

# 2022 Graduate Outcomes Survey - Longitudinal

## Methodological Report

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Social  
Research  
Centre

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# 1. Introduction

## 1.1. About this report

This *Methodological Report* describes the sample preparation, data collection, data processing and reporting aspects of the 2022 Graduate Outcomes Survey – Longitudinal (GOS-L, ‘the survey’), conducted on behalf of the Australian Government Department of Education (‘the department’) by the Social Research Centre. This report is structured into the following sections:

- Section 1 introduces the background, objectives and provides a general overview.
- Section 2 describes the target audience and sample design.
- Section 3 documents the survey design and procedures for conducting the study.
- Section 4 outlines the questionnaire development phase and provides an overview of changes from the previous iteration including institution specific items.
- Section 5 describes the data processing procedures.
- Section 6 documents the final dispositions and response rates.
- Section 7 presents an analysis of response.
- Section 8 summarises considerations for future iterations of the GOS-L.

## 1.2. Background

The GOS-L is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the department. In 2016, the GOS-L replaced the Beyond Graduation Survey (BGS), which was the longitudinal component of the Australian Graduate Survey (AGS) (superseded by the Graduate Outcomes Survey (GOS)) conducted between 2009 and 2015. Graduates who completed a course in 2018 and responded to the 2019 GOS were invited to participate in the 2022 GOS-L.

## 1.3. Objectives

The broad aim of the GOS-L is to measure the medium-term labour force outcomes of higher education graduates approximately three years post completion of their undergraduate or postgraduate course. The development, collection and reporting of these measures provides reliable, valid and generalisable information on graduate outcomes to the Australian government and to higher education institutions. Specifically, the survey findings are used to:

- monitor graduates’ employment and further study outcomes,
- better understand graduate attributes and preparation for the workforce, and
- identify specific areas that may positively impact graduates’ experiences with their higher education.

‘Higher education institutions’ refers to universities and non-university higher education institutions (NUHEIs).

## 1.4. Overview

The Social Research Centre administered the GOS-L in February and March 2022 with the assistance of 114 participating institutions.

Table 1 provides an overview of key project statistics. In total, 99,887 graduates were approached with 89,878 identified as in-scope to participate. A 49.0 per cent response rate was achieved, with a total of 43,999 completed surveys from graduates across all study levels. The response rate was the same as the 49.0 per cent achieved in 2021 but was down from 50.0 per cent in 2020 and 55.9 per cent in 2019.

**Table 1**      **Key project statistics**

	University	NUHEI	Total
Participating institutions (n)	42	72	114
Total sample (n)	92,361	7,526	99,887
Final in-scope graduates (n)	83,359	6,519	89,878
Surveys completed (n)	41,227	2,772	43,999
Response rate <sup>1</sup> (%)	49.5	42.5	49.0

<sup>1</sup> For the purpose of QILT projects, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association for Public Opinion Research (2016) for standard definitions.

The survey was fielded online in English only. Invitations and reminders were sent by email and SMS to sample members, while telephone reminders were deployed with selected non-respondents. Participating institutions could also commission additional SMS towards the end of main online fieldwork and reminder calls after the conclusion of the main online fieldwork period. Surveys completed as a result of reminder calls are included as completed surveys in this report.

## 1.5. Project milestones

Table 2 provides a summary of the key project milestones, including tasks and dates for the 2022 GOS-L.

**Table 2** Key project milestones

Milestone	2022 GOS-L
<b>Start-up</b>	
Sample preparation	14-Oct to 29-Oct 2021
Questionnaire development	30-Nov to 13-Dec 2021
<b>Fieldwork</b>	
Soft launch main online fieldwork (NUHEIs)	15-Feb 2022
Start main online fieldwork (Universities)	17-Feb 2022
In field reminder calls	03-Mar to 20-Mar 2022
Main online fieldwork closes*	27-Mar 2022
Post field reminder calls†	28-Mar to 08-Apr 2022
Fieldwork closes†	08-Apr 2022
<b>Reporting</b>	
Draft data and documentation to the department	29-Apr 2022
Draft <i>National Report</i> to the department	16-May 2022
Final data and documentation to the department	16-May 2022
<i>Methodological Report</i> to the department	31-May 2022
Institutional Tableau report and data files delivered	15-Jun 2022
Final <i>National Report</i> to the department	15-Jun 2022

\* Institutions that did not opt for post field reminder calls.

† Institutions that opted for post field reminder calls.

## 2. Sample preparation

### 2.1. Target population

To qualify as part of the in-scope population for the 2022 GOS-L, graduates must have completed the 2019 GOS via the online survey. All graduates meeting the following criteria were selected for inclusion in the survey:

- provided consent to being recontacted for future research when completing the 2019 GOS, or
- skipped (i.e. did not answer) the question about consent to being recontacted for future research.

### 2.2. Institutional participation

In 2021, the scope of the GOS-L was extended to include all higher education institutions, including for the first time non-HESA approved providers, unlike the previous iterations of the GOS-L where non-HESA providers were excluded from all data presented in this report and the nationally reported figures. This year, in total, six non-HