails were also sent to a third email address, if supplied. This activity schedule was designed to keep the baseline of survey completions (those completed between reminders) as high as possible to maximise response rates.

The emails contained GOS branding consistent with materials that were distributed to institutions and disseminated through social media (see Appendix 10 for examples of email content). A unique link took participants directly to the survey and also provided manual login information and helpdesk contact details. An unsubscribe link was provided in the footer of each email for those graduates who did not want to receive reminder emails. Graduates who had completed the survey or were disqualified from participating were also removed from each email reminder sample file prior to it being sent.

SMS follow-up was used on an as-needs basis for institutions that provided mobile numbers for their graduates. SMS was used as a means of alerting graduates to the impending closure of the prize draw, or an alert to the survey period closing and was reserved to contact study areas with a low response rate. Email activity and an SMS were timed to be close together as pairing the two communications gave the SMS recipient a prompt to access the survey via a recently sent email in their inbox. The SMS content directed the graduate to check their inbox for their login details and included a link to the GOS website for easy access to the survey login page. Graduates were able to 'opt out' or unsubscribe via SMS reply. Refer to Appendix 10 for SMS content.

Postcard

A hardcopy postcard was sent to domestic non-responders (for whom we had a valid postal address) after the initial email invitation. For the 2015 November round, the mail out was sent on November 6 to those who had not responded to the online invitation by November 4. For the 2016 May round, the mail out was sent on May 6 for those who had not responded by May 4. The postcard typically arrived

within the first two weeks of the fieldwork period. Due to circumstances out of the Social Research Centre's control, the postcard was misprinted in the 2015 November round, resulting in very limited uptake of the postcard. An apology email was sent on November 13 to 40,398 recipients and hardcopy letter was sent on 19 November to the 39,592 graduates affected. Those who had opted out of the apology email were excluded from the apology hardcopy letter.

5.3.3. 1800 helpdesk and GOS inbox

The Social Research Centre established a GOS 1800 helpdesk and inbox to provide graduates with more than one method of contact with the GOS team. This contact information was provided in every email and on the GOS landing page.

The 1800 number was available to all graduates, including those living internationally (with an international dialling code), and remained operational for the duration of the fieldwork period. The helpdesk was staffed between 9am and 8:30pm on weekdays and between 11am and 5pm on weekends. All out of hours calls were routed to a voicemail service, with calls returned within 24 hours.

The GOS helpdesk team was briefed on the GOS background, procedures, and questionnaire to enable them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to look up caller information and survey links, as well as providing a method for logging all contacts.

All refusals and out of scopes were washed against the reminder email sample on a regular basis to avoid future emails being sent to those sample members. Sample contact details were also updated before each reminder email for those requesting an update to their details. Members of the GOS team were responsible for monitoring the GOS inbox and responded to queries as appropriate. A summary of the types of queries fielded by the GOS team are outlined in Table 8 below. A total of 966 enquiries were fielded with majority of these enquires involving the opting out of the survey (333) and problems accessing the survey; generally due to technical issues at the user's end (248).

Table 8 Graduate enquiries to the GOS helpdesk

Type of enquiry	1800 Number			GOS Inbox			Total
	November	February	May	November	February	May	
Opt out of survey	10	2	17	121	11	172	333
Problems with URL / access / login	2	1	14	55	14	162	248
Requested general survey information	8	4	5	23	2	46	88
Change of contact details	3	12	18	13	0	36	82
CATI appointment	35	43	0	0	0	0	78
Other	8	2	6	19	0	6	41
Already completed	2	0	0	16	0	14	32
Survey feedback	1	0	0	14	0	3	18
Privacy/confidentiality concerns	2	0	0	8	0	4	14
Survey Reset	0	0	6	2	0	4	12
Prize draw query	1	0	1	0	0	7	9
Undeliverable Mail	0	0	5	0	0	0	5
Undeliverable - Automated reply	0	0	0	5	0	0	5
Undeliverable - Email bounce back	0	0	0	1	0	0	1
Total	72	64	72	277	27	454	966

5.4 Telephone non-response follow-up

Selected institutions used telephone non-response follow-up, which involved calling graduates who had not opted out and not completed the online survey. Optional telephone non-response follow-up included either Telephone Reminder calls (confirming email on file or obtaining a new personal email and sending the online invitation again) or CATI surveys (completing the whole interview over the phone at the time of call). Completions resulting from Telephone Reminders were included as nationally reportable data, as they were consistent with the collection mode in the main online fieldwork period. Telephone Reminder outcomes are reported in Section 7.5. CATI surveys were classed as institutional data and not included in national unit record files or reported on the QILT website therefore not included in this report.

Telephone Reminders were designed to drive respondents to the online survey through the collection and updating of email details. This involved confirming the email on file or collecting an alternative personal email for a graduate, with the follow-up survey invitation emailed the next day.

Telephone Reminders used 'contacts' as the sample outcome metric, meaning that once records were 'contacted' they were considered complete and removed from the available telephone sample. Contacts were defined as speaking to a graduate or leaving a voicemail message.

Initially in the November round, whether a 'contact' resulted in speaking to the graduate or leaving a voicemail message determined one of two workflows. If an email was collected, an email invitation for the survey was sent the next day, with one follow-up after a week if the survey was still not complete. If a voicemail was left, a follow-up SMS was sent two days after the message if the survey still wasn't complete. The definition of a phone 'contact' in the 2015 November round involved speaking to the named person and included outcomes such as a consent to complete, refusal, leaving a voicemail, and away for the duration of study.

Voicemail, followed by an SMS, was removed from the Telephone Reminder process for the 2016 May round as they were found to be less effective in converting to a completed survey than speaking to the graduate. Table 9 shows that conversion to a completed survey was at a rate of eight per cent using the voicemail and SMS workflow, compared to a survey completion rate of 20 per cent when the graduate was spoken to. As such, the definition of phone 'contact' for the 2016 May round retained the outcomes of consent to complete, refused, and away for the duration of study but excluded voicemail from the criteria for 'contact' with a graduate.

Table 9 2015 November round Telephone Reminder contact conversion rate

Contact method	Contacts	Completes	Conversion (%)
Graduate was left a Voicemail & SMS (n=863)	863	69	8.0
Graduate was spoken to (n=2004)	2,004	401	20.0

5.4.1. Interviewer team briefing and quality control

All interviewers selected to work on the GOS attended a comprehensive briefing session, delivered by the Social Research Centre project management team.

The briefing covered the following aspects:

- survey context and background
- survey procedures (sample management protocols, response rate maximisation procedures)
- privacy and confidentiality issues

- a detailed examination of the survey questionnaire, with a focus on ensuring the uniform interpretation of questions and response frames, and addressing item-specific data quality issues
- targeted refusal aversion techniques
- strategies to maintain co-operation (i.e., minimise mid-survey terminations)
- comprehensive practice interviewing and role play
- a review of key data quality issues.

During the 2015 November round 20 interviewers worked on the project, with a core team of four undertaking the majority of calls. For the 2016 May round 70 interviewers were briefed with 20 undertaking majority of calls.

5.5 Monitoring and progress reporting

Weekly update emails were sent to institutions outlining the response rate that had been achieved, how the individual institution compared to the average response rate overall and their cohort average (university or NUHEI average). The weekly update emails also contained suggested awareness raising activities for that point in time to help increase response rates. The Social Research Centre contacted institutions with very low response rates directly to discuss response maximisation strategies.

5.5.1. Live progress reporting

In addition to weekly updates covering survey progress, the Department was provided with access to a specially designed 'live' online reporting module which provided an overview of participation rates for each institution and a national average of universities and NUHEIs. Results were provided in real time and included capped completes, out of scopes, opt outs, and ESS in-scopes for each institution. An example of the national reporting module is shown in Appendix 11.

Institutions were also able to monitor their progress throughout a subset of the same live reporting module made available to the Department. They were able to view a summary of their data including:

- number of completed surveys
- number of partially completed surveys (i.e., 'in progress' or abandoned)
- number of disqualified graduates.

The standard reporting module also allowed institutions to track responses across the following variables:

- study area
- undergraduate/postgraduate
- campus and faculty name
- domestic/international
- gender
- entry/exit type to the survey.

Raw data could be downloaded from the reporting module, which displayed the survey status for each in-scope graduate. The reporting module also enabled monitoring of response rates and the early identification of poor-performing areas.

6. Data Processing

6.1 Definition of the analytic unit

The analytic unit for the GOS was the course, unless a course level major had been provided by the institution in the sample, or by the graduate during the GOQ. The data file contains one record for each of the graduate's courses or majors to a maximum of two. Graduates appear twice in the file if they either completed a single degree with two majors, or a double degree. If a graduate had more than one major within a component of a double degree, a major was chosen at random by the survey script.

In the 2016 GOS data set, a record was a complete and valid GOQ if the following conditions were met:

- the graduate provided a response as to whether they had worked in the last week
- the graduate responded whether they were in further study.

6.2 Data cleaning and preparation

Initial data preparation occurred on the data file exported from the data collection platform. To this file coded responses for verbatim items were added (e.g. ANZSIC, ANZSCO). The file then had a consistent missing data convention applied to it. The missing data codes are detailed in Table 10 below.

Table 10 Missing data conventions

Missing data type	Data file convention
Item skipped	99
Don't know	98
Item not applicable	97
Service/support not received	96
Not asked	95

Where a value field is wider than two characters, a leading '9' is appended (e.g. 9997 for a four-character field if the item was not applicable).

When a variable contained these codes as a valid response (e.g. hours of work) or contained values higher than these codes, a leading '9' was appended to the front of the code (e.g. 'Not asked' for hours of work was coded as 995). Missing data codes for variables where the missing value format may unintentionally clash with actual data values (e.g. salary and a missing value code of 99999), were appended with a negative sign.

Two versions of HEIMS data was merged into the file, one from the PS file, the other from the sample for the survey. If the PS data was present for the survey, this was used in preference to the original sample data. Non-matching course information was used only if no matching course information could be found. For non-reporting HEIMS institutions simulated HEIMS data was created.

A variable labelled PSFLAG which identified the source of each graduate's data was added to the file with the following values:

- 0 Not in the PS file
- 1 This year's PS file
- 2 Last year's PS file
- 3 In PS file two or more years ago
- 4 In PS file in a non-matching course
- 5 NUHEI not reported in HEIMS.

Once final course codes had been established, full course information, including study area based on either course or major, was merged into the file. A stratum variable for each course, which consisted of institution by study area, was then used to derive an analysis flag for each course/major which was the subject of the CEQ or PREQ. The values of this flag were as follows:

- 1 Primary case for a student (either a single course/major case or the course/major with the lower stratum count in the PS file or the first named case in event of a tie)
- 2 Second course in a different stratum from the primary case
- 3 Second course in the same stratum as the primary case
- 4 Incomplete record with insufficient data for analysis (i.e. no data for the first labour force question and no indication of further study)
- 5 Out of scope terminated for entering after closure date
- 6 Second major in a different stratum from the primary case.

After the analysis flag was created, the student level file was then split into two files, with the first file containing the information relating to the first named course/major (i.e., analysis flag, study area, ASCED, and CEQ) and the second containing the same information for the second course/major. These two files were appended to create course/major level file. All information not relating to course/major was retained in this process, meaning that the record was duplicated for students with two courses/majors in the final file. For these graduates in a combined course or with multiple majors, the GOSID was altered to include record number (either 1 or 2) as the 7th digit from the left.

Following this, all derivations (e.g. labour force classifications, salary calculations and scale scores) were calculated on the course/major level file. The final step of the process was to identify salary outliers. A salary was defined as an outlier when the value was less than \$20,000 per year or was above the 99th percentile. The 99th percentile was calculated separately for full-time and part-time employment and also by course type (Undergraduate v Postgraduate Coursework v Postgraduate Research). Full-time employed salary thresholds for the 99th percentile were \$150,000 (undergraduate), \$240,000 (postgraduate coursework), and \$250,000 (postgraduate research). Part-time employed graduates had thresholds of \$93,921 (undergraduate), \$175,320 (postgraduate coursework and \$200,000 (postgraduate research) for determining salary outliers.

6.3 Coding and preparation of verbatim responses

Open-ended and other specify responses across all modes of data collection were consolidated into a single workflow for coding, to ensure an efficient and consistent application of coding. All coding was undertaken by experienced, fully-briefed coders who are accustomed to working with standard ABS code frames, whether as an interviewer or a coder.

Coding was validated in accordance with ISO 20252 procedures. Under these procedures ten per cent of responses are validated for coding accuracy, and are required to achieve a minimum accuracy of 90 per cent within the batch isolated for validation. If the accuracy of coding is found to be less than 90 per cent, another batch is extracted for further validation. The proportion of the second and subsequent batches is dependent on the degree of inaccuracy found in the previous validation iterations. This process continues until the desired accuracy level is reached within each batch.

6.3.1. Coding of course majors

The GOS majors were all coded to the six digit level of the Australian Bureau of Statistics' Australian Standard Classification of Education (ASCED) framework.

Where the graduate confirmed that the supplied major(s) was correct in the sample the relevant code was also populated in the sample. Where a graduate had changed a major from the sample, the new major was coded using standardised ASCED coding rules outlined in the ASCED coding manual (this includes the use of trailing zeroes codes for responses that are inadequately defined). Special attention was paid to ASCED coding to ensure consistency in coding uncommon or interdisciplinary study areas.

For responses that were too vague to be assigned even a top level ASCED (for example, responses that only listed the level of qualification but not the actual study area, or were otherwise illegible) a code of -98 was used to flag these cases as uncoded due to insufficient detail. If the respondent stated that they had "no major", the sample code was used, especially if the sample code is for a course that does not typically have majors, e.g. Master Degrees, Bachelor of Medicine, Bachelor of Surgery (MBBS) and Bachelor of Laws or Juris Doctor.

If a response contained more than one major, the second mentioned major was transferred over to the subsequent variables provided a response was not already recorded in that field. Table 11 contains an overview of the coding items used for the 2016 GOS.

Table 11 Overview of coded GOS items and the associated code frames

GOS Item	Item Description	Code frame
ANZSCO	Occupation	ANZSCO, Version 1.2, 2013, ABS catalogue number 1220.0 at the six digit level
ANZSIC	Industry	ANZSIC, 2006, ABS catalogue number 1292.0.55.002 at the four digit level
FURFOE	Further study field of education	ASCED, 2001, ABS catalogue number 1272.0 at the six digit level
FURINST	Further study institution	HEIMS four digit Higher Education Provider (HEP) code
COUNTRY	Location of employment for graduates working overseas	Standard Australian Classification of Countries (SACC) Second edition, ABS catalogue number 1269.0
POSTCODE	Location of employment for graduates working in Australia	Australia Post reference information
MAJ1/MAJ2/ MAJ3/ MAJ4	Graduate supplied majors	ASCED, 2001, ABS catalogue number 1272.0 at the six digit level

7. Response analysis

7.1 Response rate

Given that this was the first iteration of the GOS, and that previous graduate surveys had not used a centralised approach to data collection, a fixed deployment schedule, a single-mode of survey completion or a national incentivisation scheme, it was difficult to predict a national response rate. In total, the November 2015 online collection period achieved 23,487 completed surveys (22,374 from university graduates and 1,113 from NUHEIs). The combined (university and NUHEI) overall online response rate achieved in the first collection period of the GOS was 36.3 per cent, which was above the predicted response rate of 25 to 28 per cent. The February round achieved 2,110 completed surveys with a combined response rate of 36.0 per cent.

The 2016 May round achieved 78,611 completed surveys (75,418 from university graduates and 3,193 from NUHEI graduates) with a combined (university and NUHEI) overall response rate of 41.0 per cent. This result exceeded the 2015 November round result by 4.8 percentage points. The increased response rate in the May round may be due to increased awareness of the survey after the November round. Anecdotally, it has also been suggested that many mid-year graduates relocate and have not updated their institution with new contact details by the time data collection commences for the November round.

7.1.1. 2015 November round

Tables 12 and 13 on the following pages contain the response rate for each university and NUHEI for the 2015 November round. University response rates ranged from 18.6 to 66.7 per cent, with NUHEI response rates ranging from zero per cent to 100 per cent. It should be noted that the institution with a response rate of zero had a sample of three graduates and the institution with a response rate of 100 per cent had a sample size of one. The median response rate for NUHEIs was 42.1 per cent.

The proportion of graduates electing to opt out of the survey was three per cent of university graduates and 5.1 per cent of NUHEI graduates, suggesting that neither the nature of the topic nor the response maximisation process prompted large numbers of requests to withdraw from the survey. The higher opt out rate for the NUHEI sample likely reflected the smaller sample sizes of the individual NUHEI institutions rather than an issue with the survey itself; however, given it was the first iteration of GOS, the survey was not widely known and this may have resulted in less awareness of the legitimacy of the survey and a flow on effect of opt outs.

Table 12 November response rates and opt outs for universities

University Provider	Sample	Out of scope	Opted-out	Final	Completed	Nov 2015 Response Rate
Australian Catholic University	289	1	6	282	96	34.0
Bond University	986	6	48	932	316	33.9
Central Queensland University	1,667	10	52	1,605	608	37.9
Charles Darwin University	434	14	27	393	175	44.5
Charles Sturt University	935	7	40	888	388	43.7
Curtin University of Technology	654	6	19	629	331	52.6
Deakin University	3,727	9	95	3,623	1,274	35.2
Edith Cowan University	121	1	3	117	59	50.4
Federation University Australia	174	1	5	168	86	51.2
Flinders University	136	6	5	125	58	46.4
Griffith University	3,533	14	98	3,421	1,275	37.3
James Cook University	299	1	3	295	55	18.6
La Trobe University	1,583	66	58	1,459	482	33.0
Macquarie University	1,926	39	77	1,810	585	32.3
Monash University	5,419	56	128	5,235	2,125	40.6
Murdoch University	112	1	0	111	50	45.0
Queensland University of Technology	2,207	4	59	2,144	573	26.7
RMIT University	675	9	17	649	237	36.5
Southern Cross University	510	0	9	501	225	44.9
Swinburne University of Technology	2,409	34	103	2,272	975	42.9
The Australian National University	2,579	34	91	2,454	861	35.1
The University of Adelaide	2,108	14	91	2,003	727	36.3
The University of Melbourne	2,015	42	60	1,913	826	43.2
The University of Notre Dame Australia	452	4	20	428	139	32.5
The University of Queensland	4,279	10	107	4,162	1,664	40.0
The University of Sydney	6,869	94	265	6,510	1,947	29.9
The University of Western Australia	2,148	6	67	2,075	741	35.7
University of Canberra	970	5	21	944	370	39.2
University of Divinity	12	0	0	12	8	66.7
University of New England	2,604	7	36	2,561	1,329	51.9
University of New South Wales	3,762	8	115	3,639	1,296	35.6
University of Newcastle	1,616	3	47	1,566	694	44.3
University of South Australia	1,261	2	8	1,251	280	22.4
University of Southern Queensland	1,741	10	40	1,691	816	48.3
University of Tasmania	1,895	7	34	1,854	557	30.0
University of Technology, Sydney	3,924	24	152	3,748	1,010	26.9
University of the Sunshine Coast	542	0	11	531	297	55.9
University of Wollongong	483	4	14	465	136	29.2
Victoria University	58	1	2	55	16	29.1
Western Sydney University	3,106	19	94	2,993	753	25.2
Total	70,220	579	2,127	67,514	24,440	36.2

Table 13 November response rates and opt outs for NUHEIs

Non-University Provider	Sample	Out of scope	Opted-out	Final	Completed	Nov 2015 Response Rate
Academy of Information Technology	44	0	2	42	9	21.4
Alphacrucis College	92	1	6	85	32	37.6
Australian College of Applied Psychology (Navitas Institute)	104	1	6	97	62	63.9
Australian College of Christian Studies	1	0	0	1	1	100.0
Australian College of Physical Education	29	0	3	26	12	46.2
Australian College of Theology	410	21	35	354	174	49.2
Australian Institute of Business	182	0	13	169	89	52.7
Australian Institute of Management SA Division	49	2	3	44	18	40.9
Australian Institute of Music	65	0	3	62	27	43.5
Australian Institute of Professional Counsellors	3	0	0	3	0	0.0
Australian School of Management	8	0	0	8	4	50.0
Blue Mountains International Hotel Management School	163	0	4	159	17	10.7
Cambridge International College	89	0	5	84	23	27.4
Christian Heritage College	45	0	4	41	31	75.6
Excelsia College	61	1	1	59	24	40.7
Holmes Institute	721	11	28	682	184	27.0
Holmesglen Institute	22	0	0	22	10	45.5
Kaplan Business School	283	2	10	271	103	38.0
Melbourne Institute of Technology	170	0	2	168	56	33.3
Melbourne Polytechnic	13	0	0	13	8	61.5
Morling College	5	0	0	5	3	60.0
Murdoch Institute of Technology	170	0	13	157	68	43.3
Paramount College of Natural Medicine	7	0	0	7	6	85.7
Photography Studies College (Melbourne)	10	0	1	9	7	77.8
South Metropolitan TAFE	36	0	0	36	12	33.3
SAE Institute and Qantm College	203	0	6	197	80	40.6
SP Jain School of Management	45	0	3	42	2	4.8
Tabor Adelaide	18	0	1	17	10	58.8
TAFE Queensland	40	0	4	36	12	33.3
TAFE SA	48	0	2	46	21	45.7
UOW College	29	0	1	28	7	25.0
Whitehouse Institute	146	1	10	135	45	33.3
Total	3,311	40	166	3,105	1,157	37.3

The first week of survey responses for the 2015 November round revealed a higher than expected number of out of scope cases due to the framing of the survey's qualifying question. The qualifying question, 'institution' (In <gradyr>, did you complete a <course> at <E306C>?), had a text insertion of the year of completion provided by institutions, which did not necessarily align with the year of completion from the graduate's perspective. Remedial action was taken and a follow-up question was asked before survey termination (If you completed your studies in 2014 but were awarded the qualification in 2015, please complete the survey!). An additional email also was sent to those who had screened out but not yet opted out of the survey. The follow-up email was sent to the email

address they had originally clicked the survey link from. The outcomes of the follow-up email are outlined in Section 7.3.3.

7.1.2. 2016 May round

Tables 14 and 15 below outline the institutional response rates for the 2016 May round. The range of response rates was higher for universities, with the lowest response rate at 26.5 per cent and the highest at 54.6 per cent. The range of response rates for NUHEIs was from 13.6 per cent to 85.7 per cent.

The total opt-out rate for universities in May was slightly lower at 2.6 per cent, compared to the three per cent opt rate for the 2016 November round.

Table 14 May response rates and opt outs for universities

University Provider	Sample	Out of scope	Opted-out	Final	Completed	May 2016 Response Rate
Australian Catholic University	5,624	21	116	5,487	2,233	40.7
Bond University	515	3	30	482	184	38.2
Central Queensland University	2,018	10	45	1,963	773	39.4
Charles Darwin University	1,091	1	26	1,064	560	52.6
Charles Sturt University	5,617	15	165	5,437	2,303	42.4
Curtin University of Technology	8,085	100	241	7,744	3,494	45.1
Deakin University	6,035	16	106	5,913	2,558	43.3
Edith Cowan University	4,945	11	139	4,795	2,173	45.3
Federation University Australia	802	15	24	763	283	37.1
Flinders University	3,772	17	89	3,666	1,589	43.3
Griffith University	6,440	10	191	6,239	2,359	37.8
James Cook University	3,354	40	81	3,233	1,130	35.0
La Trobe University	6,595	33	143	6,419	2,272	35.4
Macquarie University	7,193	38	273	6,882	2,663	38.7
Monash University	8,588	31	209	8,348	3,898	46.7
Murdoch University	2,504	8	72	2,424	1,079	44.5
Queensland University of Technology	9,224	24	215	8,985	2,618	29.1
RMIT University	9,700	27	282	9,391	3,743	39.9
Southern Cross University	1,580	2	31	1,547	666	43.1
Swinburne University of Technology	3,257	39	146	3,072	1,331	43.3
The Australian National University	3,238	24	99	3,115	1,328	42.6
The University of Adelaide	4,043	25	97	3,921	1,972	50.3
The University of Melbourne	15,204	66	476	14,662	5,915	40.3
The University of Notre Dame Australia	1,968	10	55	1,903	729	38.3
The University of Queensland	7,386	17	189	7,180	3,242	45.2
The University of Sydney	8,909	61	348	8,500	3,961	46.6
The University of Western Australia	4,699	19	77	4,603	1,608	34.9
University of Canberra	2,195	19	57	2,119	861	40.6
University of Divinity	382	8	6	368	191	51.9
University of New England	613	3	6	604	330	54.6
University of New South Wales	7,664	29	259	7,376	3,316	45.0
University of Newcastle	4,969	15	72	4,882	2,313	47.4

University Provider	Sample	Out of scope	Opted-out	Final	Completed	May 2016 Response Rate
University of South Australia	4,671	9	92	4,570	1,693	37.0
University of Southern Queensland	2,481	11	43	2,427	1,175	48.4
University of Tasmania	3,906	16	64	3,826	1,613	42.2
University of Technology, Sydney	5,240	24	34	5,182	1,371	26.5
University of the Sunshine Coast	1,446	4	23	1,419	747	52.6
University of Wollongong	4,272	10	107	4,155	1,551	37.3
Victoria University	4,467	163	80	4,224	1,480	35.0
Western Sydney University	5,380	24	105	5,251	2,113	40.2
Total	190,072	1,018	4,913	184,141	75,418	41.0

The NUHEI opt out rate was 3.6 per cent in the 2016 May round, which was an improvement of 1.5 percentage points from the 2015 November round (5.1%). Similar to the November round, the low opt-out rates suggested that the topic of the survey or the response maximisation activities did not dissuade graduates from taking part.

Table 15 May response rates and opt outs for NUHEIs

Non-University Provider	Sample	Out of scope	Opted-out	Final	Completed	May 2016 Response Rate
Academy of Design Australia	66	1	1	64	39	60.9
Academy of Information Technology	16	0	2	14	4	28.6
Adelaide College of Divinity	5	0	0	5	4	80.0
Asia Pacific International College	224	8	9	207	55	26.6
Australian College of Applied Psychology (Navitas Institute)	595	0	26	569	300	52.7
Australian College of Christian Studies	7	0	0	7	6	85.7
Australian College of Physical Education	143	0	1	142	62	43.7
Australian College of Theology	152	2	5	145	73	50.3
Australian Institute of Business	322	1	9	312	183	58.7
Australian Institute of Management SA Division	65	8	4	53	17	32.1
Australian Institute of Music	236	0	12	224	98	43.8
Australian Institute of Professional Counsellors	30	0	1	29	7	24.1
Australian School of Management	11	0	0	11	4	36.4
Avondale College of Higher Education	307	2	6	299	144	48.2
Blue Mountains International Hotel Management School	188	2	4	182	48	26.4
Box Hill Institute	113	2	1	110	43	39.1
Cambridge International College	86	2	0	84	24	28.6
Campion College Australia	27	1	0	26	14	53.8
Christian Heritage College	142	0	4	138	79	57.2
College of the Arts	41	0	1	40	14	35.0
Eastern College Australia	65	0	0	65	47	72.3
Endeavour College	322	1	9	312	155	49.7
Excelsia College	132	0	3	129	81	62.8
Holmes Institute	552	2	15	535	127	23.7
Holmesglen Institute	145	0	7	138	62	44.9

Non-University Provider	Sample	Out of scope	Opted-out	Final	Completed	May 2016 Response Rate
International College of Management, Sydney	206	2	9	195	66	33.8
Jazz Music Institute	9	0	2	7	3	42.9
Kaplan Business School	166	1	8	157	56	35.7
Kaplan Higher Education Pty Ltd trading as Murdoch Institute of Technology	144	0	10	134	72	53.7
Macleay College	172	0	6	166	81	48.8
Melbourne Institute of Technology	97	0	2	95	31	32.6
Melbourne Polytechnic	191	3	8	180	71	39.4
MIECAT	37	0	2	35	27	77.1
Montessori World Education Institute (Australia)	11	0	0	11	7	63.6
Morling College	33	1	2	30	14	46.7
Nan Tien Institute	18	2	0	16	7	43.8
National Art School	138	0	0	138	78	56.5
Photography Studies College (Melbourne)	26	0	0	26	19	73.1
South Metropolitan TAFE	33	0	2	31	11	35.5
Raffles College of Design and Commerce	373	4	8	361	129	35.7
SAE Institute and Qantm College	293	2	5	286	143	50.0
Study Group Australia	90	0	2	88	12	13.6
Sydney Institute of Traditional Chinese Medicine	81	0	2	79	25	31.6
Tabor College of Higher Education	89	0	5	84	54	64.3
TAFE NSW	213	1	5	207	87	42.0
TAFE Queensland	58	0	1	57	21	36.8
The Cairnmillar Institute School	81	1	0	80	48	60.0
The College of Law	1,237	0	78	1,159	353	30.5
The Tax Institute	21	0	0	21	14	66.7
UOW College	18	0	2	16	7	43.8
Whitehouse Institute	117	0	6	111	41	36.9
William Angliss Institute	120	1	3	116	26	22.4
Total	8,064	50	288	7,726	3,193	41.3

7.2 Rate of response

As expected, the majority of surveys were completed at the start of the response maximisation period. As shown in Figure 1, the momentum across the reminders for the 2015 November round was well sustained until reminder six, with completes steadily accumulating across the online data collection period. The spike in response rate between reminder two and three was the result of the out of scope resend which involved resending an email invitation to graduates who were incorrectly disqualified. This is explained in further detail in section 7.3.3. Response to the earlier reminders was higher, which was expected given the rolling prize draw.

Figure 1 Rate of response – 2015 November round online collection

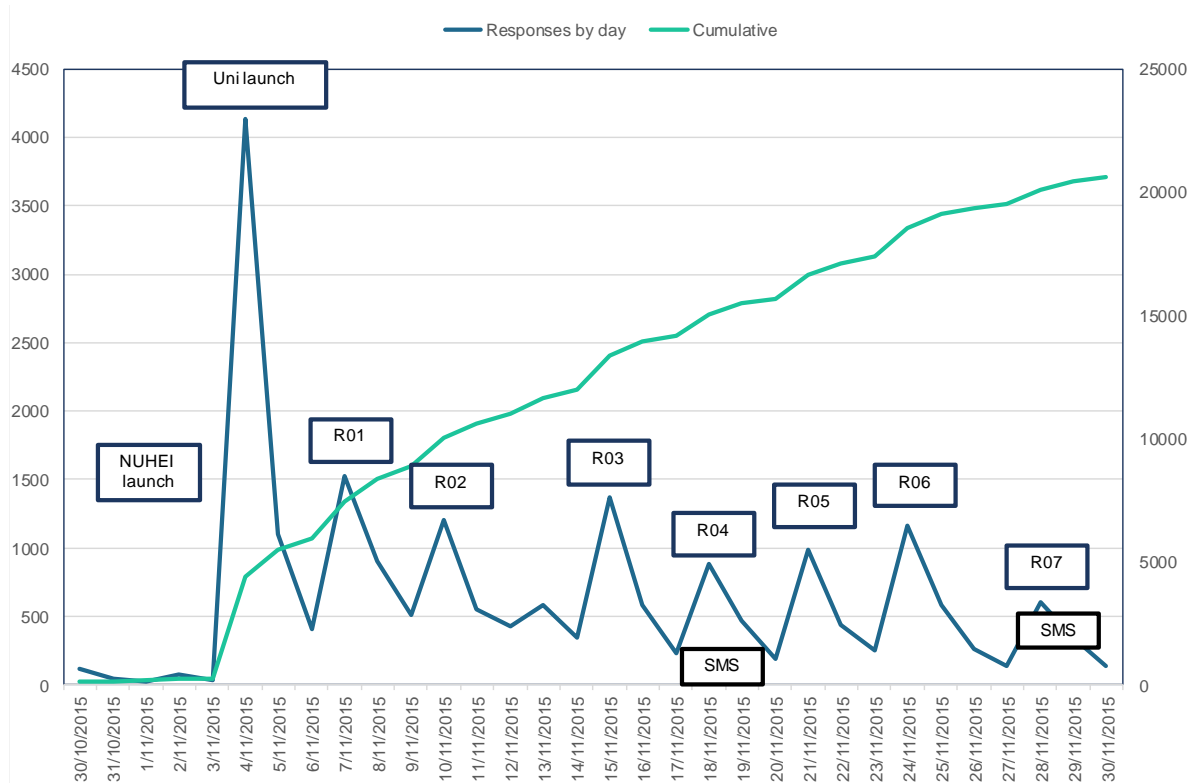
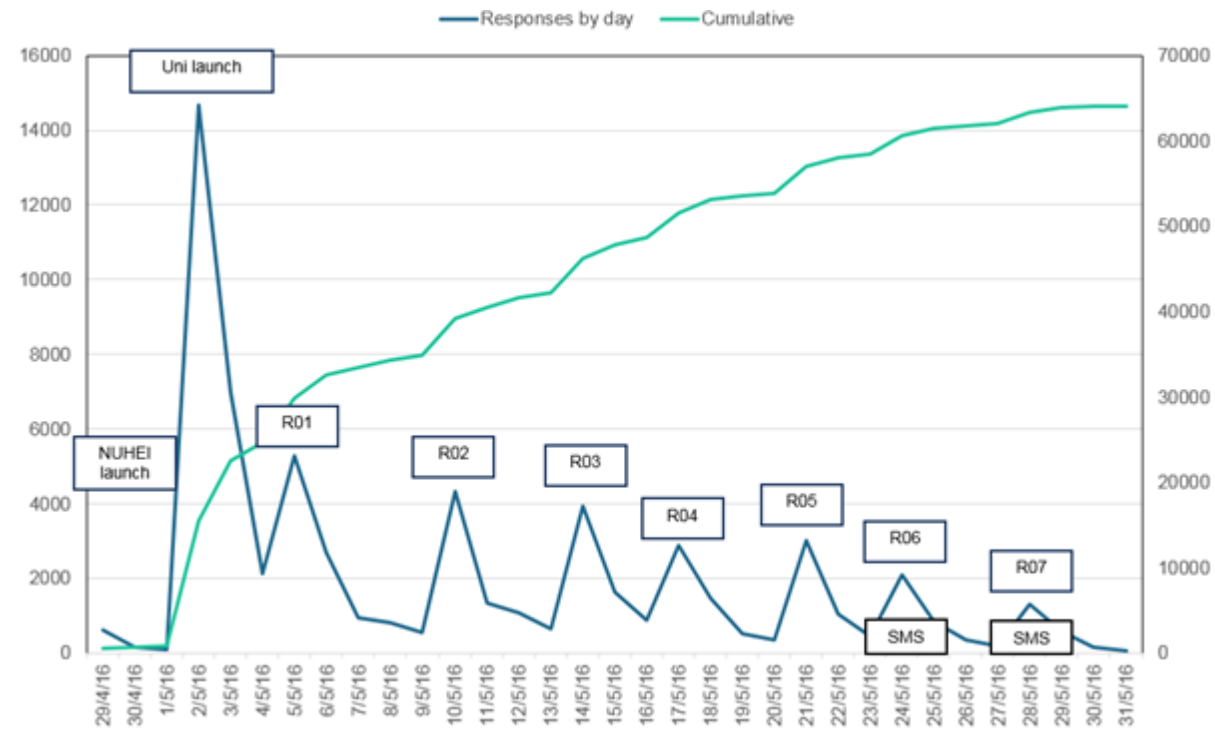


Figure 2 below shows the momentum for the 2016 May round was similar to the 2015 November round, with a steady but decreasing returns over time with each reminder.

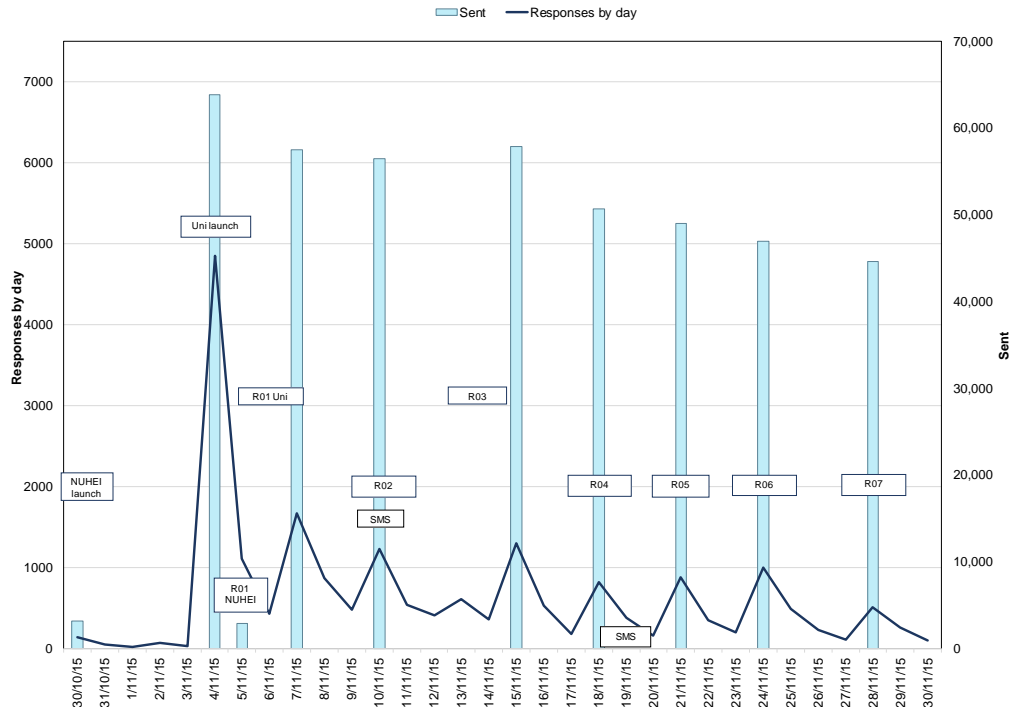
Figure 2 Rate of response – 2016 May round online collection



7.3 Email response maximisation analysis

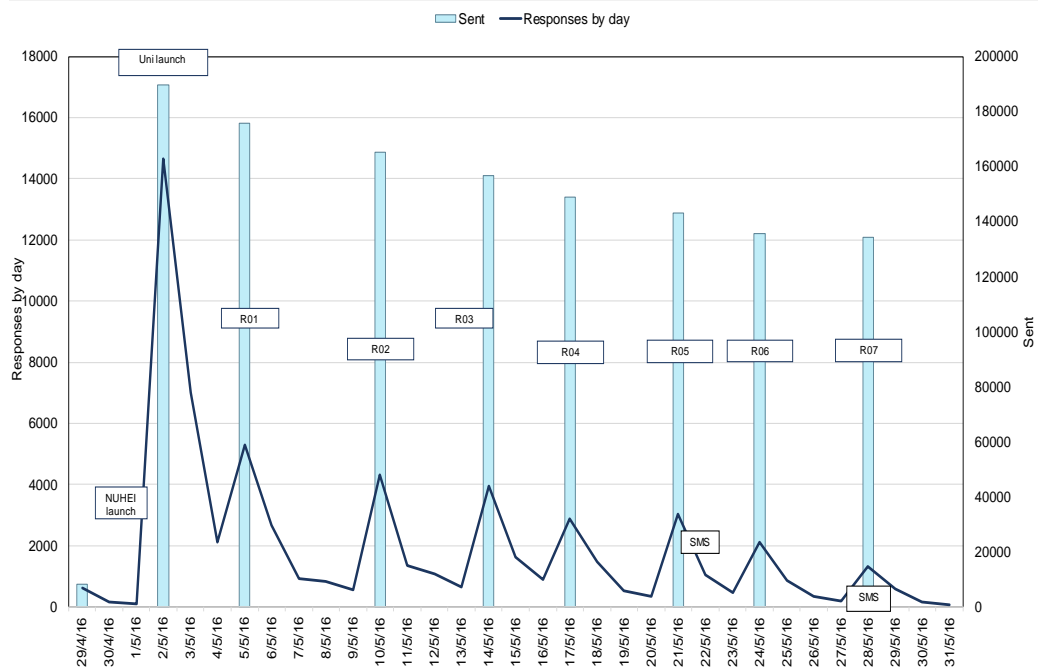
The total number of emails sent during the 2015 November round fieldwork period was 523,042, and 1,409,898 across the 2016 May round. Figures 3 and 4 below show the number of emails sent compared to the number of completions by day.

Figure 3 Number of emails sent and correlating completions – 2015 November



There is a clear association between the number of emails sent and the number of completions received, although the invitation email achieves the highest response rate of all mailouts.

Figure 4 Number of emails sent and correlating completions – 2016 May



From reminder two onwards for the 2015 November round GOS and reminder one onwards for the 2016 May round GOS, the generic email text for those who had begun but not yet completed the survey included reminding participants that they could continue from where they last stopped the survey. For the 2015 November round GOS, study areas with lower response rates were targeted from reminder four onwards with altered text reminding participants that survey completion from graduates in their study area was particularly important. In the 2016 May round GOS from reminder four onwards email text was varied to include pleas to complete the GOS, including acknowledgement of how busy they must be.

Tables 16 and 17 show that the proportion of email invitation open rates increased by 4.8 percentage points from the 2015 November round (36.7%) to the 2016 May round (41.5%). Bounced records were quite low, indicating that at the national level the quality of contact details was very good. Opt outs were less than one percent at each send, suggesting the nature of the survey and the timings of sends were not a concern for graduates.

The outcomes of each reminder are detailed for universities and NUHEIs separately in Appendix 12.

Table 16 Combined email outcomes as a proportion of total available sample per send – 2015 November round

	Invitation	Reminder 1	Reminder 2	Reminder 3	Reminder 4 ³	Reminder 5	Reminder 6	Reminder 7
Opened	26,846	23,862	17,865	14,666	12,232	14,200	12,052	11,105
% of total sent	36.7%	36.3%	29.0%	25.3%	22.2%	26.6%	23.6%	22.9%
Survey Link clicked	8,881	4,537	2,925	2,698	2,016	2,346	2,280	1,466
% of total opened*	33.1%	19.0%	16.4%	18.4%	16.5%	16.5%	18.9%	13.2%
Soft Bounce ¹	525	458	492	487	793	749	1,691	1,689
% of total sent	0.7%	0.7%	0.8%	0.8%	1.4%	1.4%	3.3%	3.5%
Hard Bounce ²	2,479	42	12	29	24	26	19	28
% of total sent	3.4%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%
Opt out	213	246	260	347	340	305	218	202
% of total sent	0.3%	0.4%	0.4%	0.6%	0.6%	0.6%	0.4%	0.4%
Unopened	34,190	36,630	39,969	39,711	39,786	35,748	34,822	34,093
% of total sent	46.7%	55.7%	65.0%	68.5%	72.1%	67.0%	68.2%	70.2%
Total Sent	73,134 ⁴	65,775	61,523	57,938	55,191	53,374	51,082	48,583
	100%	100%	100%	100%	100%	100%	100%	100%

*Percentage calculated from opened

¹Soft bounce denotes occasions when the email cannot get through at the time of the send, commonly due to an inbox having reached capacity or the mail server being temporarily down. These emails will reattempt on the next send.

²Hard bounce denotes a permanently unusable email address, commonly the result of a non-existent domain or disabled mailbox. These emails will not be included in subsequent sends.

³All records that had not opened previous emails were sent an email to additional email addresses provided from Reminder 4.

⁴Excludes sample records that were sent a hardcopy reminder due to a missing email address

Table 17 Combined email outcomes as a proportion of total available sample per send – 2016 May round

	Invitation	Reminder 1	Reminder 2	Reminder 3	Reminder 4 ³	Reminder 5	Reminder 6	Reminder 7
Opened	82,070	60,964	54,583	42,916	43,338	38,437	37,565	33,161
% of total sent	41.5%	34.7%	33.1%	27.4%	29.1%	26.9%	27.7%	24.7%
Survey Link clicked	29,647	12,168	9,516	8,601	7,619	7,733	6,377	4,882
% of total opened*	36.1%	20.0%	17.4%	20.0%	17.6%	20.1%	17.0%	14.7%
Soft Bounce ¹	853	664	604	609	600	403	411	439
% of total sent	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%
Hard Bounce ²	5,038	1074	1042	1080	1190	986	720	522
% of total sent	2.5%	0.6%	0.6%	0.7%	0.8%	0.7%	0.5%	0.4%
Opt out	472	670	712	822	892	804	680	646
% of total sent	0.2%	0.4%	0.4%	0.5%	0.6%	0.6%	0.5%	0.5%
Unopened	79,686	100,270	98,602	102,795	95,127	94,625	89,766	94,672
% of total sent	40.3%	57.0%	59.7%	65.5%	63.9%	66.2%	66.2%	70.5%
Total Sent	197,766 ⁴	175,810	165,059	156,823	148,766	142,988	135,519	134,322
	100%	100%	100%	100%	100%	100%	100%	100%

*Percentage calculated from opened

¹Soft bounce denotes occasions when the email cannot get through at the time of the send, commonly due to an inbox having reached capacity or the mail server being temporarily down. These emails will reattempt on the next send.

²Hard bounce denotes a permanently unusable email address, commonly the result of a non-existent domain or disabled mailbox. These emails will not be included in subsequent sends.

³All records that had not opened previous emails were sent an email to additional email addresses provided from Reminder 4.

⁴Excludes sample records that were sent a hardcopy reminder due to a missing email address

The proportion of unopened emails across all sends (i.e., the graduate did not open any email sent and the email was not otherwise classified as a bounce or opt out, and their GOS survey was not completed by another access method) was 19.4 per cent, and was similar across both rounds. A summary of unopened emails in each round is shown below in Table 18.

Table 18 Summary of unopened emails

	2016 GOS round		
	November	May	Total
Graduates approached (n)	73,531	198,136	271,667
Unopened at all email sends (n)	14,620	38,208	52,828
Unopened at all email sends (%)	19.9	19.3	19.4

The sample characteristics of graduates who did not open any emails is outlined in Table 19 on the following page. The profile is remarkably similar to the main sample, although graduates under 30 years old, and part time students are more likely not to open any GOS emails.

Table 19 Characteristics of graduates who did not open emails against the total sample

	Total sample	%	Unopened emails sample	%
Base	262,486		52,828	
Status				
Undergraduate	155,893	59.4	32,464	61.5
Postgraduate Coursework	97,514	37.2	19,219	36.4
Postgraduate Research	9,079	3.5	1,145	2.2
Gender*				
Male	110,175	42.1	22,947	43.4
Female	151,665	57.9	29,745	56.3
Aboriginal and Torres Strait Islander				
Non-Indigenous	259,840	99.0	52,200	98.8
Indigenous	2,008	0.8	492	0.9
No information	638	0.2	136	0.3
Disability				
No disability	251,677	95.9	50,789	96.1
Disability	10,168	3.9	1,902	3.6
No information	641	0.2	137	0.3
Age*				
30 years or under	201,936	76.9	41,960	79.4
Over 30 years	60,546	23.1	10,867	20.6
Mode of attendance				
Internal and mixed mode	229,332	87.4	46,103	87.2
External	32,517	12.4	6,589	12.5
No information	637	0.2	136	0.3
Type of attendance				
Open Universities Australia (OUA)	7	0.0	1	0.0
Full-time	182,832	69.7	35,270	66.8
Part-time	79,007	30.1	17,421	33.0
No information	638	0.2	137	0.3
Main Language Spoken at Home				
English	209,599	79.9	42,220	79.9
Language other than English	52,887	20.1	10,608	20.1
Citizen/resident indicator*				
Domestic	196,001	74.9	39,004	74.0
International	65,847	25.1	13,688	26.0

As shown in Table 20, graduates from Nursing, Teacher education and Business and management study areas were less likely to open any emails compared to the total sample. Other than this, the profile of study area among those who did not open GOS emails was very similar to the total sample.

Table 20 Characteristics of graduates who did not open emails against the total sample – study area

	Total sample	%	Unopened emails sample	%
Base	262,486		52,828	
Study area				
Science and mathematics	20,129	7.7	3,105	5.9
Computing and Information Systems	9,879	3.8	1,777	3.4
Engineering	16,876	6.4	3,161	6.0
Architecture and built environment	6,346	2.4	1,472	2.8
Agriculture and environmental studies	3,813	1.5	617	1.2
Health services and support	15,761	6.0	3,182	6.0
Medicine	5,227	2.0	843	1.6
Nursing	17,143	6.5	4,369	8.3
Pharmacy	1,781	0.7	396	0.7
Dentistry	1,090	0.4	194	0.4
Veterinary science	928	0.4	164	0.3
Rehabilitation	3,442	1.3	672	1.3
Teacher education	26,109	9.9	5,903	11.2
Business and management	66,864	25.5	14,594	27.6
Humanities, culture and social sciences	21,820	8.3	3,840	7.3
Social work	4,779	1.8	852	1.6
Psychology	8,823	3.4	1,279	2.4
Law and paralegal studies	13,497	5.1	2,730	5.2
Creative arts	9,627	3.7	1,897	3.6
Communication	7,677	2.9	1,610	3.0
Tourism, hospitality, personal services, sport and recreation	875	0.3	174	0.3

7.3.1. Non-response analysis

Over half of the graduate sample did not participate in the GOS. Table 21 shows that undergraduates were less likely to respond to the survey, while Postgraduate Research graduates were more likely to complete the GOS. Males and under 30 year olds were also overrepresented in the non-response sample, as were those who studied on campus. Graduates who speak a language other than English at home, and international students were also less likely to participate.

Table 21 Non-response sample characteristics

	Respondents	%	Non-responders	%
Base	104,208		147,282	
Status				
Undergraduate	59,845	57.4	89,646	60.9
Postgraduate Coursework	39,004	37.4	54,250	36.8
Postgraduate Research	5,359	5.1	3,386	2.3
Gender*				
Male	40,098	38.6	64,922	44.2
Female	63,908	61.4	81,917	55.8
Aboriginal and Torres Strait Islander				
Non-Indigenous	103,197	99.0	145,732	98.9
Indigenous	814	0.8	1,109	0.8
No information	197	0.2	441	0.3
Disability				
No disability	99,229	95.2	141,862	96.3
Disability	4,780	4.6	4,978	3.4
No information	199	0.2	442	0.3
Age*				
30 years or under	73,329	70.4	119,666	81.3
Over 30 years	30,877	29.6	27,614	18.7
Mode of attendance				
Internal and mixed mode	88,570	85.0	130,934	88.9
External	15,441	14.8	15,908	10.8
No information	197	0.2	441	0.3
Type of attendance				
Open Universities Australia (OUA)	3	0.0	2	0.0
Full-time	71,554	68.7	103,706	70.4
Part-time	32,454	31.1	43,133	29.3
No information	197	0.2	441	0.3
Main Language Spoken at Home				
English	88,006	84.5	113,027	76.7
Language other than English	16,202	15.5	34,255	23.3
Citizen/resident indicator*				
Domestic	84,492	81.2	103,512	70.2
International	19,519	18.8	43,689	29.8

*sub category may not add up to base

There were differences in response by study area, as seen in Table 22, with Science and mathematics, Humanities, culture and social sciences, and Psychology graduates more likely to respond to the GOS. Graduates from Business and management were less likely to have participated in the survey.

Table 22 Non-response sample characteristics across study area

	Respondents	%	Non-responders	%
Base	104,208		147,282	
Study area				
Science and mathematics	8,891	8.5	10,543	7.2
Computing and Information Systems	3,933	3.8	5,378	3.7
Engineering	6,683	6.4	9,430	6.4
Architecture and built environment	2,439	2.3	3,650	2.5
Agriculture and environmental studies	1,820	1.7	1,855	1.3
Health services and support	6,922	6.6	8,159	5.5
Medicine	2,189	2.1	2,670	1.8
Nursing	6,480	6.2	10,012	6.8
Pharmacy	664	0.6	1,019	0.7
Dentistry	464	0.4	544	0.4
Veterinary science	432	0.4	457	0.3
Rehabilitation	1,477	1.4	1,800	1.2
Teacher education	10,872	10.4	14,377	9.8
Business and management	21,534	20.7	42,101	28.6
Humanities, culture and social sciences	9,659	9.3	11,466	7.8
Social work	2,495	2.4	2,158	1.5
Psychology	4,592	4.4	7,819	2.6
Law and paralegal studies	5,041	4.8	441	5.3
Creative arts	4,097	3.9	5,295	3.6
Communication	3,221	3.1	4,186	2.8
Tourism, hospitality, personal services, sport and recreation	303	0.3	522	0.4

To further understand the key demographic differences, a logistic regression was performed based on all in-scope cases for the GOS that had complete sample data (N=219,069). Sample parameters included were gender, ATSI, citizenship, type of attendance, attendance mode, language spoken at home, disability indicator, age, and study area.

The logistic regression identified several groups less likely than others to respond to the survey including male graduates and those under the age of 30. Additionally, coursework graduates – both undergraduate and postgraduate – were less likely to respond than those with a postgraduate research degree, and graduates who studied part-time were less likely to respond than full-time graduates.

Response was related to study area even when other factors such as gender and age were accounted for. Though female graduates were more likely to respond than males, particularly high odds of response were observed for male-dominated subject areas such as Science and Mathematics, Computing and Information Systems, Engineering, and Agriculture and Environmental Studies.

7.3.2. SMS response analysis

Two batches of SMS' were sent during the online fieldwork period for both rounds of the 2016 GOS. Low performing study areas from institutions with below average response rates were targeted for

SMS reminders. Only graduates with a mobile number provided by the institution were able to be included in the SMS reminder targeting. During the 2015 November round the total number of SMS' sent were 2,300, while in May 10,892 SMS' were sent.

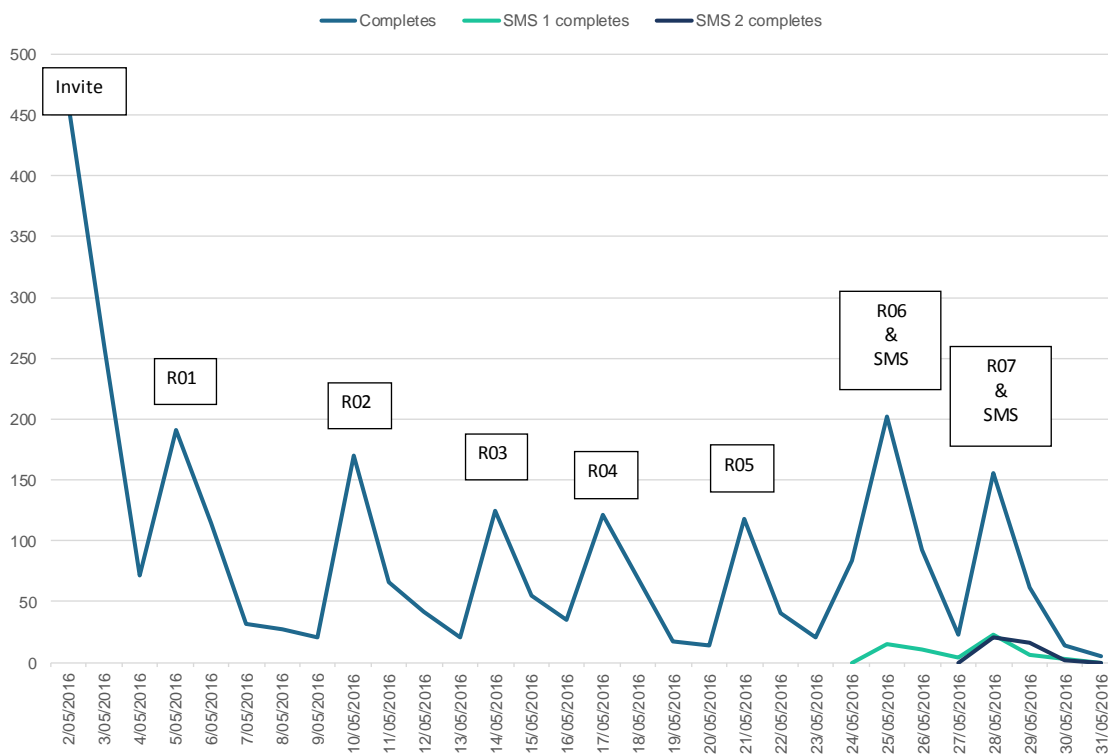
SMS reminders were timed to coincide with an email reminder, aiming to drive the graduate to the recently sent email. As shown in Table 23, the proportion of email recipients who also received an SMS ranged from 3.1 to 4.2 percent. The tracking of the conversion of an SMS to a complete is complicated to disentangle however, it is possible to infer whether an SMS has driven a graduate to complete the GOS when analysing the effect of an SMS at an institutional level.

Table 23 Proportion of email recipients sent an SMS

Milestone	Number of Emails Sent	Number of completed surveys	% of email recipients completing GOS	SMS Date	Number of SMS Sent	% of email recipients sent SMS
Nov Reminder 2 (Nov 11)	56,532	3,132	5.5	11-Nov	134	4.2
Nov Reminder 4 (Nov 18)	50,709	1,360	2.7	19-Nov	1,565	3.1
May Reminder 6 (May 24)	135,519	3,523	2.6	25-May	5,606	4.1
May Reminder 7 (May 28)	134,322	2,115	1.6	28-May	5,286	3.9

Taking a closer look at the impact of the SMS on graduates from a large university starts to build a picture of the relationship between SMS and online completes. The university's response profile is shown below in Figure 5, where it is possible to see that the response to reminders 6 and 7, both paired with an SMS for May, is slightly higher than the preceding reminders. Surveys deemed to be the result of the SMS were completed by graduates who were included in the reminder send, also sent an SMS, and completed the survey within a five day window after both of these events. Using this definition, 62 out of 527 completed surveys resulting from Reminder 6 can be linked to the SMS, which converts to 11.7 per cent completes. . Looking at Reminder 7, 39 completed surveys were likely to have been the result of the SMS out of a total of 308 surveys, which translates into 12.6 per cent of completes. In the 2017 GOS the SMS will link directly to the graduate's survey, making it easier to track SMS completes.

Figure 5 Response profile of a university sample sent SMS in the GOS May round



7.3.3. 2015 November GOS Out-of-scope resend

As mentioned in Section 7.1, the wording of the screening item ‘institution’, and the data provided by institutions for graduation year, resulted in a significant number of graduates disqualified from the survey. To overcome this, these graduates (n=795) were sent a corrective email to the email address which had been used to access the survey, inviting them to take part, as their qualification completion year may have differed to their institutional data. Of the 795 emails sent, 317 clicked the survey link (39.8%). Of the 317, only 13 (4%) were legitimately out of scope graduates and 260 (82%) went on to complete the survey. The majority (96%) of the 317 who accessed the survey did so on the same day the email was sent out.

7.4 Social media campaign analysis

Google analytics linked to the GOS landing page (www.gos.edu.au) indicated that 5,697 unique users for the November round and 8,150 unique users for the May round travelled to the landing page (which may also have included traffic from institutional staff or out of scope graduates from social media targeting). As shown in Table 24, traffic through the GOS page for both rounds predominately came from directly typing in or clicking a link to the landing page, followed by Facebook for November, and Institutional web pages for May. The prize draw information page was also a source of traffic for the landing page. There were a number of minor sources including Instagram, news sites (such as SMH, The Age) and various other web pages.

Table 24 Sources of traffic to the GOS landing page

Source	November %	May %
Directly typing/clicking link to page	65.8	67.3
Facebook	26.3	3.8
Prize draw information page	4.3	9.6
Institution web pages	1.3	10.8
Instagram	-	2.7
Other	2.2	5.8

Figures 6 and 7 show that landing page access occurred consistently throughout the online survey periods, suggesting that the response maximisation activities and social media links to the landing page were driving traffic through to the landing page.

Figure 6 Volume of traffic to the GOS landing page by day of online collection- November

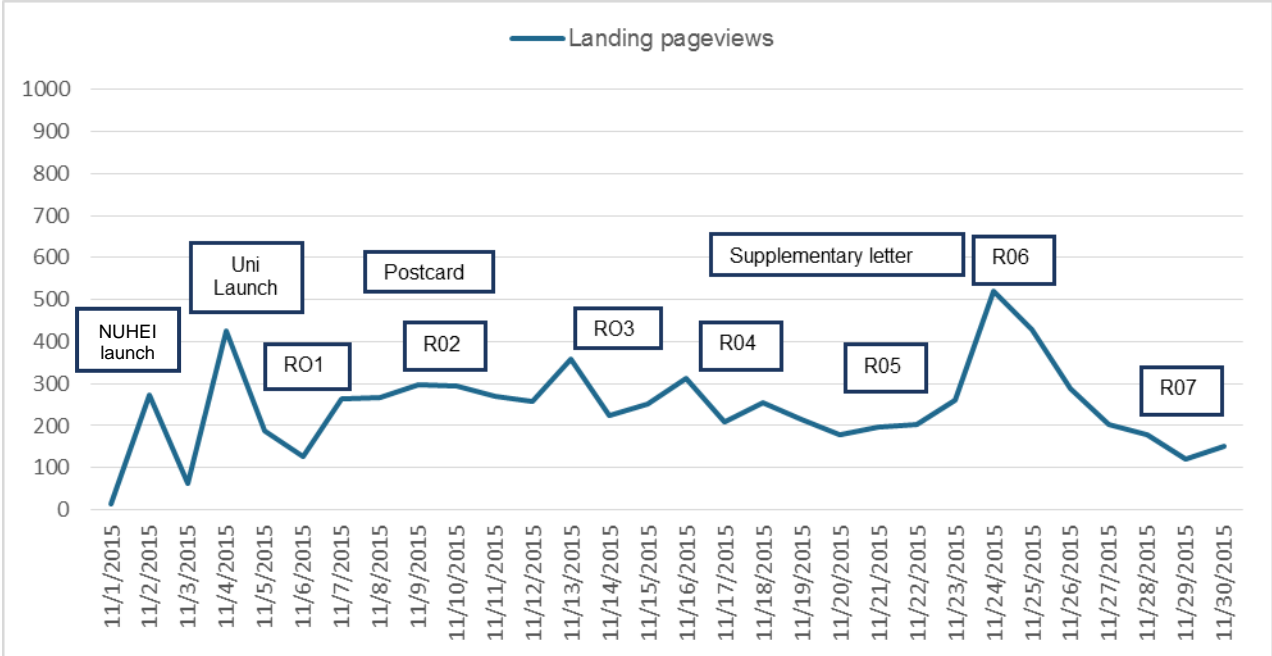
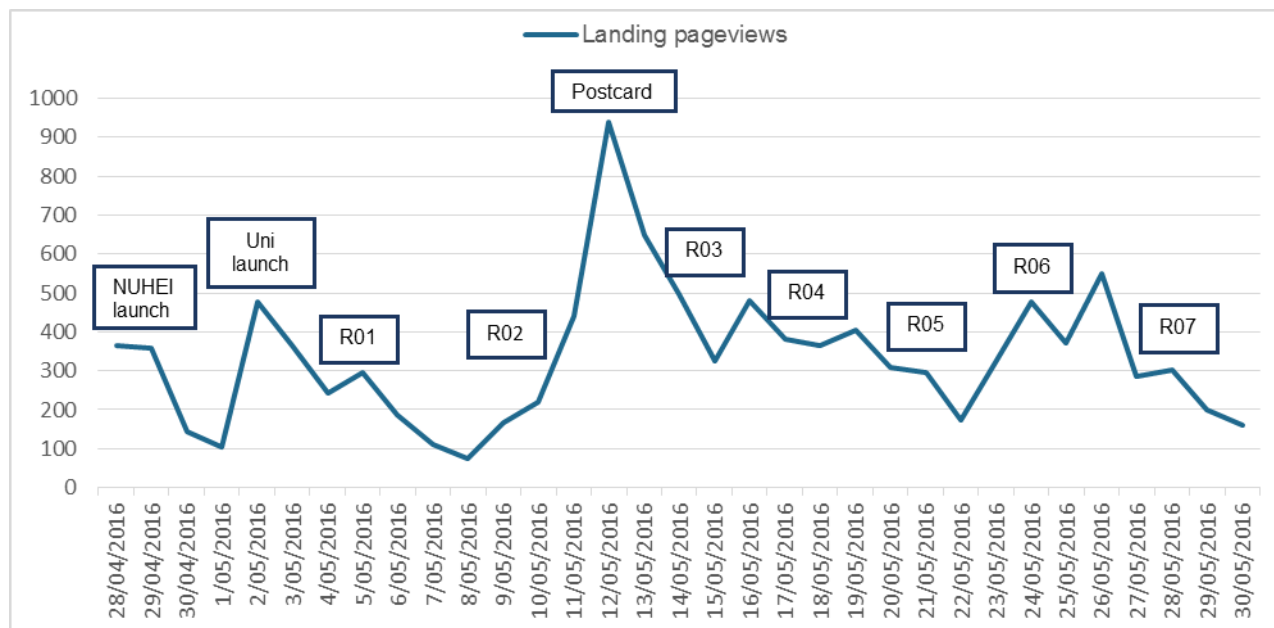


Figure 7 Volume of traffic to the GOS landing page by day of online collection- May



The digital marketing campaign (which uses internet user metadata to target internet users based on specified demographics or interests), targeted Australian graduates in general, and males in a range of science and engineering based degrees using targeting features available on social media platforms YouTube, Facebook and Instagram. Display ads were shown on websites such as SMH Sport, The Age Sport, Kotaku, Men’s Health and Lifehacker as they had a predominately younger male audience. The nature of the social media campaign made it difficult to connect metrics to actual completes, as it was not possible to link impressions to sample members.

Tables 25 and 26 on the following page show the impressions (number of times the marketing materials have been presented to a user), clicks, CTR (Click Through Rate, which is the ratio of the number of users who click on the link to the total number of users who have been exposed to the marketed material), video views to 100%, and VTR (View Through Rate, which is the ratio of the number of users that view a video through to 100% to the total impressions).

For the 2015 November round, the Facebook video campaign was the most successful with the highest click conversions, which was between one and two per cent across genders. Despite the Facebook Video Views being targeted towards males, females produced a high number of impressions due to the male audience being exhausted (when an ad was displayed to a user more than four times the user was considered exhausted and the ad was not shown to them again) and the overall audience skew towards females. Although females produced a higher number of impressions, the male-centric content worked to engaged more male viewers, with males having a higher VTR compared to females (1.3% compared to 0.8%). YouTube True Video (which allows viewers to skip an ad after five seconds or continue watching) suggests viewers only watch the ads they are interested in. YouTube True Video Views produced the highest VTR rates suggesting that age and interest targeting had been effective. Females had a higher VTR rate compared to males (14.21% versus 10.9%), possibly due to the fact that females are more likely to view an ad to the end⁴.

⁴ TrueView Behaviour Study, comScore Data Services, February 2015 (UK) – (Except for gender, all comparisons are to overall average completion rate)

Table 25 Campaign outcomes - November

	Audience	Impressions n	Video Views to 100% n	VTR %	Clicks n	CTR [^] %
Facebook Video Views Campaign	Male [#]	234,427	2,962	1.3	2,675	1.14
	Female	245,714	2,027	0.8	2,335	0.95
	Unknown	1,341	20	1.5	25	1.86
Facebook Click Campaign	Male [*]	1,329,562	-	-	4	0.00
	Female	1,043,259	-	-	4	0.00
	Unknown	10,533	-	-	1	0.01
YouTube True Video Views	Male [*]	19,280	2,100	10.9	9	0.05
	Female	11,405	1,621	14.2	9	0.08
	Unknown	618	36	5.8	0	0.00
Twitter Ads ^o	Unknown	349,290	-	-	1,673	0.48

*Ads were targeted to males resulting in higher male impressions

Ads were targeted to males, although the male audience was exhausted which resulted in higher female impressions

[^]Reported to two decimal places due to small figures

^o Breakdown by gender not available

Due to the low performance of the Facebook Click Campaign, YouTube True Video Views and Twitter Ads in the 2015 November Round GOS these were not used in the 2016 May round GOS and were replaced with a Instagram click campaign, Instagram Video Campaign and Website Display Ads. During the 2016 May round the Instagram click campaign performed highest, producing a 0.12 percent click through rate. The Facebook video campaign produced a very low click through rate of 0.05 per cent and did not achieve a higher VTR for males. The Instagram Video Campaign for the 2016 May round GOS replaced the YouTube True Video Views from the 2016 November round, however produced a lower VTR in comparison (9.1% compared to 12.0%).

Table 26 Campaign outcomes - May

	Audience	Impressions n	Video Views n	VTR %	Clicks n	CTR [^] %
Facebook Video Views Campaign	Male	9,185	8,353 [*]	90.94 [*]	5	0.05
	Female	5,248	4,773 [*]	90.94 [*]	3	0.05
	Unknown	147	134 [*]	91.15 [*]	0	0.00
Instagram Click Campaign	Male		-	-	142	
	Female	169,125 [^]	-	-	53	0.12
	Unknown		-	-	2	
Instagram Video Campaign	Male				52	
	Female	628,260 [^]	56,872 [#]	9.10	84	0.02
	Unknown				1	
Website Display ads [^]	Unknown	430,473	-	-	300	0.07

[^] Breakdown by gender not available

^{*}Only video views to 3 seconds were available

[#] Video views to 100%

Overall, the social media campaign did not seem to produce significant outcomes and appeared to have had only a small impact on completion rates. However, these figures only measured the direct interaction graduates had with the advertising, and did not measure indirect brand awareness that the campaign may have produced.

7.5 Telephone Reminder non-response call analysis

Telephone Reminder activity began shortly after the online collection period finished; taking place December 1 to 16 for the 2015 November round and June 1 to 16 for the 2016 May round.

As shown in Table 27, a total of 4,963 records were called after the November online fieldwork period and 43,656 after the May online collection. November Telephone Reminder activity resulted in 2,963 'contacts', of which 863 were voicemails. Emails were collected from 2,004 graduates, resulting in 602 completed surveys. May telephone reminder activity resulted in 19,273 total 'contacts' with 16,763 emails collected, which resulted in 5,786 completes.

Table 27 Summary of Telephone Reminder follow-up activity

	November		May	
	n	%	n	%
Total sample initiated	4,963	100.0	43,656	100.0
Unusable sample	668	11.9	2,452	5.6
No Contact	1,332	26.8	21,931	50.2
Total contact	2,963	60.0	19,273	44.1
Voicemail left	863	17.4	-	-
Collected graduate's email	2,004	40.4	16,763	38.4
Other call outcome	96	1.9	2,510	5.8
Total completed surveys¹	602	20.3	5,786	30.0

Due to rounding percentages may not equal 100

¹base is total contacts

Sample quality was lower in November with more unusable sample (11.9%) compared to the May round (5.6%). Voicemail was discontinued in May as very few surveys were completed as a result of this activity.

7.6 ESS supervisor recruitment

Graduates who were employed at the time of the GOS (15,773 in November, 1,442 in February and 52,723) were asked to provide their supervisor's contact details for follow up in the ESS. As shown in Table 28, the majority of these graduates did not wish to provide details of a work supervisor (ranging between 72% and 91% across the rounds). When the refusal option was removed during data collection in May the proportion of graduates volunteering to provide details increased to over 12 per cent. This should increase in future rounds of the GOS.

Table 28 Graduate response to request for ESS supervisor details

Response to request	November		February		May	
	n	%	n	%	n	%
I can provide their work contact details	945	6.1	100	7.1	5,822	12.3
I can provide their contact information but I wish to log out of the survey and check their details first	167	1.1	3	0.2	350	0.7
I can provide their contact information but I would like you to call me	317	2.1	23	1.6	1,067	2.2
I do not wish to provide my supervisors details	3,996	90.7	1,281	91.0	34,155	72.0
I would like more information before I provide my supervisor's details	-	-	-	-	6,070	12.8

During May data collection three different ESS supervisor recruitment texts were tested to establish which would result in collecting the highest proportion of supervisor details. The different versions of the question were shown randomly to all in-scope graduates across three weeks (April 29 to 19 May). The three versions and their supervisor detail collection rates are explained in Table 29, where it's possible to see that all three performed similarly.

Table 29 Graduate reasons for refusal of ESS supervisor details

Version	Description	% collected details
Short text	Text explaining ESS and reason graduates should give supervisor details shortened, much of the messaging reduced to dot points	5.8%
Results example	Included a link that will show graduate an example of aggregated results reported to assure confidentiality of responses	5.1%
Questionnaire example	Included a link that will show graduate a simplified version of ESQ so they can view questions asked and be assured it is not a review of their on-the-job performance	5.5%

On this basis, a version of the question that included shorter text and a link to an 'ESS Fact Sheet' that included both the results example and simplified questionnaire was created and shown for the remainder of the collection period. The refusal option was also removed at the end of this trial when the link to the fact sheet was provided as an alternative response option.

While the refusal option was available, those who selected it were most likely to state that their supervisor would not have enough time to do the survey (37.8%), their job is temporary or casual (21.8%), or they did not have a direct supervisor (10.7%). These are common 'soft refusal' options used to avoid providing details. Graduates' reasons for refusal are shown in Table 30.

Table 30 Graduate reasons for refusal of ESS supervisor details

Reason for ESS refusal	November		February		May	
	n	%	n	%	n	%
I do not have a direct supervisor	1,349	9.8	145	11.5	3,721	11.5
I do not know email address of supervisor	328	2.4	29	2.3	925	2.3
My supervisor does not have an email address	34	0.2	2	0.2	82	0.2
My job is temporary only /casual only	3,120	22.6	226	18.0	7,913	23.5
I'm concerned that my supervisor does not have enough time	5,424	39.3	543	43.2	13,329	39.6
I'm concerned about my supervisors response	626	4.5	49	3.9	1,468	4.4
Other (please provide details)	2,820	20.4	256	20.4	6,038	17.9
I CAN provide their contact work email	90	0.7	7	0.6	218	0.6

There is a large proportion of other reasons for refusal across all three rounds, ranging from 17 to 20 per cent. These reasons include graduates who are on secondment, casually employed, on rotation between different areas of the business, as well as senior managers who don't feel it's relevant.

In an effort to maximise recruitment of supervisors for the ESS, during the fieldwork period, graduates who had chosen to provide their work contact details but provided invalid information were followed up by telephone two days after completing the GOS. Invalid contact details (i.e. email address incorrect) were provided by 177 graduates in November; of these close to 24 per cent (42) provided correct supervisor details over the phone. In May 236 graduates were followed up, with 21 per cent providing updated contact information for their supervisor.

7.7 Respondent characteristics

As can be seen in Tables 31 and 32, a number of sample and respondent characteristics are similar across both universities and NUHEIs. Post-graduate respondents are slightly over represented in both sectors. There are several characteristics that differ between respondents and the sample for both university and NUHEI graduates; namely citizenship and language spoken at home indicators, and mode of attendance, with respondents differing from the sample characteristics by several percentage points. Combined sample characteristics for the 2016 GOS reporting year are shown in Appendix 13.

Table 31 Overall respondent characteristics – University

	Sample	%	Respondents	%
Base	251,655		99,858	
Gender				
Male	105,443	41.9	38,311	38.4
Female	146,162	58.1	61,520	61.6
Not stated	50	0.0	27	0.0
Combined course of study indicator				
Combined/double degree	15,253	6.1	6,141	6.1
Single degree	236,402	93.9	93,717	93.9
Course of study type				
Undergraduate	149,861	59.6	57,448	57.5
Postgraduate Coursework	92,724	36.8	37,058	37.1
Postgraduate Research	9,070	3.6	5352	5.4
Aboriginal and Torres Strait Islander				
Non-Indigenous	249,639	99.2	99,040	99.2
Indigenous	1,974	0.8	796	0.8
No information	42	0.0	22	0.0
Mode of attendance code				
Internal	189,126	75.2	72,447	72.6
External	29,273	11.6	13,949	14.0
Multi-modal	31,941	12.7	12,909	12.9
Open Universities Australia (OUA)	1,271	0.5	530	0.5
Not Stated	44	0.0	23	0.0
Type of attendance code				
Open Universities Australia (OUA)	6	0.0	2	0.0
Full-time	176,295	70.1	69,106	69.2
Part-time	75,310	29.9	30,728	30.8
Not Stated	42	0.0	22	0.0
Main Language Spoken at Home				
English	200,757	79.8	84,274	84.4
Language other than English	50,898	20.2	15,584	15.6
Citizen/resident indicator				
Domestic	189,404	75.3	81,363	81.5
International	62,209	24.7	18,473	18.5

Table 32 Overall respondent characteristics – NUHEI

	Sample	%	Respondents	%
Base	10,831		4,350	
Gender				
Male	4,732	43.7	1,787	41.1
Female	5,503	50.8	2,388	54.9
Not stated	596	5.5	175	4.0
Combined course of study indicator				
Combined/double degree	59	0.5	33	0.8
Single degree	10,772	99.5	4317	99.2
Course of study type				
Undergraduate	6,032	55.7	2,397	55.1
Postgraduate Coursework	4,790	44.2	1,946	44.7
Postgraduate Research	9	0.1	7	0.2
Aboriginal and Torres Strait Islander				
Non-Indigenous	10,201	94.2	4,157	95.6
Indigenous	34	0.3	18	0.4
No information	596	5.5	175	4.0
Mode of attendance code				
Internal	7,764	71.7	2,953	67.9
External	1,841	17.0	904	20.8
Multi-modal	500	4.6	261	6.0
Open Universities Australia (OUA)	130	1.2	57	1.3
Not Stated	596	5.5	175	4.0
Type of attendance code				
Full-time	6,537	60.4	2,448	56.3
Part-time	3,697	34.1	1,726	39.7
Not Stated	596	5.5	175	4.0
Main Language Spoken at Home				
English	8,842	81.6	3,732	85.8
Language other than English	1,989	18.4	618	14.2
Citizen/resident indicator				
Domestic	6,597	64.5	3,129	74.9
International	3,638	35.5	1,046	25.1

7.8 GOS-Longitudinal sample retention

Overall graduates were open to recontact in the future, which is primarily the point at which sample is built for the GOS Longitudinal (GOS-L). As shown in Table 33, the vast majority of graduates (88.4% for the 2015 November round and 95.0% for the 2016 May round) either indicated that the current email used for GOS is suitable long term, or offered a new email address for recontact in the future. This outcome was a promising indication for building a viable pool of respondents for the GOS-L.

Table 33 November graduate responses to further contact for GOS-L

Outcome of contact	November		May	
	n	%	n	%
Details provided for GOS-L sample	24,101	88.4	53,606	95.0
Email address is main email address in sample	19,281	70.7	42,423	75.2
New long term email address added	4,820	17.7	11,183	19.8
Details not provided	3,153	11.6	2,795	5.0
Do not wish to be re-contacted by email	123	0.5	399	0.7
Don't have a permanent email address	2,119	7.8	192	0.3
Item skipped	911	3.3	2,204	3.9
Total	27,254	100.0	56,401	100.0

8. Summary of issues for future surveys

The 2015/16 implementation of the GOS was a successful 'first-step' in the transition from the AGS to a new approach to collecting national graduate feedback on post-study destinations. Key improvements to the research methodology included:

- A 'whole-of-sector' strategy that accommodated university and private providers,
- A centralised approach to sampling,
- A single mode of data collection (online), and
- A flexible and tailored response maximisation strategy to maintain and improve participation and improve non-response.

Institutional engagement with the GOS exceeded expectations with all Australian universities and 56 private providers taking part in the collection. Projected response rates were modest due to uncertainties around the quality of contact information and the change to a single mode of data collection. Achieved overall response rates of 39.7 per cent for universities and 40.2 per cent for NUHEIs provides a very firm foundation for the GOS and is nearly double the online response rate obtained for the first University Experience Survey.

Improving overall Total Survey Error (TSE) is the core focus of our commitment to continuous improvement across all QILT surveys. Mitigating potential sources of errors of representation and measurement error are key considerations for future surveys.

In terms of reducing TSE, attention will be focused on maximising engagement with the survey and increasing response rates to provide the largest possible sample frame for the ESS. There is some suggestion that the definition of the in-scope population parameters may be resulting in minor errors of representation for some institutions which requires further investigation. Each of these issues is discussed in the following sections.

8.1 Reduced reliance on hardcopy reminders

Hardcopy contact with sample members is typically used at the start of a survey cycle to raise awareness and confirm the legitimacy of the research with the target group. QILT surveys have traditionally used hardcopy letters or postcards as part of the reminder activity for potential respondents who have not yet completed the survey. A number of factors have been found to reduce the impact and cost-effectiveness of hardcopy reminders in the context of the QILT surveys including:

- The large-scale nature of the surveys requires long lead times to print and distribute materials. By the time letters are received many surveys have already been completed. This creates confusion for respondents and is not an efficient use of resources.
- Australia Post costs increased dramatically in 2016 from 70 cents to \$1.00. Within the current budget application, this would mean that only a proportion of non-responders would be sent a reminder letter or postcard.
- Postal delivery times became more unpredictable, particularly in a large-scale environment. The hardcopy reminder was designed to coincide with the receipt of the second reminder email. Seeding of the hardcopy reminders to a range of postal addresses revealed that delivery was taking up to one and a half weeks after lodgement.

As part of the QILT surveys, a small number of institutions have requested reminder calls, instead of full-CATI survey completion, on a fee-for-service basis. Reminder calls appear to increase response rates by a number of percentage points and at this time seems to offer a more targeted and cost-effective approach to response maximisation than hard-copy reminders.

For the 2016/17 GOS collection periods, reminder calls will replace hardcopy reminder activity. Reminder calls will be structured to focus on institutions and/or study areas that are underperforming. Where relevant, institutions will still also have the opportunity to 'top-up' this response maximisation activity with reminder calls to graduate groups that have not been specifically targeted for follow-up by the QILT Team. The impact of the reminder calls will be analysed as part of the 2017 GOS Methodological Report.

8.2 Increased support for institutional awareness raising

The shift away from hardcopy reminders creates an opportunity for institutions to use this medium as part of a pre-survey awareness raising strategy. Feedback from participating institutions has indicated that they would like to be able to communicate with graduates about the GOS using materials with institutional, rather than QILT branding. We believe that transitioning back to a pre-approach letter from the institution just prior to the commencement of fieldwork, signed by a senior person in the organisation, would be likely to have the most impact. Direct contact with the graduate by the university or provider would also minimise concerns expressed by some students regarding whether or not their institution supports QILT. To ensure that smaller institutions that may not be able to afford a mail-out to all graduates are not disadvantaged, we would suggest allowing institutions to send pre-awareness communications in hard or soft copy format.

The QILT Team would maintain a record of the timing and content of all institutional pre-awareness raising activities.

8.3 Reduced reliance on social media

To date it has not been possible to fully evaluate the extent to which the social media campaigns contribute to increased awareness of or engagement with the QILT surveys. There is some evidence to suggest that the SES materials are appropriate for and resonate with sub-groups of current students. Based on feedback relevant to the November and May rounds of the GOS, the social media activity seemed to provoke very low levels of interaction by graduates. As such, it is difficult to argue that the campaign could have had a noticeable effect on either response rates or representativeness.

The next rounds of GOS promotion will focus more on supporting institutions with their awareness raising activities and creating materials that they can use or adapt for their students prior to graduation. Social media presences will be maintained on the QILT Facebook page and Twitter feed but paid campaigns and shareable materials will not be specifically developed for future rounds of the GOS. A watching brief will be kept on the availability of social media metrics and the uses of social media to support graduate surveys to assess if this activity should be revisited in the future.

8.4 Further investigation of the in-scope population parameters

The initial stages of the November collection revealed that while institutions reported course completion dates for these graduates as being between January and June, the graduates reported that they had completed in the previous year. Based on feedback from institutions, there is an awareness in the sector that a portion of graduates' completion dates could fall outside of the window expected for the November collection period. We do not fully understand what is contributing to this mismatch between graduate perceptions of completion and when the institution records the graduate as having completed their course.

In-scope inclusion dates for each collection period would benefit from clear and prescriptive criteria to improve the population distribution across the collection year. This would ensure that as many graduates as possible are approached in the four months after completing their course. Theoretically, the revised in-scope GOS population definition for the 2016/17 collection year could include:

- All domestic and international graduates who completed their studies at an onshore campus between 1 April and 30 September are in scope for the November 2016 round of the GOS.
- Graduates who completed their studies at an onshore campus are defined by data element E571=0 (Offshore Delivery Indicator).

The proposed in-scope dates are based on the actual distribution of completion dates provided by institutions and assume that all graduates with completion dates between 1 October 2016 and 31 March 2017 (except in genuine trimester academic calendars) were eligible to participate in the May round of the GOS and were reported in the final Past Course Completions file for 2016.

This approach to defining completion dates relevant to the in-scope population for each collection round requires further investigation and will be the topic of a separate paper to the Department.

8.5 Further investigation of ways to improve graduate confidence in supplying supervisor contact information

As anticipated, graduates are still reluctant to offer contact information for their supervisors at the conclusion of the GOQ. The most common reason reported for not providing this information continues to be that they feel their supervisor doesn't have enough time to participate. Despite efforts to inform graduates that employers indicate that they do have enough time, and that they want to participate in the ESS, the popularity of this feedback persists across the GOS trial and the GOS 2016 collections. This observation suggests that it is actually a 'soft refusal' to make this contact information available rather than a legitimate barrier.

Making the ESS results on the QILT website as visible as possible to graduates who are completing the GOS has the potential to put some minds at ease. Particularly in the early iterations of the ESS, the information will be very highly aggregated and should clearly demonstrate that only grouped results are being reported.

Early contact has been made with the National Association of Graduate Careers Advisory Services who are keen to encourage completion of the GOS and the employer contact module with students at their institutions. This will support activities aimed at making students and graduates feel familiar and comfortable with providing information across all of the QILT surveys.

Initial contact has been made with a number of professional associations with a view to enlisting support around the promotion of the GOS and the ESS to recent graduates and graduate supervisors. It is still very early days with this type of promotional activity as these groups have indicated that they would like to see what is being published by the Department before they commit to a course of action. Contact with professional associations and registering bodies will recommence in early 2017 after the GOS and the ESS data have been made available on the QILT website.

Glossary

Appointment: When a participant is called during CATI and cannot complete the survey at that time and elects to be called back at another time.

Authentication: Through the landing page graduates that do not know their username and password can access the survey using their first name, date of birth and student number. They are then sent an email to their nominated email address containing the link to the survey.

CATI: Computer Assisted Telephone Interview. A surveying technique where a telephone interviewer follows a script of the survey items using a computer software application and the participant completes the survey over the phone with the interviewer at the time of the call.

Cognitive testing: A qualitative test of the survey with potential respondents with the aim of ensuring that each of the questionnaire items were easily understood, relevant, and captured valid and reliable data.

Complaint (as an email outcome): A 'complaint' is recorded as an email outcome when a graduate clicks the 'This is Spam' or 'Junk Mail' buttons in their email client instead of clicking the unsubscribe link in the email.

Field of Education: Ensures courses, specialisations and units of study with the same or similar occupational emphasis are classified into similar fields. There are 12 broad fields and 71 narrow fields of education.

GOS Minimum dataset: Institutions that are unable to complete an interim PS file can submit sample through a template. This method is not preferred as key demographic variables are not able to be appended from HEIMS before the survey begins.

Hard bounce: A hard bounce occurs when an email is sent to a permanently unusable email address, commonly the result of a non-existent domain or disabled mailbox. These emails are removed from subsequent sends.

Majors: The principle field of study the student completed. Graduates can have up to two majors per course.

Opted out: Graduates that said they did not want to complete the survey via return email, calling the helpdesk or by return SMS.

Out of Scope: Graduates that noted that they are not studying at the institution during the screener at the beginning of the survey.

PS file: The Past course completion file (PS File) is a required file that is submitted to the Australian Government Department of Education and Training through HEIMs in April which contains completed students for a certain time period. For the GOS collections an interim PS file is submitted outside the usual PS file due date to allow for easy GOS sampling.

Respondent refusal: When the survey participant chooses not to participate in the survey during CATI.

Specialisation code: A code which identifies a specialisation within a course for which the academic requirements have or will be completed by a student or a group of students.

Table A and Table B institutions: Providers listed in Table A are approved for all Australian Government grants under Higher Education Support Act 2003 (HESA). HESA and their students can receive all forms of assistance. Providers listed in Table B are eligible for some grants for particular purposes. Table B providers can offer FEE-HELP assistance to their students. Table B providers approved for National Priority places can also offer HECS-HELP assistance.

Telephone Reminder(s): When the participant is telephoned and reminded to complete the survey online and re-sent an invitation to their nominated email address.

Soft bounce: A soft bounce occurs when an email cannot get through to the students inbox at the time of the send, commonly due to the inbox having reached capacity or the mail server is temporarily down. Emails that are a 'soft bounce' will be sent again in the next send.

Study area: Similar courses are grouped into either 21 or 45 different study areas.

Appendix 1 Institution participation and sample types

Institution – 2015 November Round GOS	File type	In-scope records
Alphacrucis College	PS file	92
Australian Catholic University	PS file	289
Australian College of Applied Psychology (Navitas Institute)	PS file	104
Australian College of Christian Studies	PS file	1
Australian College of Physical Education	PS file	29
Australian Institute of Business	PS file	182
Australian Institute of Management SA Division	PS file	49
Australian Institute of Professional Counsellors	PS file	3
Australian School of Management	PS file	8
Blue Mountains International Hotel Management School	PS file	163
Central Queensland University	PS file	1,667
Charles Darwin University	PS file	434
Charles Sturt University	PS file	935
Christian Heritage College	PS file	45
Curtin University	PS file	654
Edith Cowan University	PS file	121
Excelsia College	PS file	61
Federation University Australia	PS file	174
Flinders University	PS file	136
Griffith University	PS file	3,533
Holmes Institute	PS file	721
James Cook University	PS file	299
Kaplan Business School	PS file	283
Kaplan Higher Education Pty Ltd trading as Murdoch Institute of Technology	PS file	170
La Trobe University	PS file	1,583
Macquarie University	PS file	1,926
Melbourne Institute of Technology	PS file	170
Monash University	PS file	5,419
Morling College	PS file	5
RMIT University	PS file	675
SAE Institute and Qantm College	PS file	95
South Metropolitan TAFE	PS file	36
TAFE Queensland	PS file	40
TAFE SA	PS file	48
The Australian National University	PS file	2,579
The University of Adelaide	PS file	2,108
The University of Melbourne	PS file	2,015
The University of Notre Dame Australia	PS file	452
The University of Queensland	PS file	4,279
The University of Sydney	PS file	2,828

Institution – 2015 November Round GOS	File type	In-scope records
The University of Western Australia	PS file	2,148
University of Canberra	PS file	970
University of Divinity	PS file	12
University of New South Wales	PS file	3,762
University of Newcastle	PS file	1,616
University of Tasmania	PS file	1,895
University of Technology Sydney	PS file	3,924
University of the Sunshine Coast	PS file	542
University of Wollongong	PS file	483
UOW College	PS file	29
Victoria University	PS file	58
Western Sydney University	PS file	3,106
Academy of Information Technology	Minimum	44
Australian College of Theology	Minimum	410
Australian Institute of Music	Minimum	65
Bond University	Minimum	681
Deakin University	Minimum	3,727
Holmesglen Institute	Minimum	22
Melbourne Polytechnic	Minimum	13
Murdoch University	Minimum	112
Paramount College of Natural Medicine	Minimum	7
Photography Studies College (Melbourne)	Minimum	10
Queensland University of Technology	Minimum	2,207
Southern Cross University	Minimum	510
Swinburne University of Technology	Minimum	2,409
Tabor College of Higher Education	Minimum	18
University of New England	Minimum	991
University of South Australia	Minimum	1,261
University of Southern Queensland	Minimum	1,741
Whitehouse Institute	Minimum	146
Cambridge International College	Non-HEIMS	89
SP Jain School of Management	Non-HEIMS	45

Institution – 2016 May Round GOS	File type	In-scope records
Academy of Design Australia	PS file	66
Australian Catholic University	PS file	5,624
Australian College of Applied Psychology (Navitas Institute)	PS file	595
Australian College of Christian Studies	PS file	7
Australian College of Physical Education	PS file	143
Australian College of Theology	PS file	152
Australian Institute of Business	PS file	322
Australian Institute of Management SA Division	PS file	65
Australian Institute of Professional Counsellors	PS file	30
Bond University	PS file	515
Campion College Australia	PS file	27
Central Queensland University	PS file	2,018
Charles Darwin University	PS file	1,091
Charles Sturt University	PS file	5,617
Christian Heritage College	PS file	142
Curtin University	PS file	8,085
Deakin University	PS file	6,035
Eastern College Australia	PS file	65
Edith Cowan University	PS file	4,945
Endeavour College	PS file	322
Excelsia College	PS file	132
Federation University Australia	PS file	802
Flinders University	PS file	3,772
Griffith University	PS file	6,440
Holmes Institute	PS file	552
Holmesglen Institute	PS file	145
International College of Management, Sydney	PS file	206
James Cook University	PS file	3,354
Jazz Music Institute	PS file	9
Kaplan Business School	PS file	166
Kaplan Higher Education Pty Ltd trading as Murdoch Institute of Technology	PS file	144
La Trobe University	PS file	6,595
Macquarie University	PS file	7,193
Melbourne Institute of Technology	PS file	97
Melbourne Polytechnic	PS file	191
MIECAT	PS file	37
Monash University	PS file	8,588
National Art School	PS file	138
Photography Studies College (Melbourne)	PS file	26
Queensland University of Technology	PS file	9,224

Institution – 2016 May Round GOS	File type	In-scope records
RMIT University	PS file	9,700
SAE Institute and Qantm College	PS file	293
South Metropolitan TAFE	PS file	33
Study Group Australia	PS file	90
Swinburne University of Technology	PS file	3,257
Tabor College of Higher Education	PS file	89
TAFE Queensland	PS file	58
The Australian National University	PS file	3,238
The Cairnmillar Institute School	PS file	81
The University of Adelaide	PS file	4,043
The University of Melbourne	PS file	15,204
The University of Notre Dame Australia	PS file	1,968
The University of Queensland	PS file	7,386
The University of Sydney	PS file	8,909
The University of Western Australia	PS file	4,699
University of Canberra	PS file	2,195
University of Divinity	PS file	382
University of New South Wales	PS file	7,664
University of Newcastle	PS file	4,969
University of South Australia	PS file	4,671
University of Southern Queensland	PS file	2,481
University of Tasmania	PS file	3,906
University of Technology Sydney	PS file	5,240
University of the Sunshine Coast	PS file	1,446
University of Wollongong	PS file	4,272
Victoria University	PS file	4,467
Western Sydney University	PS file	5,380
Whitehouse Institute	PS file	117
Adelaide College of Divinity	Minimum	5
Academy of Information Technology	Minimum	16
Australian Institute of Music	Minimum	236
Australian School of Management	Minimum	11
Avondale College of Higher Education	Minimum	307
Blue Mountains International Hotel Management School	Minimum	188
Box Hill Institute	Minimum	113
College of the Arts	Minimum	41
Macleay College	Minimum	172
Morling College	Minimum	33
Murdoch University	Minimum	2,504
Nan Tien Institute	Minimum	18
Raffles College of Design and Commerce	Minimum	373

Institution – 2016 May Round GOS	File type	In-scope records
Southern Cross University	Minimum	1,580
Sydney Institute of Traditional Chinese Medicine	Minimum	81
TAFE NSW	Minimum	213
The College of Law	Minimum	1,237
University of New England	Minimum	613
UOW College	Minimum	18
William Angliss Institute	Minimum	120
Asia Pacific International College	Non-HEIMS	224
Cambridge International College	Non-HEIMS	86
Montessori World Education Institute (Australia)	Non-HEIMS	11
The Tax Institute	Non-HEIMS	21

**Appendix 2 Graduate Outcomes
Questionnaire**

GRADUATE OUTCOMES SURVEY (GOS)

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SUMMARY OF KEY SAMPLE VARIABLES

QUESTIONNAIRE VARIABLE NAME	BRIEF DESCRIPTION	DETAILED DESCRIPTION (IF APPLICABLE)	KEY USE POINTS
GRADYR	GRADUATION YEAR		MODULE A: SCREENING AND CONFIRMATION
<COURSE>	NAME OF COURSE OR PROGRAM	NAME OF COURSE OR PROGRAM AS DEFINED BY INSTITUTION	THROUGHOUT SURVEY
E306C	INSTITUTION NAME		THROUGHOUT SURVEY
E308A	COURSE	COURSE NAME FOR QUALIFICATION 1	MODULE A: SCREENING AND CONFIRMATION
E308B	Course	Course name for qualification 2	Module A: Screening and confirmation
QUALNUM_S	Number of Qualifications in sample	QUALNUM_S = 1 (one qualification in the sample) QUALNUM_S = 2 (two qualifications in the sample)	Module A: Screening and confirmation/ to calculate the number of qualifications
PREPOP	Majors in sample	PREPOP = 1 (Majors supplied in sample) PREPOP = 2 (Majors NOT in sample but need to be supplied) PREPOP = 3 (Majors NOT in sample but NOT to be supplied)	Module A: Screening and confirmation/ to calculate the number of qualifications
<maj1sample> <maj2sample> <maj3sample> <maj4sample>	Prepopulated majors 1-4		Module A: Screening and confirmation
PPMAJ2	Number of prepopulated majors in sample	PPMAJ2 = 1 (major 2 in sample) PPMAJ2 = 0 (major 2 not in sample)	Module A: Screening and confirmation
PPMAJ4	Number of prepopulated majors in sample	PPMAJ4 = 1 (major 4 in sample) PPMAJ4 = 0 (major 4 not in sample)	Module A: Screening and confirmation
Age	Age	Identification of 65+ respondents *where Age is blank show all response frames for LF1-LF5	Module B: Labour Force, LF1 – LF5
Type	Student type	Type = 1, student is CEQ Type = 2, student is PREQ	Module D: Student Experience Items
ADD	Address provided	ADD= 1, address provided ADD-=2, no address provided	Module F: Contact Details
<ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY>	Address details	Address provided in sample	Module F: Contact Details
<email1>	Email	Primary email provided in sample	Module F: Contact Details
ENTRYMODE	Mode of survey entry	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 7. CATI reminder 8. VM link	START

FINISHMODE	Mode of survey exit	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 7. CATI reminder 8. VM link	END
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Summary of derived variables

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
<newmaj1> <newmaj2> <newmaj3> <newmaj4>	Corrected prepopulated majors 1-4		Module A: Screening and confirmation
maj1a, maj2a, maj3a, maj4a	Post-populated majors 1-4		Module A: Screening and confirmation
E308Ax	Corrected Course	Corrected course name for qualification 1.	Module A: Screening and confirmation
E308Bx	Corrected Course	Corrected course name for qualification 2.	Module A: Screening and confirmation
DVType	Calculated Type	Overrides Type in the sample	Module D: Student Experience Items
<daystart>	Start of week day		Module B: Labour Force
<datestart>	Start of week date		Module B: Labour Force
<dayend>	End of week day		Module B: Labour Force
<dayend>	End of week date		Module B: Labour Force
ESSINSCOPE	Respondent in scope for ESS questions	1 = in scope for ESS questions 2 = not in scope for ESS questions	Module X: ESS Bridging

Module A: Screening and confirmation

*(ALL)

ConfirmO

Thank you for agreeing to take part in the Graduate Outcomes Survey. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education and Training which aims to measure student satisfaction and graduate employment outcomes. Most people take approximately 10-15 minutes to complete all the questions.

If you need to take a break, you can come back and continue from where you left off.

Please **do not** use the browser BACK button to go back to a previous question.

Please press the 'Next' button below to continue

*(ALL)

institution In <gradyr>, did you complete a <course> at <E306C>?

1. Yes
2. No (GO TO TERMINATION SCREEN)

IF INSTITUTION=1

*(ALL – ALL NOW REFERS TO ALL WHO RECENTLY COMPLETED A COURSE/PROGRAM)

qualtit1 Our records show that you recently completed the following <course>(s):

<E308A> / <E308B> (DISPLAY E308B IF QUALNUM_S=2)

Is this correct?

1. Yes
2. No

IFQUALNTIT1 = 1 AND PREPOP = 1 AND MAJ1SAMPLE#BLANK
*(COURSE/PROGRAM CORRECT AND PREPOPULATED MAJORS-
FIRST COURSE/PROGRAM)

ppmajch1 And your major(s) (fields of education) for <E308A> are listed as:

<maj1sample>

<maj2sample> (DISPLAY IF PPMAJ2 = 1)

Is this correct?

1. Yes, this is my only major (DISPLAY IF PPMAJ2=0)
2. No
3. Yes and I have another major - it is <newmaj2> (DISPLAY IF PPMAJ2=0)

IF PPMAJCH1 = 2

*(PREPOPULATED MAJORS INCORRECT- FIRST COURSE/PROGAM)

newmaja Please indicate the full title of the majors you completed for <E308A> by
correcting the following.

<maj1sample>

<maj2sample> (DISPLAY IF PPMAJ2 = 1)

1. <maj1sample> is incorrect – the correct major is <newmaj1>
2. [DISPLAY IF PPMAJ2=1] <maj2sample> is incorrect – the correct major is <newmaj2
3. [DISPLAY IF PPMAJ2=1]<maj1sample> and <maj2sample> are correct as displayed
4. <maj1sample> is correct [DISPLAY IF PPMAJ2=1 and I have no other majors]
5. [DISPLAY IF PPMAJ2=1] <maj2sample> is correct and I have no other majors
6. I have no majors

IF QUALNTIT1=1 AND QUALNUM_S=2 AND PREPOP=1 AND MAJ3SAMPLE#BLANK
*(COURSE/PROGRAM CORRECT AND PREPOPULATED MAJORS – SECOND
COURSE/PROGRAM)

ppmajch2 And your major(s) (fields of education) for <E308B> are listed as:

<maj3sample>

<maj4sample> (DISPLAY IF PPMAJ4 = 1)

Is this correct?

1. Yes, this is my only major (DISPLAY IF PPMAJ4=0)
2. No
3. Yes and I have another major - it is <newmaj4> (DISPLAY IF PPMAJ4=0)

IF PPMAJCH2=2

*(PREPOPULATED MAJORS INCORRECT – SECOND COURSE/PROGAM)

newmajb Please indicate the full title of the majors you completed for <E308B> by correcting the following.

<maj3sample>

<maj4sample> (DISPLAY IF PPMAJ4 = 1)

1. <maj3sample> is incorrect – the correct major is <newmaj3>
2. [DISPLAY IF PPMAJ4=1] <maj4sample> is incorrect – the correct major is <newmaj4>
3. [DISPLAY IF PPMAJ4 = 1] <maj3sample> and <maj4sample> are correct as displayed
4. <maj3sample> is correct [DISPLAY IF PPMAJ4=1 and I have no other majors]
5. [DISPLAY IF PPMAJ4=1] <maj4sample> is correct and I have no other majors
6. I have no majors

IF QUALNTIT1=1 AND PREPOP = 2 AND MAJ1SAMPLE=BLANK

*(COURSE/PROGRAM CORRECT AND CONFIRMED POSTPOPULATED MAJORS)

majrawa What was your (first) major field of education for <E308A>?

A major is your main field of education such as accounting, psychology, general nursing or information systems.

maj1a Major 1 <text box>

3. No major for <E308A>

And your second major field of education?

maj2a Major2 <text box>

3. No second major for <E308A>

IF QUALNUM_S=2 AND PREPOP=2 AND MAJ3SAMPLE=BLANK

*(TWO COURSES/PROGRAMS COMPLETED, COURSE/PROGRAM CORRECT AND CONFIRMED POSTPOPULATED MAJORS)

majrawb What was your (first) major field of education for <E308B>?

maj3a Major 1 <text box>

3. No major for <E308B>

And your second major field of education?

maj4a Major2 <text box>

3. No second major for <E308B>

IF QUALNTIT1=2

*(COURSE NAME INCORRECT)

qualntit2 Please indicate the full title of the <course>(s) you completed in <gradyr> at
<E306C> by correcting the following.

<E308A>

1. <Course> is incorrect – the correct <course> title is <E308Ax> (, or)
2. <Course> is correct as displayed

IF QUALNTIT2=1

*(E308A CORRECTED)

level1 And was <E308Ax> a...

1. A bachelors degree
2. An associate degree
3. An advanced diploma
4. A diploma
5. Another undergraduate <course>
6. A postgraduate <course>

IF LEVEL1=6

*(E308A CORRECTED AND POSTGRAD)

level1pg And was <E308Ax> by ...

1. Coursework, or
2. Research

IF (LEVEL1PG=1 OR LEVEL1=1 OR QUALINTIT2=2) AND PREPOP#3

*(FIRST COURSE/PROGRAM CORRECTED, COURSEWORK, CONFIRMED POSTPOPULATED
MAJORS)

majrawc What was your (first) major field of education for <E308A/E308Ax>?

A major is your main field of education such as accounting, psychology, general nursing or information systems.

maj1ac Major 1 <text box>

3. No major for <E308Ax>

And your second major field of education?

maj2ac Major2 <text box>

3. No second major for <E308Ax>

IF QUALNTIT2 = 2 AND PREPOP = 1

*(COURSE/PROGRAM CORRECT AND PREPOPULATED MAJORS–
FIRST COURSE/PROGRAM)

ppmajch3 And your major(s) (fields of education) for <E308A> are listed as:

<maj1sample>

<maj2sample> (DISPLAY IF PPMAJ2 = 1)

Is this correct?

1. Yes, this is my only major (DISPLAY IF PPMAJ2=0)
2. No
3. Yes and I have another major - it is <newmaj2> (DISPLAY IF PPMAJ2=0)

IF PPMAJCH3 = 2

*(PREPOPULATED MAJORS INCORRECT– FIRST COURSE/PROGAM)

newmajc Please indicate the full title of the majors you completed for <E308A> by
correcting the following.

<maj1sample>

<maj2sample> (DISPLAY IF PPMAJ2 = 1)

1. <maj1sample> is incorrect – the correct major is <newmaj1>
2. [DISPLAY IF PPMAJ2=1] <maj2sample> is incorrect – the correct major is <newmaj2>
3. [DISPLAY IF PPMAJ2=1]<maj1sample> and <maj2sample> are correct as displayed
4. <maj1sample> is correct [DISPLAY IF PPMAJ2=1 and I have no other majors]
5. [DISPLAY IF PPMAJ2=1] <maj2sample> is correct and I have no other majors
6. I have no majors

IF QUALNTIT1=2 AND QUALNUM_S=2

*(COURSE NAME INCORRECT AND SECOND COURSE/PROGRAM)

qualntit3 Please indicate the full title of the second <course>(s) you completed at
<E306C> by correcting the following.

<E308B>

1. <Course> is incorrect - the correct <course> title is <E308Bx>.
2. <Course> is correct as displayed
3. Not enrolled in another qualification

QUALNTIT1=2 AND QUALNUM_S=1

*(COURSE NAME INCORRECT AND ONE COURSE/PROGRAM)

qualntit4 Did you complete another <course>?

1. Yes, the <course> title is <E308Bx> (, or)
2. No, I'm only enrolled in one <course>

IF QUALNTIT3 = 2 AND PREPOP = 1 AND MAJ3SAMPLE#BLANK
*(COURSE/PROGRAM CORRECT AND PREPOPULATED MAJORS–
FIRST COURSE/PROGRAM)

Ppmajch4 And your major(s) (fields of education) for <E308B> are listed as:

<maj3sample>

<maj4sample> (DISPLAY IF PPMAJ4 = 1)

Is this correct?

1. Yes, this is my ONLY major (DISPLAY IF PPMAJ4=0)
2. No
3. Yes and I have another major - it is <newmaj4> (DISPLAY IF PPMAJ4=0)

IF PPMAJCH4 = 2

*(PREPOPULATED MAJORS INCORRECT– SECOND COURSE/PROGAM)

newmajd Please indicate the full title of the majors you completed for <E308B> by
correcting the following.

<maj3sample>

<maj4sample> (DISPLAY IF PPMAJ4 = 1)

1. <maj3sample> is incorrect – the correct major is <newmaj1>
2. [DISPLAY IF PPMAJ4=1] <maj4sample> is incorrect – the correct major is <newmaj2>
3. [DISPLAY IF PPMAJ4=1]<maj3sample> and <maj4sample> are correct as displayed
4. <maj3sample> is correct [DISPLAY IF PPMAJ2=1 and I have no other majors]
5. [DISPLAY IF PPMAJ4=1] <maj4sample> is correct and I have no other majors
6. I have no majors

IF QUALNTIT3=1 OR QUALNTIT4=1

*(E308B CORRECTED)

level2 And was <E308Bx> a...

1. A bachelors degree
2. An associate degree
3. An advanced diploma
4. A diploma
5. Another undergraduate <course>
6. A postgraduate <course>

IF QUALNTIT3=1 OR QUALNTIT4=1 AND LEVEL2=6

*(E308B CORRECTED AND POSTGRAD)

level2pg And was <E308Bx> by ...

1. Coursework, or
2. Research

IF LEVEL2PG=1 OR LEVEL2=1 OR QUALINTIT3=2) AND PREPOP#3AND
MAJ3SAMPLE= BLANK

*(SECOND COURSE/PROGRAM CORRECTED, COURSEWORK)

majrawd What was your (first) major field of education for <E308B/E308Bx>?

A major is your main field of education such as accounting, psychology, general nursing or information systems.

maj3ac Major 1 <text box>

3. No major for <E308Bx>

And your second major field of education?

maj4ac Major2 <text box>

3. No second major for <E308Bx>

*(CALCULATE CEQ/PREQ TYPE) – needed for Post pop majors

DUMMY VARIABLE

DVTYPE IF qualntit1 = 1 SET type = AS PER SAMPLE RECORD

IF LEVEL1PG=2 OR LEVEL2PG=2 SET DVTYPE = 2 (PREQ) ELSE ALL OTHERS SET
DVTYPE = 1 (CEQ)

PROGRAMMER NOTE: The above DUMMY VARIABLE overrides *type* from sample.

PROGRAMMER NOTE: After this point all questions are not mandatory

DUMMY VARIABLE FOR COURSES AND MAJORS CREATED HERE

TS1 TIMESTAMP 1

Module B: Labour Force

*(ALL)

LF1 Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.

Last week, did you do any work at all in a job, business or farm?

1. Yes
5. No
6. Permanently unable to work
7. Permanently not intending to work (only display if aged 65+)

IF LF1=5

*(NOT WORKING)

LF2 Last week, did you do any work without pay in a family business?

1. Yes
5. No
6. Permanently not intending to work (only display if aged 65+)

IF LF2=5

*(NOT WORKING WITHOUT PAY)

LF3 Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?

1. Yes
5. No
6. Permanently not intending to work (only display if aged 65+)

LF1 = 1 OR 5 OR LF2 = 1 OR 5 OR LF 3 = 1 OR 5

*(INTENDING TO WORK)

LF4 At any time during the last 4 weeks have you been looking for full-time work?

1. Yes
5. No
6. Permanently not intending to work (only display if aged 65+)

IF LF4=1 OR 5*(INTENDING TO WORK)

LF5 Have you been looking for part-time work at any time during the last 4 weeks?

1. Yes
5. No
6. Permanently not intending to work (only display if aged 65+)

IF LF4 = 1 OR LF5 = 1

*(LOOKING FOR FULL-TIME OR PART TIME WORK)

LF45 If you had found a job, could you have started last week?

1. Yes
5. No

PROGRAMMER NOTE: HOVER OVER 'work you had already obtained' = "refers to new types of work that you have acquired but not yet commenced"

IF LF4=5 AND LF5=5

*(NOT LOOKING FOR WORK)

LF6 You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?

1. Yes
5. No

PROGRAMMER NOTE: HOVER OVER 'more than 1 job or business last week' = "include jobs or businesses that you had even if you didn't work at one or more of those jobs or businesses last week"

IF LF1=1 OR LF2=1 OR LF3=1

*(WORKING OR AWAY FROM JOB)

LF7 Did you have more than 1 job or business last week?

1. Yes
5. No

IF LF1=1 OR LF2=1 OR LF3=1

*(WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

PROGRAMMER: USE 'ii' IF LF7=1, USE 'iii' IF LF3=1 (ON LEAVE OR SICK)

INTROLF10ii The next few questions are about the job or business in which you usually work the most hours, that is, your **main job**.

INTROLF10iii The next few questions are about the job or business in which you **usually** work the most hours

LF10 Did you work for an employer, or in your own business?

1. Employer
2. Own business (go to LF16)
3. Other or Uncertain

IF LF10=1

*(WORKING FOR AN EMPLOYER)

LF11 Are you paid a wage or salary, or some other form of payment?

1. Wage or Salary
5. Other or Uncertain

PROGRAMMER NOTE: DISPLAY

IF LF10=3 OR LF11=5

*(OTHER WORK ARRANGEMENTS)

LF12 What are your <working/payment> arrangements?

10. Unpaid voluntary work (go to Module C)
11. Unpaid trainee or work placement (go to Module C)
12. Contractor or Subcontractor
13. Own business or Partnership
14. Commission only
15. Commission with retainer
16. In a family business without pay (go to Module C)
17. Payment in kind
18. Paid by the piece or item produced
19. Wage or salary earner
20. Other

PROGRAMMER: NOTE CODES FOR TEXT SUBSTITUTION:

IF LF7=1: <main job>

IF LF7=5: <job>

IF LF10=2 OR LF12=12 OR 13: <business>

IF LF10=1 OR LF12=10 -11, 14-20: <employer at the place you work> OR <employer>

IF LF10=BLANK AND LF12=BLANK: <job>

PROGRAMMER NOTE: HOVER OVER 'time off' = "includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike"

PROGRAMMER NOTE: HOVER OVER 'extra hours' = "any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates"

IF LF7=1

*(MORE THAN ONE JOB OR BUSINESS)

LF16 How many hours did you actually work in your **main job** last week less time off but counting any extra hours worked?

1. Enter hours

IF LF7=1

*(MORE THAN ONE JOB OR BUSINESS)

LF17 How many hours do you usually work each week in your **main job**?

1. Enter hours

PROGRAMMER NOTE: HOVER OVER 'time off' = "includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike"

PROGRAMMER NOTE: HOVER OVER 'extra hours' = "any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates"

IF LF7=1 OR LF7=5

*(WORKING IN ONE JOB OR MORE THAN ONE JOB OR BUSINESS)

LF18 How many hours did you **actually** work last week less time off but counting any extra hours worked IF LF7=1:<in all your jobs>?

1. Enter hours (RANGE 0 to 100)

IF LF7=1 OR LF7=5

*(WORKING IN ONE JOB OR MORE THAN ONE JOB OR BUSINESS)

LF19 How many hours do you **usually** work each week IF LF7=1:<in all your jobs>?

1. Enter hours

IF LF1=1 OR LF2=1 OR LF3=1

*(WORKING OR AWAY FROM JOB)

LF20 Would you prefer to work more hours than you usually work IF LF7=1: <in all your jobs>?

1. Yes
5. No
6. Don't know

IF LF20=1

*(PREFER WORK MORE HOURS)

LF21 How many hours a week would you like to work?

1. Enter hours

IF LF20=1

*(PREFER TO WORK MORE HOURS)

LF22 Last week, were you available to work more hours than you usually work?

1. Yes
2. No

TS2 TIMESTAMP 2

IF LF1=1 OR LF2=1 OR LF3=1 OR LF6=1

*(WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

LF23 What is your occupation in your <main job/job/business>?

1. Enter occupation

IF LF1=1 OR LF2=1 OR LF3=1 OR LF6=1

*(WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

LF24 What are your main tasks and duties?

1. Enter main tasks and duties

PROGRAMMER NOTE: HOVER OVER 'business or service' = "refers to the industry your work falls under; for example, retail, construction, education"

IF LF1=1 OR LF2=1 OR LF3=1 OR LF6=1

*(WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

LF25 What kind of business or service is carried out by your <employer at the place where you work/business>?

1. Enter business or service

PROGRAMMER NOTE: HOVER OVER 'name of your <employer/business>' = "refers to the name of the company or business that you work for".

IF LF1=1 OR LF2=1 OR LF3=1 OR LF6=1

*(WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

LF26 What is the name of your <employer/business>?

1. Enter employer/business name

IF LF1=1 OR LF2=1 OR LF3=1 OR LF6=1

*(WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

LF36 In what sector are you wholly or mainly employed?

1. Public or government
2. Private
3. Not-for-profit

IF LF1=1 OR LF2=1 OR LF3=1

*(WORKING OR AWAY FROM JOB)

LF27 Are you working in Australia?

1. Yes
2. No
3. Not sure

IF (LF1=1 OR LF2=1 OR LF3=1) AND LF27=1

*((WORKING OR AWAY FROM JOB) AND WORKING IN AUSTRALIA)

LF28 And what is the postcode of your <employer/business>?

1. Enter postcode (RANGE 200 TO 9999)
2. If you're not sure of the postcode, enter suburb (Specify)
3. Not sure

IF (LF1=1 OR LF2=1 OR LF3=1) AND LF27=2

*((WORKING OR AWAY FROM JOB) AND WORKING OUTSIDE AUSTRALIA)

LF29 In which country is your <employer/business> based?

1. Country list (SACC)
2. Other (Specify)

IF LF1=1 OR LF2=1 OR LF3=1

*((WORKING OR AWAY FROM JOB)

LF30 Have you worked <for your employer/in your business> for 12 months or more?

1. Yes, more than 12 months
5. No, less than 12 months

IF LF30=5

*((WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)

LF31 How many months have you worked <for your employer/in your business>?

1. Enter number of months

IF LF30=1

*((WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS)

LF32 How many years have you worked <for your employer/in your business>?

1. Enter number of years

IF (LF10=1 OR LF12=14, 15, 17-20) AND LF30=5 AND LF19>35

*((WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)

LF33 Is this your first full-time job?

1. Yes
2. No

IF LF27=1

*(WORKING IN AUSTRALIA)

LF34 In **Australian dollars**, how much do you usually earn in <this job/all your jobs>, before tax or anything else is taken out? Please make only one selection.

SINGLE RESPONSE

1. Amount per hour (Specify) (LIKELY RANGE: 5-250)
2. Amount per day (Specify) (LIKELY RANGE: 50-800)
3. Amount each week (Specify) (LIKELY UPPER LIMIT: 4,000)
4. Amount each fortnight (Specify) (LIKELY UPPER LIMIT: 8,000)
5. Amount each month (Specify) (LIKELY UPPER LIMIT: 17,500)
6. Amount each year (Specify) (LIKELY RANGE: 12 -250K)
7. No earnings
8. Don't know

IF LF34=BELOW OR ABOVE RANGE ALLOWED

*(IN PAID WORK AND OUT OF RANGE SALARY ENTERED)

LF42 Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in <this job/all your jobs>, per annum before tax or anything else was taken out?

SINGLE RESPONSE

1. \$1 - \$9,999
2. \$10,000 - \$19,999
3. \$20,000 - \$29,999
4. \$30,000 - \$39,999
5. \$40,000 - \$49,999
6. \$50,000 - \$59,999
7. \$60,000 - \$79,999
8. \$80,000 - \$99,999
9. \$100,000 - \$124,999
10. \$125,000 - \$149,999
11. \$150,000 or more
12. Don't know

IF LF27=1 AND LF7=1

*(MORE THAN ONE JOB)

LF35 And in **Australian dollars**, how much do you usually earn in your **main job**, before tax or anything else is taken out? Please make only one selection

SINGLE RESPONSE

1. Amount per hour (Specify) (LIKELY RANGE: 5-250)
2. Amount per day (Specify) (LIKELY RANGE: 50-800)
3. Amount each week (Specify) (LIKELY UPPER LIMIT: 4,000)
4. Amount each fortnight (Specify) (LIKELY UPPER LIMIT: 8,000)
5. Amount each month (Specify) (LIKELY UPPER LIMIT: 17,500)
6. Amount each year (Specify) (LIKELY RANGE: 12 -250K)
7. No earnings
8. Don't know

IF LF35=BELOW OR ABOVE RANGE ALLOWED

*(MORE THAN ONE JOB AND OUT OF RANGE SALARY ENTERED)

LF43 Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your **main job**, per annum before tax or anything else was taken out?

SINGLE RESPONSE

1. \$1 - \$9,999
2. \$10,000 - \$19,999
3. \$20,000 - \$29,999
4. \$30,000 - \$39,999
5. \$40,000 - \$49,999
6. \$50,000 - \$59,999
7. \$60,000 - \$79,999
8. \$80,000 - \$99,999
9. \$100,000 - \$124,999
10. \$125,000 - \$149,999
11. \$150,000 or more
12. Don't know

LF27=2

*(WORKING OUTSIDE AUSTRALIA)

LF44 What is your gross (that is pre-tax) annual salary? You can estimate if necessary.

Please select currency <Currency drop down list> ([display list of currencies in accompanying excel sheet](#))

1 <text box>

IF LF30=5 AND LF10=1 OR LF12=12, 14, 15, 17-20

*(WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)

LF37 How did you first find out about this job?

SINGLE RESPONSE

1. University or college careers service
2. Careers fair or information session
3. Other university or college source (such as faculties or lecturers or student society)
4. Advertisement in a newspaper or other print media
5. Advertisement on the internet (e.g., Seek, CareerOne, Ethical Jobs)
6. Via resume posted on the internet
7. Family or friends
8. Approached employer directly
9. Approached by an employer
10. Employment agency
11. Work contacts or networks
12. Social media
13. Other (please specify____)
17. An employer promotional event

IF LF1=1 OR LF2=1 OR LF3=1

*(WORKING OR AWAY FROM JOB)

LF38a The following statements are about your skills, abilities and education.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

- a. My job requires less education than I have
- b.
- c. I have more job skills than are required for this job
- d. Someone with less education than myself could perform well on my job
- e. My previous training is being fully utilised on this job
- f. I have more knowledge than I need in order to do my job
- g. My education level is above the level required to do my job
- h. Someone with less work experience than myself could do my job just as well
- i. I have more abilities than I need in order to do my job

(RESPONSE FRAME)

- 1. Strongly disagree
- 2. Disagree
- 3. Neither disagree nor agree
- 4. Agree
- 5. Strongly agree

IF LF19<35 AND LF20=5

*(USUALLY WORKING LESS THAN 35 HOURS AND NOT LOOKING FOR MORE HOURS)

LF39 You mentioned that you are **not** looking to work more hours. What is the **main reason** you work the number of hours you are currently working?

SINGLE RESPONSE

- 1. No suitable job in my local area
- 2. No job with a suitable number of hours
- 3. No suitable job in my area of expertise
- 4. Considered to be too young by employers
- 5. Considered to be too old by employers
- 6. Short-term illness or injury
- 7. Long-term health condition or disability
- 8. Caring for family member with a health condition or disability
- 9. Caring for children
- 10. Studying
- 11. Other (Please specify____)

IF LF19<35 AND LF20=1

*(WORKING LESS THAN 35 HOURS AND LOOKING FOR MORE HOURS)

LF39a You mentioned that you are looking to work more hours. What is the **main reason** you work the number of hours you are currently working?

SINGLE RESPONSE

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
6. Short-term illness or injury
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
10. Studying
11. Other (Please specify____)

LF38 SCALE CALCULATION:

1. Calculate the average rating across all of the items someone answers - range 1 to 5 as per codeframe. **NOTE: scores for LF38e. are reversed, strongly agree=1, strongly disagree=5**
2. Subtract 1 from this average.
3. Multiply by 25 to get a “%”

Example: Average = (3 + 4 + 4 + 4 + 4 + 2 + 2 + 4) / 8 = 27 / 8 = 3.375

“Percentage” = (3.375 - 1) * 25 = 59.375

- We calculate an average for each valid response, so if they skip an item (DK/Ref/no answer) we exclude that from the average.
- If someone says “Strongly disagree” to a, c, d, f, g, h & i and Strongly Agree to e their scale score will be 0.
- If someone says “Neither agree nor disagree” to everything, their scale score will be 50.
- If someone says “Strongly agree” to a, c, d, f, g, h & i and Strongly disagree to e their scale score will be 100.

IF (LF38 score >50)

*(PERCEIVED OVERQUALIFICATION FOR CURRENT JOB)

LF40 Your previous responses indicated that you have **more** skills or education than are needed to do your current job. What is the **main reason** you are working in a job that doesn’t use all of your skills or education?

SINGLE RESPONSE

1. No suitable jobs in my local area
2. No jobs with a suitable number of hours
3. No suitable jobs in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
6. Short-term illness or injury
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
10. Studying
11. Other (Please specify____)

IF (LF4=1 OR LF5=1) AND (LF1=1 OR LF2=1 OR LF3=1)
*(LOOKING FOR WORK)

LF41 When did you begin looking for work?

1. Enter month

2. Enter year

TS3 TIMESTAMP

Module C: Further study

*(ALL)

FS1 Are you currently a full-time or part-time student at a TAFE, university or other educational institution?

1. Yes – full-time
2. Yes – part-time
5. No

PROGRAMMER NOTE: HOVER OVER 'qualification' = "refers to the course, degree or program that you are currently studying".

IF FS1= 1 OR 2

*(STUDYING)

FS2 What is the full title of the qualification you are currently studying?

1. Qualification title

PROGRAMMER NOTE: HOVER OVER 'qualification' = "refers to the course, degree or program that you are currently studying".

IF FS1= 1 OR 2

*(STUDYING)

FS3 What is your major field of education for this qualification?

1. Natural and Physical Sciences
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health
7. Education
8. Management and Commerce
9. Society and Culture
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
13. Other (please specify_____)

IF FS1= 1 OR 2

*(STUDYING)

FS4 What is the level of this qualification?

1. Doctorate
2. Masters degree
3. Other postgraduate degree
4. Graduate diploma
5. Graduate certificate
6. Bachelor degree
7. Advanced diploma or Associate degree
8. Diploma
9. Certificate
10. Unsure

IF FS4=1-3

*(POSTGRADUATE)

FS5 Is the qualification by research, coursework or both?

1. Research
2. Coursework
3. Both research and coursework

IF FS1=1 OR 2

*(STUDYING)

FS6 And the institution where you are currently studying?

1. Institution

TS4 TIMESTAMP 4

Module D1: Graduate attributes

LF1 = 1 OR LF2 = 1 OR LF3 = 1

*(WORKING OR AWAY FROM JOB)

RANDOMISE STATEMENTS WITHIN CATEGORIES. DO NOT DISPLAY CATEGORY HEADINGS.
REPEAT ITEM STEM ON EACH PAGE

GAS For each of the following skills or attributes, to what extent do you agree or disagree that your <FinalCourseA/FinalCourseB> from <E306C> prepared you for this job?

If the skill is not required in your role, you can answer "Not applicable".

STATEMENTS

Foundation skills

- foundation1 Oral communication skills
- foundation2 Written communication skills
- foundation3 Numeracy skills
- foundation4 Ability to develop relevant knowledge
- foundation5 Ability to develop relevant skills
- foundation6 Ability to solve problems
- foundation7 Ability to integrate knowledge
- foundation8 Ability to think independently about problems

Adaptive skills and attributes

- adaptive1 Broad general knowledge
- adaptive2 Ability to develop innovative ideas
- adaptive3 Ability to identify new opportunities
- adaptive4 Ability to adapt knowledge in different contexts
- adaptive5 Ability to apply skills in different contexts
- adaptive6 Capacity to work independently

Teamwork and interpersonal skills

- collab1 Working well in a team
- collab2 Getting on well with others in the workplace
- collab3 Working collaboratively with colleagues to complete tasks
- collab4 Understanding of different points of view
- collab5 Ability to interact with co-workers from different or multicultural backgrounds

RESPONSE FRAME

- a. Strongly disagree
- b. Disagree
- c. Neither disagree nor agree
- d. Agree
- e. Strongly agree
- f. Not applicable

TS5 TIMESTAMP 5

Module D2: Graduate perceptions – CEQ/PREQ

IF DVTYPE = 1

*(NOT POSTGRADUATE BY RESEARCH)

PROGRAMMER: WHERE DVTYPE = 1 AND QUALNUM_S = 1 OR 2 ceqintroa TEXT FILL FOLLOWS THE HEIRARCHY BELOW TO DETERMINE WHICH IS SHOWN.

1. FinalMajor1/2
2. FinalCourseA

introa The next series of questions are about your <course >. By <course> we mean the major fields of education or programs of study that made up your qualification.

ceqintroa Now a series of statements regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

- ceq101 The staff put a lot of time into commenting on my work
- ceq103 The teaching staff normally gave me helpful feedback on how I was going
- ceq106 The <course> helped me develop my ability to work as a team member
- ceq110 The teaching staff of this <course> motivated me to do my best work
- ceq111 The <course> provided me with a broad overview of my field of knowledge
- ceq114 The <course> sharpened my analytic skills
- ceq115 My lecturers were extremely good at explaining things
- ceq116 The teaching staff worked hard to make their subjects interesting
- ceq117 The <course> developed my confidence to investigate new ideas
- ceq123 The <course> developed my problem-solving skills
- ceq127 The staff made a real effort to understand difficulties I might be having with my work
- ceq130 Higher education stimulated my enthusiasm for further learning
- ceq132 The <course> improved my skills in written communication
- ceq136 I learned to apply principles from this <course> to new situations
- ceq140 I consider what I learned valuable for my future
- ceq142 As a result of my <course>, I feel confident about tackling unfamiliar problems
- ceq143 My <course> helped me to develop the ability to plan my own work
- ceq148 My higher education experience encouraged me to value perspectives other than my own
- ceq149 Overall, I was satisfied with the quality of this <course>

IF DVTYPE = 1

*(NOT POSTGRADUATE BY RESEARCH AND MORE THAN ONE MAJOR)

PROGRAMMER: WHERE DVTYPE = 1 ceqintroa TEXT FILL FOLLOWS THE HEIRARCHY
BELOWTO DETERMINE WHICH IS SHOWN. IF NONE ARE PRESENT GO TO MODULE E
QUALNUM_S = 2

1. FinalMajor3/4

2. FinalCourseB

QUALNUM_S=1

3. FinalMajor2

ceqintrob Now a series of statements regarding your

<FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree
or strongly agree with each of these statements.

- ceq201 The staff put a lot of time into commenting on my work
ceq203 The teaching staff normally gave me helpful feedback on how I was going
ceq206 The <course> helped me develop my ability to work as a team member
ceq210 The teaching staff of this <course> motivated me to do my best work
ceq211 The <course> provided me with a broad overview of my field of knowledge
ceq214 The <course> sharpened my analytic skills
ceq215 My lecturers were extremely good at explaining things
ceq216 The teaching staff worked hard to make their subjects interesting
ceq217 The <course> developed my confidence to investigate new ideas
ceq223 The <course> developed my problem-solving skills
ceq227 The staff made a real effort to understand difficulties I might be having with my work
ceq230 Higher education stimulated my enthusiasm for further learning
ceq232 The <course> improved my skills in written communication
ceq236 I learned to apply principles from this <course> to new situations
ceq240 I consider what I learned valuable for my future
ceq242 As a result of my <course>, I feel confident about tackling unfamiliar problems
ceq243 My <course> helped me to develop the ability to plan my own work
ceq248 My higher education experience encouraged me to value perspectives other than my
own
ceq249 Overall, I was satisfied with the quality of this <course>

IF DVTYPE = 2

*(POSTGRADUATE BY RESEARCH)

introa Please tell us about your postgraduate research experience.

If you have had more than one supervisor or have studied in more than one department or faculty,
please respond to the questions below in relation to your most recent supervision
experience, whether by one or more supervisors.

Please interpret 'thesis' and other research-related terms in the context of your own field of education.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

- preq01 Supervision was available when I needed it
- preq02 The thesis examination process was fair
- preq03 I had access to a suitable working space
- preq04 I developed an understanding of the standard of work expected
- preq05 The department provided opportunities for social contact with other postgraduate students
- preq06 My research further developed my problem solving skills
- preq07 My supervisor(s) made a real effort to understand difficulties I faced
- preq08 I had good access to the technical support I needed
- preq09 I was integrated into the department's community
- preq10 I learned to develop my ideas and present them in my written work
- preq11 I understood the required standard for the thesis
- preq12 I was able to organise good access to necessary equipment
- preq13 My supervisor(s) provided additional information relevant to my topic
- preq14 My research sharpened my analytical skills
- preq15 I was satisfied with the thesis examination process
- preq16 The department provided opportunities for me to become involved in the broader research culture
- preq17 I was given good guidance in topic selection and refinement
- preq18 I had good access to computing facilities and services
- preq19 I understood the requirements of thesis examination
- preq20 Doing my research helped me to develop my ability to plan my own work
- preq21 My supervisor(s) provided helpful feedback on my progress
- preq22 A good seminar program for postgraduate students was provided
- preq23 The research ambience in the department or faculty stimulated my work
- preq24 I received good guidance in my literature search
- preq25 The examination of my thesis was completed in a reasonable time
- preq26 As a result of my research, I feel confident about tackling unfamiliar problems
- preq27 There was appropriate financial support for research activities
- preq28 Overall, I was satisfied with the quality of my higher degree research experience

*(ALL)

intro Now, a couple of general questions about your <course>...
(DISPLAY IN THE SAME SCREEN AS NEXT QUESTION)

*(ALL)

bestasp What were the best aspects of your <course>?

1. <text box>

*(ALL)

improve What aspects of your <course> were most in need of improvement?

1. <text box>

TS6 TIMESTAMP 6

Module E Graduate Preparation

LF1 = 1 OR LF2 = 1 OR LF3 = 1

*(WORKING OR AWAY FROM JOB)

Gosop1 Is a <FinalCourseA/FinalCourseB> or similar qualification a formal requirement for you to do your current job?

1. Yes
2. No

Gosop2 To what extent is it important for you to have a <FinalCourseA/FinalCourseB>, to be able to do your job?

1. Not at all important
2. Not that important
3. Fairly important
4. Important
5. Very important

Gosop3 Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?

1. Not at all
2. Not well
3. Well
4. Very well
5. Don't know / Unsure

Bestprep What are the main ways that < E306C > prepared you for employment in your organisation?

1. <text box>

Improveprep What are the main ways <E306C> could have better prepared you for employment in your organisation?

1. <text box>

TS7 TIMESTAMP 7

Module F: Additional items

IntlIntroa And now some specifics about your IF DVTYPE=1: <course/program> IF DVTYPE=2: <postgraduate research>.

Intl1 Did you undertake any overseas study during your IF DVTYPE=1: <course> IF DVTYPE=2: <postgraduate research> (e.g. student exchange or study abroad)?

1. Yes
2. No
3. Not applicable

IF DVTYPE=2

*(POSTGRAD BY RESEARCH)

Pgreslink1 Did your <FinalCourseA/FinalCourseB> include an internship component?

1. Yes
2. No
3. Don't know

IF DVTYPE=2

*(POSTGRAD BY RESEARCH)

Pgreslink2 Did your <FinalCourseA/FinalCourseB> include training in....

Pgreslink101 IP awareness

Pgreslink102 Business management

Pgreslink103 Entrepreneurship

(RESPONSE FRAME)

1. Yes
2. No
3. Don't know

IF DVTYPE=2

*(POSTGRAD BY RESEARCH)

Pgreslink3 Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner?

1. Yes it was jointly supervised
2. Yes it was co-funded
3. No (SINGLE RESPONSE)
4. Don't know (SINGLE RESPONSE)

TS8 TIMESTAMP 8

Module G: Contact Details

*(ALL)

email We would like to make sure that your contact information is up to date so we can stay in touch to see how your career develops in coming years
If you would like to participate in this future research, could you please provide a permanent email address that you can be contacted on?

<email>

1. Email address is as above
2. Enter new email
3. Don't have a permanent email address
4. Do not wish to be re-contacted by email

IF ADD=1

address We would also like to make sure that your postal information is up to date. The postal address we have for you is:

<add1> <add2> <add3>
<suburb> <state> <pcode>
<country>

Is this correct?

1. Yes
2. No (PROGRAMMER NOTE: DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY)
3. Do not wish to be contacted by post

IF ADD=2

Address2 We would also like to make sure your postal information is up to date. We do not have any postal information provided for you. Would you like to update your postal details?

1. Yes
2. No
3. Do not wish to be contacted by post

IF ENTRYMODE=1 OR 2

QR_check1 Can you please tell us how you accessed the GOS survey today?

1. I clicked on the link that was in the email sent to me
2. I visited gos.edu.au and typed in login code contained on the **postcard**
3. I visited gos.edu.au and typed in the login code contained on the **letter**
4. Other

PROGRAMMER NOTE: SURVEY IS CONSIDERED COMPLETE AT THIS POINT

Module X ESS Bridging

IF (((LF1=1 OR LF3=1) AND (LF10≠2 OR LF12=12, 14-15, 17-20)) OR ((LF10=1 AND LF11=1) OR ((LF10=3 OR LF11=5) AND LF12=12, 14-15, 17-20)))

ESSbridge Thanks for taking some time out to complete the Graduate Outcomes Survey. Your feedback is really appreciated. In addition to your own assessment of <FinalCourseA/FinalCourseB> we are also keen to speak to employers about their opinions of your course.

We are conducting a short online survey with employers (only 7 minutes) that allows them to assess how well your institution prepares students for employment. We know from other research that employers really appreciate the opportunity to have a say about higher education.

The information that they provide is combined with the views of thousands of other employers to provide an overall picture of how well higher education is preparing graduates for employment. This data will be available on the QILT website to help future students make decisions about where and what to study.

We are interested in your employer's views no matter what sort of job you are currently employed in, because we are interested in the general skills <FinalCourseA/FinalCourseB> teaches students.

Please provide the contact details for your current work supervisor below, and we will contact them on behalf of the Department of Education and Training to see if they are interested in taking part in the research. The email content for employers is [here](#).

Your employer's participation is voluntary, and they are free to withdraw at any time.

PROGRAMMER NOTE: DISPLAY ESS BRIDGE RESPONSE FRAME AT THE BOTTOM OF ESSBRIDGE 1 – 4

IF (((LF1=1 OR LF3=1) AND (LF10≠2 OR LF12=12, 14-15, 17-20)) OR ((LF10=1 AND LF11=1) OR ((LF10=3 OR LF11=5) AND LF12=12, 14-15, 17-20)))

essresp RESPONSE FRAME

1. I can provide their contact work details (GO TOSUPCONTACT)
2. I can provide their contact information but I wish to log out of the survey and check their details first (GO TO ESSCLINFO screen)
3. I can provide their contact information but I would like you to call me (GO TO RESPCONTACT)
4. I do not wish to provide my supervisor's details

PROGRAMMER NOTE: HOVER OVER – 'work supervisor' = "this is the person you mostly report to in your **MAIN PAID** job for direct work tasks and guidance. Your main paid work is the employment in which you are working the most hours. If you are working equal hours in different businesses please select the employer you consider to be your main paid work" (required):

ESSRESP=1

supcontact Please remember to click 'Send' before you move to the next screen

Supname	Name of current work supervisor (required)
Supemail	Work email address of current work supervisor (validation required)
Supphone	Phone number (validation required if domestic number, no validation on international numbers possible):

ESSRESP = 4

essrefuse You've opted not to supply contact details for your supervisor and they will therefore not be contacted. To help us understand why you chose not to do this, please select from the following options:

1. I do not have a direct supervisor
2. I do not know email address of supervisor

3. My supervisor does not have an email address
4. My job is temporary only /casual only /
5. I'm concerned that my supervisor does not have enough time
6. I'm concerned about my supervisors' response
7. Other (please provide details)
8. I CAN provide their contact work email (GO BACK TO supcontact)

ESSRESP=2

essclinfo Thanks for double checking your supervisor's details. You can log straight back into your survey by clicking the link in your email invitation or using the details on your postcard.

ESSRESP=3

rescontact Please fill in the best phone number to call you on to collect these details and we'll give you a call in the next day or two. Thanks for completing the survey.

rescontact: Phone number (validation required if domestic number, no validation on international numbers possible)

Completion Thanks for completing the survey. Please click 'Next' to submit your survey and be redirected to our home page.

TS9 TIMESTAMP 9

Appendix 3 ESS supervisor recruitment

ESS BRIDGE

Thank you for completing the survey so far. We are also keen to hear from your employer about their opinion of your course.

Don't worry, the employer survey is not an assessment of you, but an assessment of your institution and course.

Some things to note about the employer survey:

- We know that employers really appreciate the opportunity to have a say about higher education
- Even if you are not yet in your career job, there is still value in your supervisor taking part
- By providing your supervisor's details, you will be helping future students know how an institution prepares its graduates for the workplace.
- The survey is short and will take your supervisor around 7 minutes (they can do it in more than one sitting.)
- Your supervisor's participation is voluntary and they are free to withdraw at any time.

essresp

RESPONSE FRAME

1. I can provide their contact work details (GO TOSUPCONTACT)
2. I can provide their contact information but I wish to log out of the survey and check their details first (GO TO ESSCLINFO screen)
3. I can provide their contact information but I would like you to call me (GO TO RESPCONTACT)
4. I do not wish to provide my supervisor's details

[PROGRAMMER NOTE: POP UP – ‘work supervisor ‘= “this is the person you mostly report to in your MAIN PAID job for direct work tasks and guidance. Your main paid work is the employment in which you are working the most hours. If you are working equal hours in different businesses please select the employer you consider to be your main paid work”]

*(ESSRESP=1)

Supcontact

Supname	Name of current <u>work supervisor</u> (required) [verbatim text box]
Supemail	Work email address of current <u>work supervisor</u> [email box, validation required]
Supphone	Phone number [domestic/international text box and phone number text box, validation required if domestic number, no validation on international numbers possible]

Appendix 4 Graduate Outcomes Questionnaire Screenshots



0%

Thank you for agreeing to take part in the Graduate Outcomes Survey. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education and Training which aims to measure student satisfaction and graduate employment outcomes.

Most people take approximately 10-15 minutes to complete all the questions.

If you need to take a break, you can press the 'PAUSE' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

Please **do not** use the browser BACK button to go back to a previous question.

Please press the 'Next' button below to continue.

Next

PAUSE



1%

In 2015, did you complete a course at the **University of Sydney**?

- Yes
- No


Previous

Next

PAUSE

Graduate Outcomes Survey x

The Social Research Centre Pty Ltd [AU] https://survey.srcentre.com.au/mriWeb/mriWeb.dll



14%

Thinking about last week, the week starting Monday, 21/03/2016 and ending last Sunday, 27/03/2016.


Last week, did you do any work at all in a job, business or farm?

- Yes
- No
- Permanently unable to work

Previous **Next** PAUSE

Graduate Outcomes Survey x

The Social Research Centre Pty Ltd [AU] https://survey.srcentre.com.au/mriWeb/mriWeb.dll




17%

At any time during the last 4 weeks have you been looking for full-time work?

- Yes
- No

Previous **Next** PAUSE

Graduate Outcomes Survey X
The Social Research Centre Pty Ltd (AU) | https://survey.srcentre.com.au/mrWeb/mrWeb.dll




22%

Did you have more than 1 job or business last week?

- Yes
- No

Previous Next PAUSE

Graduate Outcomes Survey X
The Social Research Centre Pty Ltd (AU) | https://survey.srcentre.com.au/mrWeb/mrWeb.dll




24%

Did you work for an employer, or in your own business?

- Employer
- Own business
- Other or Uncertain

Previous Next PAUSE

Graduate Outcomes Survey X
The Social Research Centre Pty Ltd (AU) | https://survey.srcentre.com.au/mriWeb/mriWeb.dll




32%

Would you prefer to work more hours than you usually work?

- Yes
- No
- Don't know

Previous Next PAUSE

Graduate Outcomes Survey X
The Social Research Centre Pty Ltd (AU) | https://survey.srcentre.com.au/mriWeb/mriWeb.dll



35%

What is your occupation in your job?

Previous Next PAUSE



What kind of business or service is carried out by your business or employer?

Previous

Next

PAUSE



In what sector are you wholly or mainly employed?

- Public or government
- Private
- Not-for-profit

Previous Next

PAUSE



Are you working in Australia?

- Yes
- No
- Not sure

Previous Next

PAUSE



Have you worked in your business or for your employer for 12 months or more?

- Yes, more than 12 months
- No, less than 12 months

Previous

Next

PAUSE



56%

The following statements are about your skills, abilities and education.
Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
My job requires less education than I have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more job skills than are required for this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less education than myself could perform well on my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My previous training is being fully utilised on this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more knowledge than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My education level is above the level required to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less work experience than myself could do my job just as well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more abilities than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next

PAUSE



60%

When did you begin looking for work?

Enter month

Enter year

Previous

Next

PAUSE



What is the name of your business or employer?

Previous

Next

PAUSE



What are your main tasks and duties?


Previous

Next

PAUSE

Graduate Outcomes Survey X

The Social Research Centre Pty Ltd [AU] | https://survey.srcentre.com.au/mriWeb/mriWeb.dll



62%


Are you currently a full-time or part-time student at a TAFE, university or other educational institution?

Yes - full-time
 Yes - part-time
 No

Previous Next PAUSE

Graduate Outcomes Survey X

The Social Research Centre Pty Ltd [AU] | https://survey.srcentre.com.au/mriWeb/mriWeb.dll



70%

For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Commerce** from the University of Sydney prepared you for this job?
 If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Ability to develop innovative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to identify new opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to adapt knowledge in different contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply skills in different contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broad general knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous Next PAUSE



71%

For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Commerce** from the University of Sydney prepared you for this job?
 If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Getting on well with others in the workplace	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working collaboratively with colleagues to complete tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of different points of view	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Working well in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to interact with co-workers from different or multicultural backgrounds	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Previous

Next

PAUSE



69%

For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Commerce** from the University of Sydney prepared you for this job?
 If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Ability to develop relevant knowledge	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to solve problems	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think independently about problems	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Ability to develop relevant skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to integrate knowledge	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Previous

Next

PAUSE

Graduate Outcomes Survey X

The Social Research Centre Pty Ltd [AU] | https://survey.srcentre.com.au/mrWeb/mrWeb.dll




70%

The next series of questions are about your course. By course we mean the major fields of education or programs of study that made up your qualification.

Previous **Next** PAUSE

Graduate Outcomes Survey X

The Social Research Centre Pty Ltd [AU] | https://survey.srcentre.com.au/mrWeb/mrWeb.dll



71%

Now a series of statements regarding your **Accounting** major.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The staff put a lot of time into commenting on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching staff normally gave me helpful feedback on how I was going	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course helped me develop my ability to work as a team member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching staff of this course motivated me to do my best work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course provided me with a broad overview of my field of knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course sharpened my analytic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My lecturers were extremely good at explaining things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The teaching staff worked hard to make their subjects interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course developed my confidence to investigate new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course developed my problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff made a real effort to understand difficulties I might be having with my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher education stimulated my enthusiasm for further learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I consider what I learned valuable for my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of my course, I feel confident about tackling unfamiliar problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My course helped me to develop the ability to plan my own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My higher education experience encouraged me to value perspectives other than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with the quality of this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous **Next** PAUSE



75%

Now, a couple of general questions about your course...

What were the best aspects of your course?

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

Previous

Next

PAUSE



80%

Overall, how well did your **Bachelor of Commerce** prepare you for your job?

- Not at all
- Not well
- Well
- Very well
- Don't know / Unsure

Previous

Next

PAUSE



79%

To what extent is it important for you to have a **Bachelor of Commerce**, to be able to do your job?

- Not at all important
- Not that important
- Fairly important
- Important
- Very important

Previous

Next

PAUSE



82%

What are the main ways that the University of Sydney prepared you for employment in your organisation?

Previous

Next

PAUSE



83%

What are the main ways the University of Sydney could have better prepared you for employment in your organisation?

Previous

Next

PAUSE



84%

And now some specifics about your course.

Did you undertake any overseas study during your course (e.g. student exchange or study abroad)?


- Yes
- No
- Not applicable

Previous

Next

PAUSE

Graduate Outcomes Survey X
The Social Research Centre Pty Ltd [AU] | https://survey.srcentre.com.au/mriWeb/mriWeb.dll




92%

It would be great to stay in touch to see how your career develops in coming years. Do you consent to being contacted to participate in future research?

Yes
 No

Previous Next PAUSE

Graduate Outcomes Survey X
The Social Research Centre Pty Ltd [AU] | https://survey.srcentre.com.au/mriWeb/mriWeb.dll



96%

Can you please tell us how you accessed the GOS survey today?

I clicked on the link that was in the email sent to me
 I visited gos.edu.au and typed in the login code contained on the **postcard**
 I received an **SMS reminder** and clicked on the link in my email
 Other

Previous Next PAUSE



Thanks for completing the survey. Please click 'Next' to submit your survey and be redirected to our home page.

I would like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website

Previous

Next

PAUSE

Appendix 5 Study area concordance

Study Area 21		Study Area 45		Field of Education
0	Non-award	0	Non-award	0
1	Science and mathematics	1	Natural & Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science & Technology	019901, 019903, 019905, 019907, 019909
2	Computing and Information Systems	5	Computing & Information Systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering - Other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering - Process & Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering - Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering - Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering - Electrical & Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering - Aerospace	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12	Architecture & Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture & Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services & Support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999

Study Area 21		Study Area 45		Field of Education
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	61701
		24	Occupational Therapy	61703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	70101
		27	Teacher Education - Primary & Secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History & Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & Literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199

Study Area 21		Study Area 45		Field of Education
19	Creative arts	42	Art & Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media & Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, Hospitality, Personal Services, Sport and recreation	41	Sport & Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality & Personal Services	080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

Appendix 6 HEIMS data elements

Data elements

Elements	Description	Source
E306	Higher Education Provider code	HEIMS
E306C	Higher Education Provider name	HEIMS
E313	Student identification code	PS
E307	Course code	PS
E314	Date of birth	PS
E315	Gender code	PS
E316	Aboriginal and Torres Strait Islander code	PS
E358	Citizen/resident indicator	PS
E328	Course commencement date	PS
E329	Mode of attendance code	PS
E330	Type of attendance code	PS
E463	Specialisation code	PS
E463A	First specialisation code	Derived
E463B	Second specialisation code	Derived
E463C	Third specialisation code	Derived
E665	Filler 2 spaces	PS
E346	Country of birth code	PS
E347	Year of arrival in Australia	PS
E348	Language spoken at home code	PS
E385	Total exemption granted	PS
E386	Disability	PS
E487	Scholarship type code	PS
E488	Commonwealth Higher Education Student Support Number (CHESSN)	PS
E415	Reporting Year and Period Code	PS
E446	Variation reason code	PS
E666	Filler 50 spaces	PS
E578	Completion percentage	PS
E579	Joint Degree Partner Higher Education Provider Code	PS
E308	Course name - full	CO
E308A	Course name 1	Derived
E308B	Course name 2 (if combined degree)	Derived
E310	Course of study type code	CO
E455	Combined course of study indicator	CO
E461	Field of education code	CO
E462	Field of education supplementary code	CO
E550	Course file reporting year	CO
E573	Highest educational attainment of parent/guardian 1	EN
E574	Highest educational attainment of parent/guardian 2	EN
E913	Age of student in years	EN
E490	Student Status code	LL
SubjectArea1	45 Subject areas	Derived
SubjectArea2	45 Subject areas	Derived
SampleFrame	Record flagged by SRC as redundant in the GOS population file	Derived

Appendix 7 Population file templates

Population

Elements	Description
UniqueGOSID	Unique GOS Student Identifier
E306	Higher Education Provider code
E306C	Higher Education Provider name
E313	Student identification code
E307	Course code
E314	Date of birth
E315	Gender code
E316	Aboriginal and Torres Strait Islander code
E358	Citizen/resident indicator
E328	Course commencement date
E329	Mode of attendance code
E330	Type of attendance code
E463	Specialisation code
E463A	First specialisation code
E463B	Second specialisation code
E463C	Third specialisation code
E346	Country of birth code
E347	Year of arrival in Australia
E348	Language spoken at home code
E385	Total exemption granted
E386	Disability
E487	Scholarship type code
E488	Commonwealth Higher Education Student Support Number (CHESSN)
E415	Reporting Year and Period Code
E446	Variation reason code
E578	Completion percentage
E579	Joint Degree Partner Higher Education Provider Code
E308	Course name - full
E308A	Course name 1
E308B	Course name 2 (if combined degree)
E310	Course of study type code
E455	Combined course of study indicator
E461	Field of education code
E462	Field of education supplementary code
E550	Course file reporting year
E573	Highest educational attainment of parent/guardian 1
E574	Highest educational attainment of parent/guardian 2
E913	Age of student in years
E490	Student Status code
StudyArea1	45 Study areas

Elements	Description
StudyArea2	45 Study areas
SampleFrame	Record flagged by SRC as redundant in the GOS population file
CompletionDate	Formal completion or approval date
InScope	Flag denoting graduate is in scope for the GOS
LateAddition	Late addition; graduate is in scope for final sample
E402	Student surname
E403	Student given name - first
E404	Student given name - others
E410	Address of permanent home residence - Part 1
E411	Address of permanent home residence - Part 2
E469	Residential address - suburb/town
E470	Residential address - state
E413	Address of permanent home residence - postcode
E471	Residential address - country name
email1	Primary email
email2	Secondary email
email3	Tertiary email
maj1	First system major ASCED code
maj2	Second system major ASCED code
maj3	Third system major ASCED code
maj4	Fourth system major ASCED code
phone1	Best number to call
phone2	Alternate number (if available)
phone3	Alternate number (if available)
Faculty	Faculty name
Campus	Campus name
EOSFlag	Flag students participating in the AUIDF Employment Outcomes Study
OUAFlag	Flag students completing part of their course via OUA

Appendix 8 2016 GOS Collection Guide



Graduate Outcomes Survey (GOS) 2016 University Collection Guide

MAY COLLECTION



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1. Introduction

1.1. Overview of the GOS

The focus of the Graduate Outcomes Survey (GOS) is on understanding the labour force outcomes of recent graduates. The GOS replaces the Australian Graduates Survey (AGS), with participation extending from Table A and Table B universities to include non-university higher education institutions from 2015. The survey has been designed to provide reliable, valid and generalisable information on graduate outcomes to the Australian Government and to higher education providers.

The GOS is administered under the Quality Indicators for Learning and Teaching (QILT) survey suite, commissioned by the Australian Department of Education and Training. The Social Research Centre is working with higher education providers and key stakeholders to administer the GOS.

Similar to the AGS, the GOS will run over two collection cycles (November and May), with January to June completers surveyed in November of the same year, and July to December completers surveyed in May of the following year. A smaller round in February will also run for institutions with a trimester calendar. Reporting is aggregated over the surveys and completed after the May cycle.

This document is aimed to be a user-friendly collection guide to the May 2016 GOS.

1.2. The standard GOS instrument

The core GOS focuses on measuring the following:

- Labour force outcomes,
- Further study,
- Graduate attributes (including CEQ/PREQ),
- Graduate preparation, and
- Recruitment for the ESS.

There are some differences in the way labour force outcomes are captured compared to the AGS, with the labour force module in the GOS closely aligned to the Australian Bureau of Statistics Labour Force Survey. During this transition year, the GOS will also collect data for the CEQ/PREQ and the new Graduate Attributes Scale in parallel to allow institutions one round to adapt their internal reporting requirements.

The GOS instrument will include the following 4 CEQ scales, administered to all in scope completers from each institution:

- Good Teaching Scale (GTS, 6 items)

- Graduate Qualities Scale (GQS, 6 items)
- Generic Skills Scale (GSS, 6 items)
- Overall Satisfaction Item (OSI, 1 item)

As per the AGS, the instrument will collect data relating to each course element if the student is enrolled in a combined or double degree.

1.3. Administration Schedule

The schedule for the May 2016 GOS is shown below at Table 1. The schedule is based on the best estimates we can make at the time of writing, and are vulnerable to change, subject to external delays.

Final institution reports and data outputs will not be available until after the completion of the May 2016 GOS cycle, subject to Department release..

Table 1. GOS May 2016 Administration Schedule

Key milestones	Date
Additional questions confirmed by institutions	08 April 16
Additional questions scripted and provided to institutions	12 April 16
Additional questions signed off	22 April 16
Telephone follow up confirmed by institutions	15 April 16
Online fieldwork	2 May – 30 May 16
Interim institutional data outputs	July 2016
Final institutional reports and data outputs	September 2016

1.4. GOS Support

General enquiries and all queries relating to sampling and sample files, file formats, any questions or feedback on the instrument, should be directed to the Social Research Centre's QILT Team. The team can be contacted on (03) 9236 8530 or (03) 9236 8521 or by emailing qilt@srcentre.com.au. We will endeavour to get back to you within 24 hours – even if only to acknowledge receipt of your communication.

2. Preparing for the GOS

2.1. Participation in the GOS

Institutions have consented to participate in the GOS through communications with the QILT team at the Social Research Centre. Consent is stored securely on a database of QILT contacts. You may request the information that the Social Research Centre holds about your institution in the QILT database by contacting the QILT team.

2.2. Privacy

In previous years privacy concerns were cited as a barrier to releasing personal information to third party providers for the purposes of undertaking data collection for the GOS.

All Social Research Centre staff involved in the May 2016 GOS (including helpline operators) have entered into a project-specific Deed of Confidentiality.

The SRC also have in place a Deed of Confidentiality with the mailing house to which the data supplied by institutions will be sent, and which will use the same security controls that they have in place for the printing and distribution of the NAPLAN booklets, which includes the destruction of all personal data as soon as the letters have been printed (see Appendix B). The only data released to the Social Research Centre will be the student's email address, the stratification variables and any additional, non-identifying administrative data required for operational or analytic purposes.

The GOS is conducted within the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research¹. All data collection for the May 2016 GOS will be undertaken in accordance with ISO 20252 standards, the AMSRS code of practice, the Market and Social Research Privacy Principles, and the Australian Privacy Act. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required (see Appendix A).

2.3. Adding additional questions

The May 2016 GOS provides institutions with the opportunity to include non-standard, institutional specific questions towards the end of the instrument. All questions need to be reviewed, and their inclusion to the instrument will incur an extra fee. This fee will be calculated on an individual basis depending on the requirements of the institution.

¹ National Health and Medical Research Council and Universities Australia, 2007, www.nhmrc.gov.au/index.htm.

The final date for communications regarding the addition of extra questions is **Friday April 08, 2016**.

Programmed additional questions will be available to test for relevant institutions from **Tuesday April 12** with institutions providing sign-off on their institution's module by **Friday April 22, 2016**.

2.4. Telephone Non-Response follow-up

The May 2016 GOS offers optional telephone non-response follow-up using the Social Research Centre's in-house call centre. Telephone follow up will take place after online collection has closed.

The SRC is offering two types of telephone follow up; full telephone survey or a telephone reminder call. The reminder call is designed to drive graduates to the online survey, to maintain methodological consistency, while the full telephone survey is completed over the phone at the time of call.

The Social Research Centre can provide a quote for telephone reminders or full surveys on request. We are only able to accommodate definite bookings, as there are specific sample preparation and scripting processes that start prior to online fieldwork to enable the survey for telephone interviewing.

Due to the set-up required, if telephone follow-up is booked and then cancelled there will be a cancellation fee to cover these costs.

Given sample preparation requirements, timelines and the high volume of work within the Social Research Centre's call centre, bookings for telephone survey can only be accommodated up until **Friday April 15, 2016**.

3. Student Engagement

Supporting materials for the range of student engagement initiatives outlined in this section will be made available to survey managers on or before **April 8, 2016**.

3.1. Guide to marketing the GOS

This section is focussed on the effective and appropriate usage of GOS branded marketing materials. The objective is to raise awareness of the GOS and facilitate survey participation.

Based on our experiences with student surveys we aim to use a set of established strategies that are proven to support solid response rates from students and graduates including letters, emails, and an appropriate incentive program. These strategies are best when supported by institution-based promotion as well as an innovative social media campaign. Please refer to section 3.2 for the Engagement Activity Plan which outlines key dates and materials to use throughout the fieldwork period.

There are three distinct time periods that dictate the use of assets:

- Early awareness
- Pre-survey awareness, April 25 – May 1
- GOS now open messaging, May 02 – 23
- Last chance to complete the GOS, May 23 – 30

These engagement materials will be distributed to institutions and will include:

- Web tiles: Multiple sizes of web tiles (MREC, Leaderboard, Skyscraper) featuring GOS branding and messaging. There are three different executions designed to correspond with the three time periods outlined above.
- Facebook posts: artwork and copy are available to be shared on institutional pages. There is a series of three posts promoting awareness during the pre-survey awareness time period, followed by four posts while the survey is open, and one final post during the last week of field.
- Digital posters: There are three slides, each containing messaging relevant to the three time periods above.

3.2. Engagement activity plan

The Social Research Centre has created a best-practice engagement activity plan based on the effectiveness of structured and well-timed engagement during several QILT projects. Institutions will be asked to adhere to the activity plan below. Variations to the activities outlined in the GOS Engagement Activity Plan are only permitted upon agreement with the

Social Research Centre. Proposed additions to engagement activity plans are to be submitted by **Friday April 15 2016**.

Table 2. May 2016 GOS Engagement Activity Plan

Email activity conducted by the Social Research Centre	How institutions can help to maximise response rates
In the lead-up to the launch: April 25th – May 1st – Awareness Campaign	
	<ul style="list-style-type: none"> • Create a web presence for GOS on institutional website under ‘current surveys’ or similar. (Refer to Section 3.4); • Send an email to staff alerting to GOS participation and encourage use of in-class slides for first year post graduate classes (Refer to GOS to Staff email and Awareness, Open and Closing slides) • Send an email from the Vice Chancellor to graduates advising of the GOS. (Refer to GOS to graduates email); • Use your institution’s Social Media platforms to promote the survey (e.g., Facebook, Twitter). (Refer to Awareness Facebook Post and GOS Facebook Copy Text); • Upload online posters to your institution’s alumni page or website for the duration of the fieldwork period (Refer to Awareness Webtiles); • Advertise the GOS in alumni newsletters (or similar) (Refer to Awareness Posters, Webtiles, or Slides); • Ensure whitelisting strategies are put in place (Refer to Section 4.1.1)
Online survey launch: Week commencing 2nd May – Open Campaign	
<p>Monday 2nd May Email invitation will be sent to all students sampled for inclusion in the GOS</p> <p>Thursday 5th May SRC Reminder email #1</p>	<ul style="list-style-type: none"> • Use your institution’s Social Media platforms to promote the survey (e.g., Facebook, Twitter) (Refer to Open Facebook Post and GOS Facebook Copy Text) • Post an announcement on your institution’s alumni page or website (Refer to Open Webtiles)

Email activity conducted by the Social Research Centre	How institutions can help to maximise response rates
Week commencing Monday 9th May – Open Campaign	
<p>Tuesday 10th May SRC Reminder email #2</p> <p>Saturday 14th May SRC Reminder email #3:</p>	<ul style="list-style-type: none"> • Post a reminder on your institution’s alumni page or website (Refer to Open Webtiles); • Use your institution’s Social Media platforms to promote the survey (e.g., Facebook, Twitter) (Refer to Open Facebook Post and GOS Facebook Copy Text)
Week commencing Monday 16th May – Open Campaign	
<p>Tuesday 17th May SRC Reminder email #4:</p> <p>Saturday 21st May SRC Reminder email #5:</p>	<ul style="list-style-type: none"> • Use your institution’s Social Media platforms to promote the survey (e.g., Facebook, Twitter, LinkedIn) (Refer to Open Facebook Post and GOS Facebook Copy Text)
Week commencing Monday 23rd May – Closing Campaign	
<p>Tuesday 08th March SRC Reminder email #6:</p> <p>Saturday 12th March SRC Reminder email #7:</p>	<ul style="list-style-type: none"> • Use your institution’s Social Media platforms to promote the survey (e.g., Facebook, Twitter) (Refer to Closing Facebook Post and GOS Facebook Copy Text) • Post a reminder on your alumni page or website (Refer to Closing Webtiles or Slides)

3.3. Social Media campaign

Social media campaigns will be conducted through the QILT Facebook page and will be managed by the Social Research Centre. Survey Managers are encouraged to post updates of survey progress on the QILT Facebook page.

3.4. Institutional web presence

The SRC recommends creating or updating a web presence for the May 2016 GOS to impart legitimacy to the survey, as well as provide a reference point for graduates to access general information about the GOS. Please use the logo provided in the collection pack provided. For general information please include a link to <http://www.qilt.edu.au/surveys/gos> on your website.

3.5. Incentivisation

All completing graduates will be entered into a rolling prize draw in the May 2016 GOS. The prize pool will total \$32,000, comprised of four weekly prize pools of \$8,000. Each weekly prize pool will be made up of three \$1,000, five \$500 and ten \$250 prepaid VISA gift cards. The \$1,000 gift cards will be drawn on a national basis, however the remaining prizes will be distributed between the states based on the proportion of institutions located within each state. The prize pool is designed to encourage early completion, as early completers are entered into all remaining prize draws from the date of their survey submission.

All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at <http://www.srcentre.com.au/gostcsb>. The link to the terms and conditions will be inserted into email activity sent to students and can be included on a webpage presence as outlined in Section 4.4. The key prize draw dates are available in Table 3.

Table 3: Prize draw key dates

Activity	Date
Prize draw period opens/Fieldwork starts	02 May
Prize draw 1 close	08 May
Prize draw conducted	09 May
Prize draw 2 close	15 May
Prize draw conducted	16 May
Prize draw 3 close	22 May
Prize draw conducted	23 May
Prize draw 4 close	29 May
Prize draw period closes/Online collection closes	30 May
Prize draw conducted	30 May

4. Response maximisation

Student engagement activities such as marketing materials, media campaigns and incentives heavily support response maximisation, which is carried out through email invitation and reminders and a hardcopy non-response letter.

4.1. Email invitations and reminders

All institutions will follow the same fieldwork period for the May 2016 GOS; as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove students who have completed the survey or opted out of further follow up from email communications. Email reminders will be tailored according to progress within study areas, as well as graduates' response status (whether they have started the survey or not).

The reminder schedule is based on sound operational experience, and has been used across various trial surveys, as well as the SES with great success. Given that centralisation of data collection for the GOS is designed to provide more robust, consistent and comparable data, the methodology cannot be altered without impacting on comparability. Requests to modify the email schedule cannot be accommodated at this stage.

The email schedule is outlined below in Table 4.

Table 4. May 2016 GOS Response Maximisation Activities

Activity	Date
Fieldwork starts/email invite sent	02 May
Email reminder 1 preparation and sending	05 May
Email reminder 2 preparation and sending	10 May
Email reminder 3 preparation and sending	14 May
Email reminder 4 preparation and sending	17 May
Email reminder 5 preparation and sending	21 May
Email reminder 6 preparation and sending	24 May
Email reminder 7 preparation and sending	28 May
Online collection closes	30 May

4.1.1. Whitelisting and spam mitigation

All conduct related to email contact and follow up with students will be carried out by the Social Research Centre using an internal email platform. To ensure that all email correspondence has the best possible chance of being received by students, the Social Research Centre is advising all institutions, to follow whitelisting processes as outlined below:

- 'Whitelist' emails from the following domain:
srcentre.com.au
- It can also help to whitelist the actual email address:
gos@srcentre.com.au
- 'Whitelist' IP address ranges that GOS emails will be sent from:
 - 203.145.62.224/27
 - 203.145.63.0/26
 - 203.145.63.64/27
 - 113.192.59.0/27

Other useful information:

- The return-path is mbounces.com
- All mail originates from a server with a hostname that ends in 'emdbms.com'
- Email subject headings²:
 - 'Graduate Outcomes Survey [GOS] Invitation'
 - 'Graduate Outcomes Survey [GOS] – Complete now for more chances win!'
 - 'Graduate Outcomes Survey [GOS] – Reminder to complete'
 - 'Graduate Outcomes Survey [GOS] – Tell us about your <course> and win great prizes'
 - "Graduate Outcomes Survey [GOS] – Where are you now?"
 - 'Graduate Outcomes Survey [GOS] – Closing soon'
 - 'Graduate Outcomes Survey [GOS] – Last chance to have your say!'

4.2. Hardcopy non-response reminder

- Following the email invitation on May 02, the remaining in-scope population that have not responded by either completing or opting out of the GOS will receive a hardcopy non-

² The Social Research Centre may vary subject headings slightly depending on needs arising during fieldwork.

response postcard. Postcards will be sent between May 4 and May 9 and are expected to arrive between May 10 and May 16 depending upon address of graduates and Australia Post delivery times. Out-of-scope additional populations will only receive a hardcopy postcard if this was quoted on and approved by the inquiring institution.

5. During the GOS

5.1. Liaison

Throughout the May 2016 GOS, the Social Research Centre team will aim for a transparent and collaborative process. Communications will be delivered on a one-on-one basis and via the QILT newsletter, depending upon individual needs.

5.2. Real time reporting

The Social Research Centre is able to offer participating institutions real time status reporting for the May 2016 GOS, meaning that, once fieldwork commences, institutions can monitor the progress of data collection, and readily engage in a discussion with the Social Research Centre project management team regarding targeted non-response follow up activities, as appropriate.

The standard reporting link for the online survey features:

- A summary of progress towards the specified target in table format, by agreed variables – for the GOS, this would be study area, gender, qualification, and CEQ/PREQ;
- The capacity to download a csv file of completed surveys and analyse by course code, Field of Education, study area and gender, providing the flexibility to create tables or charts in Excel;
- The capacity to monitor completion status (completes, partial completes, disqualified)

A login will be assigned to your institution when fieldwork starts if your institution is new to QILT for the GOS May 2016 collection. Previously issued logins can be used at <https://data.srcentre.com.au/>.

6. Final Reports

6.1. Datafiles

Data can be delivered in one of three formats: SPSS, SAS and csv however institutions are welcome to request other formats if they have specific requirements.

Each institution will receive data for their institution, including any additional questions or populations that they may have requested.

Under Quality Indicators for Learning and Teaching (QILT) the national data file is provided free of charge. University Australia data sharing agreements are still applicable under QILT.

6.2. Institutional reports

Participating institutions will receive an institutional report after the completion of the May 2016 GOS cycle. The content will include:

- An overview of the GOS, including a brief explanation of the survey methodology, response, psychometric properties, etc.;
- Institutional GOS results stratified on the basis of key demographic and contextual groups; and
- Appropriate benchmark results (e.g. national, higher education group) to provide context to the institutional results.

6.3. National Report

The National GOS Report will be released in the second half of 2016 and will include:

- An executive summary;
- An overview of the project and relevant contexts;
- An overview of the methodology, including the study design, non-response treatment, psychometric properties of the instrument, and analysis techniques;
- Key findings for key analysis groups and identification of issues and sub-groups for further statistical analysis;
- A detailed discussion of results and any other significant findings emerging from the survey.

APPENDIX A: Social Research Centre Deed of Confidentiality



**QF 218.0 Deed of
Confidentiality - SRC**

If you are unable to retrieve this embedded attachment please go to
<http://www.srcentre.com.au/QILT-resources>

APPENDIX B: Deed of Confidentiality between the SRC and Valiant Press



CONFIDENTIALITY
DEED FOR SRC.pdf

APPENDIX C: Australian Government Department of Education Subject areas by field of education

Field of education within subject area**1 Natural & Physical Sciences**

010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999

2 Mathematics

010100, 010101, 010103, 010199

3 Biological Sciences

010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999

4 Medical Sciences & Technology

019901, 019903, 019905, 019907, 019909

5 Computing & Information Systems

020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999

6 Engineering – Other

030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999

7 Engineering – Process & Resources

030300, 030301, 030303, 030305, 030307, 030399

8 Engineering - Mechanical

030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799

9 Engineering – Civil

030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999

10 Engineering - Electrical & Electronic

031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399

11 Engineering – Aerospace

031500, 031501, 031503, 031505, 031507, 031599

12 Architecture & Urban Environments

040000, 040100, 040101, 040103, 040105, 040107, 040199

13 Building & Construction

040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399

14 Agriculture & Forestry

050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059901, 059999

15 Environmental Studies

050900, 050901, 050999

16 Health Services & Support

060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999

17 Public Health

061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399

- 18 **Medicine**
060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119,
- 19 **Nursing**
060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
- 20 **Pharmacy**
060500, 60501
- 21 **Dentistry**
060700, 060701, 060703, 060705, 060799
- 22 **Veterinary Science**
061100, 061101, 061103, 061199
- 23 **Physiotherapy**
61701
- 24 **Occupational Therapy**
61703
- 25 **Teacher Education – Other**
070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900,
079999, 070100, 070000
- 26 **Teacher Education - Early Childhood**
70101
- 27 **Teacher Education - Primary & Secondary**
070103, 070105
- 28 **Accounting**
80100, 80101
- 29 **Business Management**
080300, 080301, 080303, 080305, 080307, 080309, 080309, 080311, 080313, 080315, 080317,
080319, 080321, 080323, 080399
- 30 **Sales & Marketing**
080500, 080501, 080503, 080505, 080507, 080509, 080599
- 31 **Management & Commerce - Other**
080000, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
- 32 **Banking & Finance**
081100, 081101, 081103, 081105, 081199
- 33 **Political Science**
090100, 090101, 090103
- 34 **Humanities inc History & Geography**
090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300,
091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
- 35 **Language & Literature**
091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519,
091521, 091523, 091599
- 36 **Social Work**

090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599

37 Psychology

090700, 090701, 090799

38 Law

090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999

39 Justice Studies & Policing

091100, 091101, 091103, 091105, 091199

40 Economics

091900, 091901, 091903

41 Sport & Recreation

092100, 092101, 092103, 092199

42 Art & Design

100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999

43 Music & Performing Arts

100100, 100101, 100103, 100105, 100199

44 Communication, Media & Journalism

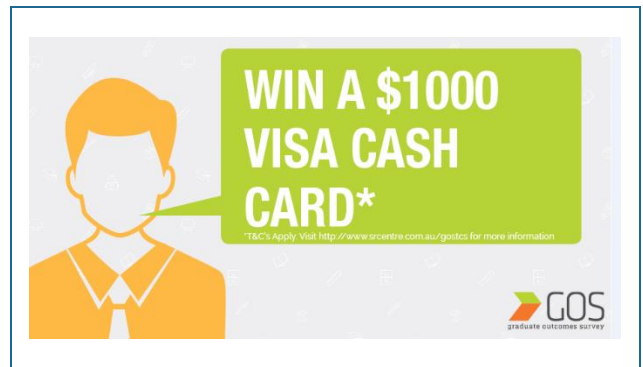
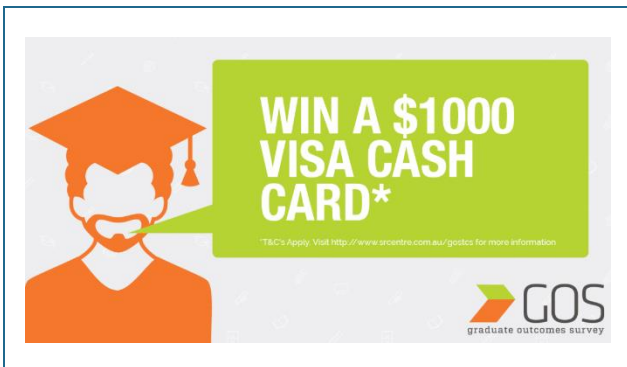
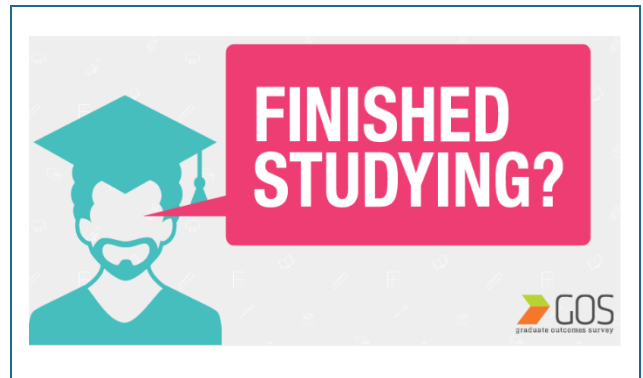
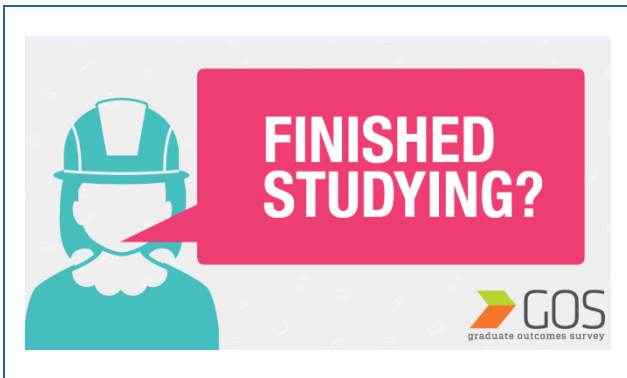
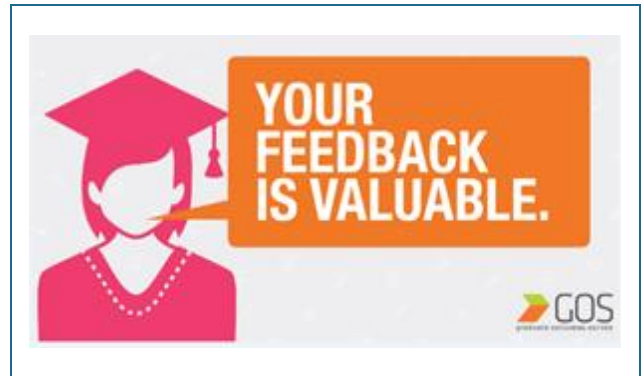
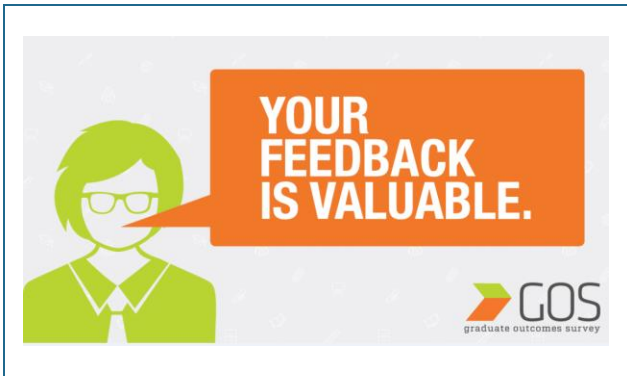
100700, 100701, 100703, 100705, 100707, 100799

45 Tourism, Hospitality & Personal Services

080700, 080701, 110000, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120301, 120303, 120305, 120399, 120501, 120503, 120505, 120599, 129999

Appendix 9 Social Media and advertising content overview

Webtiles



Display Ads



SHARE YOUR EXPERIENCE

GOS
graduate outcomes survey

The ad features a large pink speech bubble with the text "SHARE YOUR EXPERIENCE". Below it is a teal icon of a person wearing a hard hat. To the right, there are faint icons of a graduation cap, a ruler, and a stack of books. The GOS logo is positioned in the bottom right corner.



GOS
graduate outcomes survey

THE GOS SURVEY IS IN ITS FINAL DAYS

IT'S YOUR LAST CHANCE TO WIN \$1000*

AND HELP US IMPROVE HIGHER EDUCATION

*T'S & C'S APPLY VISIT www.srcentre.com.au/gostcs

The ad is a vertical banner with an orange background. At the top is the GOS logo. The main text is in white, bold, uppercase letters. At the bottom, there is a teal icon of a person in a suit and tie, with a speech bubble pointing to the text above. The background also features faint icons of a graduation cap, a ruler, and a stack of books.



FINISHED STUDYING?

YOUR GOS SURVEY IS NOW IN YOUR INBOX

FILL IT OUT TO POTENTIALLY WIN \$1000*

GOS
graduate outcomes survey

*T'S & C'S APPLY VISIT www.srcentre.com.au/gostcs

The ad is a horizontal banner with a green background. On the left is a teal icon of a person in a suit and tie. The text is in white, bold, uppercase letters. On the right is the GOS logo. At the bottom right, there is a small disclaimer with a link to the survey website.

Facebook prize winner announcement example

The final round of GOS Winners are here!

GOS
graduate outcomes survey

QILT
Published by Chinese Whispers [?]
Like This Page · December 2, 2015 · Edited ·

Congratulations to the final round of GOS VISA Gift Card winners!

Thank you to everyone who participated in the GOS this year.

Major prize winners of \$1000 prepaid VISA cards:...
See More

Tag Photo Add Location Edit

Like Comment Share

1


Write a comment...
Press Enter to post.

Sponsored Create Ad


WATSON ANALYTICS
FREE EDITION

Free edition on us.
www.ibm.com
It's fast, it's easy, it's free. Watson Analytics is made for everyone.

Facebook click to website examples

 **QILT**
2 November 2015 · 🌐


Complete the Graduate Outcomes Survey today.




Always pass on what you have learned.
The survey gathers feedback on your higher education experience to improve future courses whilst also measuring further study outcomes for graduates.

WWW.GOS.EDU.AU [Learn More](#)

👍 Like 💬 Comment ➦ Share

 **QILT**
30 October 2015 · 🌐

Share thoughts about your course to improve the future of higher education.




Complete the Graduate Outcomes Survey, you must.
The survey gathers feedback on your higher education experience to improve future courses whilst also measuring further study outcomes for graduates.

WWW.QILT.EDU.AU/GOS [Learn More](#)

👍 Like 💬 Comment ➦ Share


QILT YouTube video

YouTube AU Search





0:00 / 0:56

You know nothing.

 QILT [Subscribe](#) 70

5,731 views

+ Add to ↪ Share ⋮ More  3  1

Published on Nov 4, 2015

Category	People & Blogs
License	Standard YouTube License

Comments are disabled for this video.

Twitter paid advertising examples



AP 11:55 AM Home

QILT-SRC @qilt-src 4d
Always pass on what you have learned. Complete the GOS today.



Start the Graduate Outcomes Survey now. [View now](#)

Promoted by QILT

42 146



AP 11:55 AM Home

QILT-SRC @qilt-src 4d
Share thoughts about your course to improve the future of higher education.



Start the Graduate Outcomes Survey now. [View now](#)

Promoted by QILT

42 146

Facebook paid video



QILT
5 November 2015 ·

Complete the GOS, you must.



00:57

71 14 Comments 16 Shares 91k Views

Like Comment Share

Website paid display ad example

The Sydney Morning Herald
LEAGUE HQ

TRG
MIN CHARGE INCLUDES 250 PREPAYMENT OUTSIDE INCLUDED VALUE + 25% SETUP. AVAILABLE IN SELECTED COVERAGE AREAS.

News Ladder Fixtures Experts Clubs Expert Tips State of Origin Ultimate League

You are here: Home > Rugby League > League News >

 FANTASY NRL FOR THE ULTIMATE LEAGUE FAN

Rugby league's dirty secret: confessions of an NRL bagman

May 9, 2016 - 12:35AM 488 reading now ☆ Read later

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Senior Reporter
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[Tweet](#) [Share](#) [G+](#) [in](#) [Pin it](#) [submit](#)

[Email article](#) [Print](#) [Reprints & permissions](#)



"If you honestly believe the [James successful club] players fit under the salary cap, you need rocks in your head."
Photo: Craig Golding

Advertisement



HAVE YOU COMPLETED THE GRADUATE OUTCOMES SURVEY?

GUNRRRR GGGHHH!

Most popular

Graduation flyer example



Congratulations on your graduation from

You will receive an email invitation to complete the Graduate Outcomes Survey (GOS) during the month of May.



Why is the GOS important?

The GOS gathers feedback on your higher education experience to improve the experience of future students, and also measures employment and further study outcomes for graduates.

We will ask you to provide your work supervisor's contact details so that they have the opportunity to provide feedback on your course too. This part of the GOS is completely voluntary, however we strongly urge both you and your supervisor to participate.



Not only is the GOS worthwhile for the higher education and labour force sectors, but you can also go in a weekly draw for heaps of prizes worth \$32,000, including a \$1,000 prepaid VISA gift card each week*. Complete the survey in the first week to be entered in all 4 draws!

For further information go to:

www.gos.edu.au

gos@srcentre.com.au for all enquiries

*Terms and Conditions: www.srcentre.com.au/gostcsb

Please be assured that your responses are completely confidential and will be aggregated for reporting purposes.

Appendix 10 Email and hardcopy reminders

Invitation



Dear %%E403**Graduate%%,

Congratulations on the completion of your %%Qualname%% with %%E306C**your institution%%. The Graduate Outcomes Survey (GOS) asks graduates about their %%Course**course%% experience and what the future holds.



***** Complete the survey early to have more chances to win! If you submit your survey before midnight Sunday November 22 you will be entered into two weekly prize draws, and could win a weekly prize of \$1,000***

To start the survey, please click on the link below:

<%%srvylink%%>

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window.

The [Social Research Centre](#) is running the survey on behalf of The Australian Government Department of Education and Training. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au

From there you can also log into the survey using the following username and password:

Username: %%username%%

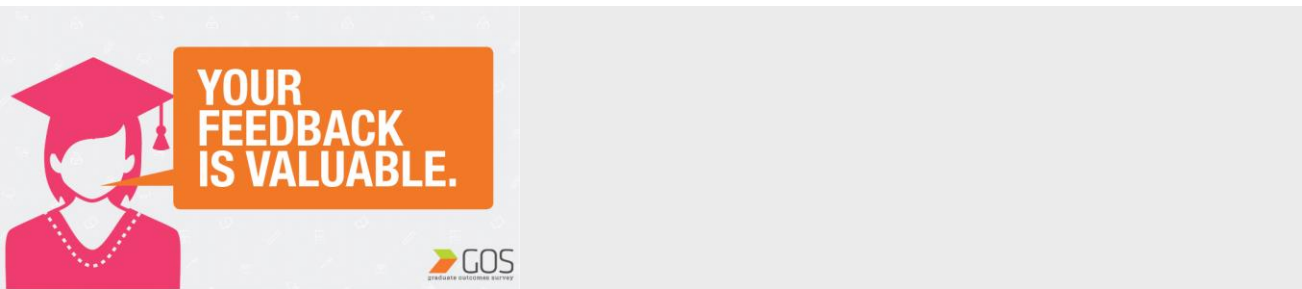
Password: %%password%%

Yours sincerely

Sonia Whiteley
Executive Director, Research Strategy
Social Research Centre

* Visit www.srcentre.com.au/gostcs for prize draw terms and conditions.

Partial Reminder



Dear %%E403**Graduate%%

Congratulations on the completion of your qualification with %%E306C**your institution%%. The Graduate Outcomes Survey (GOS) asks graduates about their %%course%% experience and what the future holds. We have noticed that you have started the survey but haven't had the chance to complete it.



***** Complete the survey early to have more chances to win! If you submit your survey before midnight Sunday November 15 you will be entered into three weekly prize draws, and could win the weekly prize of \$1,000***

To start the survey from where you left off, please click on the link below:

<%%srvylink%%>

The [Social Research Centre](#) is running the survey on behalf of The Australian Government Department of Education and Training. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au

From there you can also log into the survey using the following username and password:

Username: %%username%%

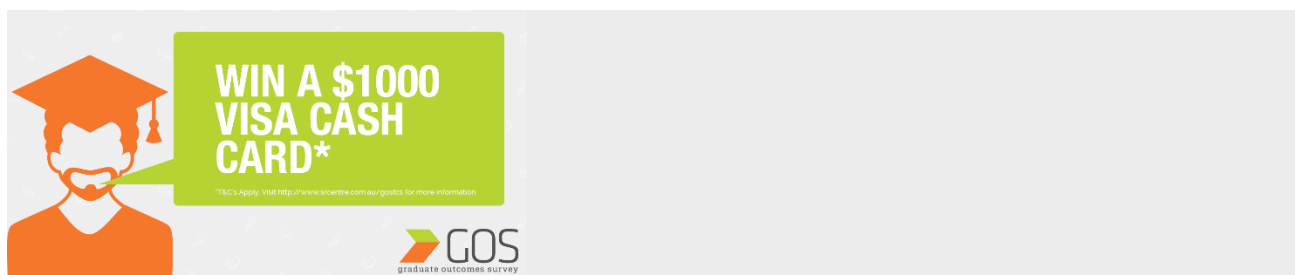
Password: %%password%%

Yours sincerely

Sonia Whiteley
Executive Director, Research Strategy
Social Research Centre

* Visit www.srcentre.com.au/gostcs for prize draw terms and conditions.

Targeted reminder



Dear %E403**Graduate**Graduate%%

We understand that you must be very busy, but there is still time to participate in the GOS. Your feedback is really important to us.



You are one of a very select group of students graduating in a %E308**course%% at %E306C**institution%. To be able to inform future students about the %E308**course%%, we need you and all of your fellow students to complete the survey. If not enough people take part, the data will not be reliable enough to share with future students!

***** Complete the survey now to have more chances to win! If you submit your survey before midnight Sunday November 22 you will be entered into two weekly prize draws, and could win a share of the weekly prize pool of \$8,000* Hurry - don't miss your chance to win, six \$1,000 prizes have already been won!**

To start the survey from where you left off, please click on the link below:

[%%srvylink%%](#)

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window.

The [Social Research Centre](#) is running the survey on behalf of The Australian Government Department of Education and Training. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au

From there you can also log into the survey using the following username and password:

Username: %%username%%

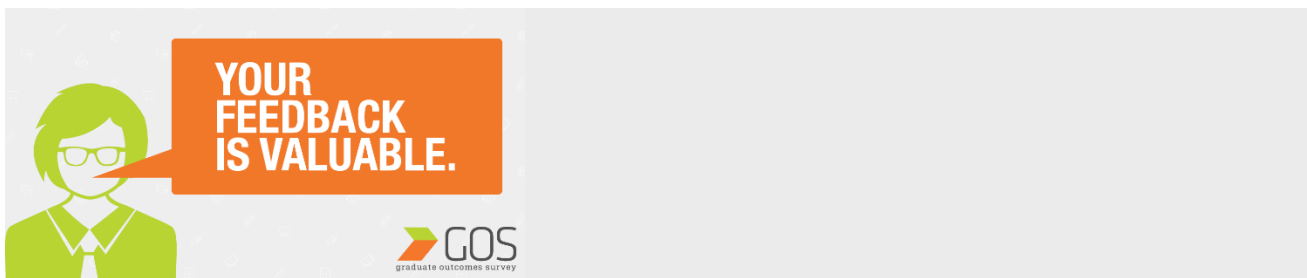
Password: %%password%%

Yours sincerely

Sonia Whiteley
Executive Director, Research Strategy
Social Research Centre

* Visit www.srcentre.com.au/gostcs for prize draw terms and conditions.

Stopped to check ESS details reminder



Dear %%E403**Graduate%%,

Hurry, don't miss out on the next prize draw!



We noticed that you stopped the survey to check your supervisor's contact details. It's important that your supervisor is given the chance to have a say, because most employers value these types of surveys. Through previous research with employers we know they believe strongly in the higher education sector, and want to make a difference to graduate outcomes.

I just wanted to remind you that you can click the link below to finish filling out the survey and make it in time for the next prize draw period

***** Complete the survey early to have more chances to win! If you submit your survey before midnight Sunday November 22 you will be entered into two weekly prize draws, and could win a share of the weekly prize pool of \$8,000* Hurry - don't miss your chance to win!**

To start the survey from where you left off, please click on the link below:

<%%srvylink%%>

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window.

The [Social Research Centre](#) is running the survey on behalf of The Australian Government Department of Education and Training. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au

From there you can also log into the survey using the following username and password:

Username: %%username%%

Password: %%password%%

Yours sincerely

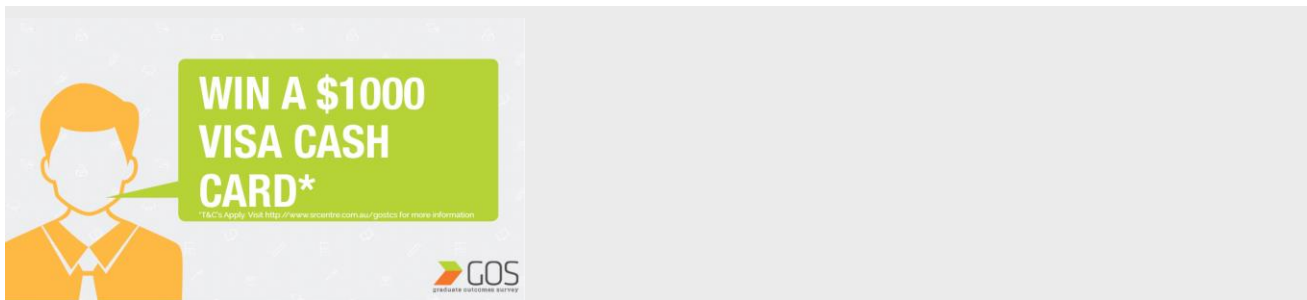
Yours sincerely

%%PartialFlag:END%%

Sonia Whiteley
Executive Director, Research Strategy
Social Research Centre

* Visit www.srcentre.com.au/gostcs for prize draw terms and conditions.

Final reminder



Dear %E403**Graduate**%,

Hurry don't miss your chance to win!

The GOS is closing and if you don't complete the survey by Sunday, you'll miss your last chance to enter the prize draw for \$1,000.

You are one of a very select group of students graduating in a %E308**course**% at %E306C**institution**%. To be able to inform future students about the %E308**course**%, we need you and all of your fellow students to complete the survey. If not enough people take part, the data will not be reliable enough to share with future students!

***** Complete the survey now for your last chance to win! If you submit your survey before midnight tomorrow Sunday November 29 you will go into the draw to win a share of the prize pool of \$8,000.*** Hurry - don't miss your last chance to win!

To start the survey from where you left off, please click on the link below:

<%%srylink%%>

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window.

The [Social Research Centre](#) is running the survey on behalf of The Australian Government Department of Education and Training. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au

From there you can also log into the survey using the following username and password:

Username: %%username%%

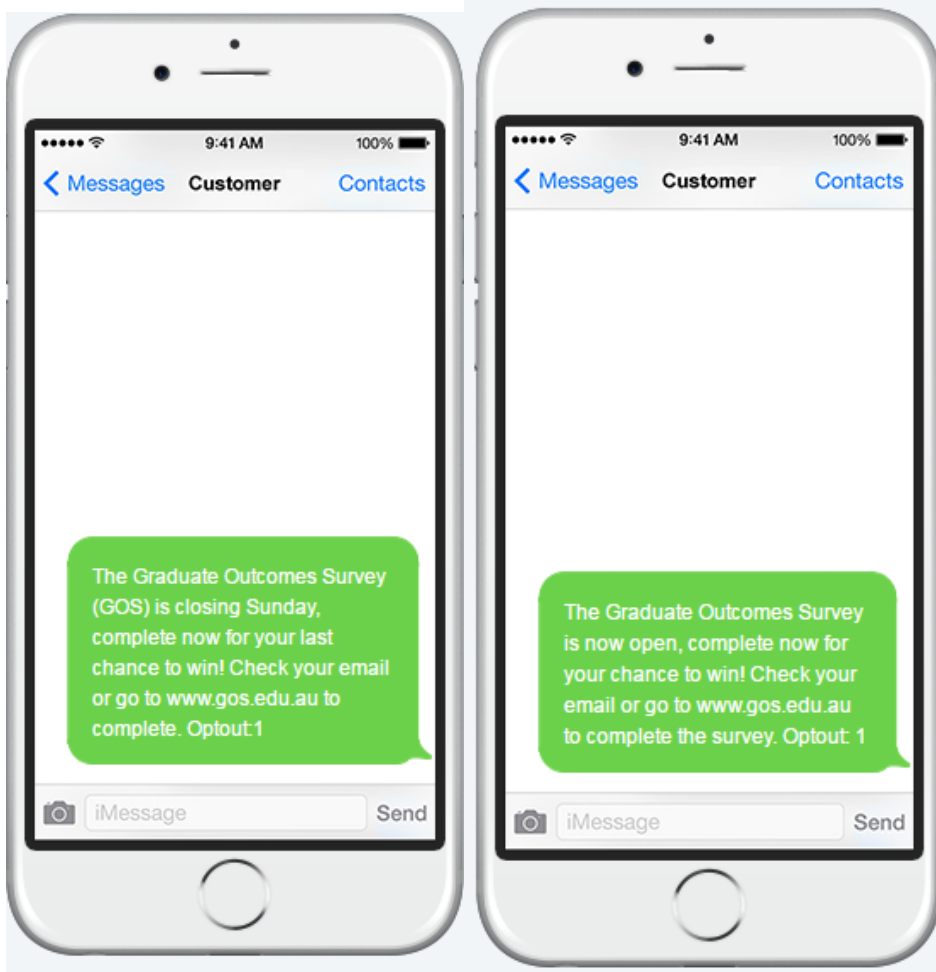
Password: %%password%%

Yours sincerely

Sonia Whiteley
Executive Director, Research Strategy
Social Research Centre

* Visit www.srcentre.com.au/gostcs for prize draw terms and conditions.

SMS examples



Appendix 11 Reporting module

Study Area ▾

Include extra populations

Refresh Table

Export Table as CSV

Export Data as CSV

Table loaded: 09/06/2016 13:59

For all enquiries contact:
qit@srcentre.com.au

Study Area	Sample	Opted Out	Out of Scope	Unusable	Final Sample	Complete	% of Sample	Partial
01 Natural & Physical Sciences	770	18	1	0	751	349	46.5	337
02 Mathematics	1	0	0	0	1	1	100.0	0
03 Biological Sciences	71	0	0	0	71	37	52.1	28
04 Medical Sciences & Technology	277	8	3	0	266	117	44.0	120
05 Computing & Information Systems	406	19	1	0	386	146	37.8	209
06 Engineering - Other	477	17	0	0	460	170	37.0	245
07 Engineering - Process & Resources	56	2	0	1	53	32	60.4	15
09 Engineering - Civil	11	0	0	0	11	4	36.4	5
10 Engineering - Electrical & Electronic	1	0	0	0	1	1	100.0	0
11 Engineering - Aerospace	38	0	0	0	38	17	44.7	14
12 Architecture & Urban Environments	94	0	0	0	94	31	33.0	49
15 Environmental Studies	34	0	0	0	34	15	44.1	13
16 Health Services & Support	371	5	0	0	366	157	42.9	177
17 Public Health	54	2	0	0	52	27	51.9	19
18 Medicine	612	25	0	0	587	216	36.8	333
19 Nursing	358	4	1	0	353	155	43.9	162
20 Pharmacy	338	8	0	0	330	132	40.0	149
23 Physiotherapy	72	1	0	0	71	35	49.3	26
24 Occupational Therapy	55	3	0	0	52	24	46.2	21
25 Teacher Education - Other	339	5	2	0	332	150	45.2	147
26 Teacher Education - Early Childhood	141	1	0	0	140	61	43.6	59
27 Teacher Education - Primary & Secondary	415	12	1	0	402	152	37.8	195
28 Accounting	454	8	0	0	446	102	22.9	271
29 Business Management	1418	26	0	0	1392	400	28.7	802
30 Sales & Marketing	87	3	0	0	84	29	34.5	47

Appendix 12 Detailed email outcomes

Email outcomes as a proportion of total available sample per send – University 2015 November round GOS

	Invitation	Reminder 1	Reminder 2	Reminder 3	Reminder 4 ³	Reminder 5	Reminder 6	Reminder 7
Opened	25,461	22,761	16,964	13,916	11,653	13,593	11,421	10,626
% of total sent	36.46%	36.22%	28.87%	25.13%	22.09%	26.63%	23.38%	22.87%
Survey Link clicked*	8,503	4,339	2,776	2,581	1,921	2,225	2,173	1,403
% of total opened	33.40%	19.06%	16.36%	18.55%	16.49%	16.37%	19.03%	13.20%
Soft Bounce ¹	490	418	452	447	740	702	1,627	1,623
% of total sent	0.70%	0.67%	0.77%	0.81%	1.40%	1.38%	3.33%	3.49%
Hard Bounce ²	2,343	41	12	29	24	26	19	27
% of total sent	3.36%	0.07%	0.02%	0.05%	0.05%	0.05%	0.04%	0.06%
Opt out	194	222	236	327	311	291	205	184
% of total sent	0.28%	0.35%	0.40%	0.59%	0.59%	0.57%	0.42%	0.40%
Unopened	32,839	35,057	38,318	38,068	38,093	34,198	33,408	32,608
% of total sent	47.03%	55.79%	65.21%	68.75%	72.23%	67.01%	68.38%	70.17%
Total Sent	69,830	62,838	58,758	55,368	52,742	51,035	48,853	46,471
	100%	100%	100%	100%	100%	100%	100%	100%

*Percentage calculated from opened

¹ Soft bounce denotes occasions when the email cannot get through at the time of the send, commonly due to an inbox having reached capacity or the mail server is temporarily down. These emails will reattempt on the next send.

² Hard bounce denotes a permanently unusable email address, commonly the result of a non-existent domain or disabled mailbox. These emails will not be included in subsequent sends.

³ All records that had not opened previous emails were sent an email to additional email addresses provided from Reminder 4.

Email outcomes as a proportion of total available sample per send – NUHEI 2015 November round

	Invitation	Reminder 1	Reminder 2	Reminder 3	Reminder 4 ³	Reminder 5	Reminder 6	Reminder 7
Opened	1,385	1,101	901	750	579	607	631	479
% of total sent	41.92%	37.49%	32.59%	29.18%	23.64%	25.95%	28.31%	22.68%
Survey Link clicked*	378	198	149	117	95	121	107	63
% of total opened	27.29%	17.98%	16.54%	15.60%	16.41%	19.93%	16.96%	13.15%
Soft Bounce ¹	35	40	40	40	53	47	64	66
% of total sent	1.06%	1.36%	1.45%	1.56%	2.16%	2.01%	2.87%	3.13%
Hard Bounce ²	136	1	0	0	0	0	0	1
% of total sent	4.12%	0.03%	0.00%	0.00%	0.00%	0.00%	0.00%	0.05%
Opt out	19	24	24	20	29	14	13	18
% of total sent	0.58%	0.82%	0.87%	0.78%	1.18%	0.60%	0.58%	0.85%
Unopened	1,351	1,573	1,651	1,643	1,693	1,550	1,414	1,485
% of total sent	40.89%	53.56%	59.71%	63.93%	69.13%	66.27%	63.44%	70.31%
Total Sent	3,304	2,937	2,765	2,570	2,449	2,339	2,229	2,112
	100%	100%	100%	100%	100%	100%	100%	100%

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Email outcomes as a proportion of total available sample per send – University 2016 May round

	Invitation	Reminder 1	Reminder 2	Reminder 3	Reminder 4 ³	Reminder 5	Reminder 6	Reminder 7
Opened	77,928	58,414	52,421	41,253	41,596	36,888	36,134	31,885
% of total sent	41.07%	34.59%	33.06%	27.38%	29.10%	26.84%	27.75%	24.69%
Survey Link clicked*	28,194	11,637	9,105	8,251	7,304	7,441	6,130	4,707
% of total opened	36.18%	19.92%	17.37%	20.00%	17.56%	20.17%	16.96%	14.76%
Soft Bounce ¹	837	650	597	599	587	398	404	430
% of total sent	0.44%	0.38%	0.38%	0.40%	0.41%	0.29%	0.31%	0.33%
Hard Bounce ²	4,785	955	907	946	1068	864	597	388
% of total sent	2.52%	0.57%	0.57%	0.63%	0.75%	0.63%	0.46%	0.30%
Opt out	442	635	675	768	842	759	637	608
% of total sent	0.23%	0.38%	0.43%	0.51%	0.59%	0.55%	0.49%	0.47%
Unopened	77,540	96,576	94,853	98,865	91,545	91,082	86,330	91,142
% of total sent	40.87%	57.19%	59.82%	65.61%	64.04%	66.27%	66.29%	70.57%
Total Sent	189,726	168,867	158,558	150,682	142,942	137,432	130,232	129,160
	100%	100%	100%	100%	100%	100%	100%	100%

*Percentage calculated from opened

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² Hard bounce denotes a permanently unusable email address, commonly the result of a non-existent domain or disabled mailbox. These emails will not be included in subsequent sends.

³ All records that had not opened previous emails were sent an email to additional email addresses provided from Reminder 4.

Email outcomes as a proportion of total available sample per send – NUHEI 2016 May round

	Invitation	Reminder 1	Reminder 2	Reminder 3	Reminder 4 ³	Reminder 5	Reminder 6	Reminder 7
Opened	4,142	2,550	2,162	1,663	1,742	1,549	1,431	1,276
% of total sent	51.52%	36.73%	33.26%	27.08%	29.91%	27.88%	27.07%	24.72%
Survey Link clicked*	1,453	531	411	350	315	292	247	175
% of total opened	35.08%	20.82%	19.01%	21.05%	18.08%	18.85%	17.26%	13.71%
Soft Bounce ¹	16	14	7	10	13	5	7	9
% of total sent	0.20%	0.20%	0.11%	0.16%	0.22%	0.09%	0.13%	0.17%
Hard Bounce ²	253	119	135	134	122	122	123	134
% of total sent	3.15%	1.71%	2.08%	2.18%	2.09%	2.20%	2.33%	2.60%
Opt out	30	35	37	54	50	45	43	38
% of total sent	0.37%	0.50%	0.57%	0.88%	0.86%	0.81%	0.81%	0.74%
Unopened	2,146	3,694	3,749	3,930	3,582	3,543	3,436	3,530
% of total sent	26.69%	53.20%	57.67%	64.00%	61.50%	63.77%	64.99%	68.38%
Total Sent	8,040	6,943	6,501	6,141	5,824	5,556	5,287	5,162
	100%	100%	100%	100%	100%	100%	100%	100%

*Percentage calculated from opened

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Appendix 13 Sample characteristics

Sample characteristics – Overall

	Sample	%	Respondents	%
Base	262,486		104,208	
Gender				
Male	110,175	42.0	40,098	38.5
Female	151,665	57.8	63,908	61.3
Not stated	646	0.2	202	0.2
Combined course of study indicator				
Combined/double degree	15,312	5.8	6,174	5.9
Single degree	247174	94.2	98034	94.1
Course of study type				
Undergraduate	155,893	59.4	59,845	57.4
Postgraduate Coursework	97,514	37.2	39,004	37.4
Postgraduate Research	9,079	3.5	5359	5.1
Aboriginal and Torres Strait Islander				
Non-Indigenous	259,840	99.0	103,197	99.0
Indigenous	2,008	0.8	814	0.8
No information	638	0.2	197	0.2
Mode of attendance				
Internal	196,890	75.0	75,400	72.4
External	31,114	11.9	14,853	14.3
Multi-modal	32,441	12.4	13,170	12.6
Universities Australia (OUA)	1,401	0.5	587	0.6
Not Stated	640	0.2	198	0.2
Type of attendance				
Universities Australia (OUA)	7	0.0	3	0.0
Full-time	182,832	69.7	71,554	68.7
Part-time	79,007	30.1	32,454	31.1
Not Stated	638	0.2	197	0.2
Main Language Spoken at Home				
English	209,599	79.9	88,006	84.5
Language other than English	52,887	20.1	16,202	15.5
Citizen/resident indicator				
Domestic	196,001	74.9	84,492	81.2
International	65,847	25.1	19,519	18.8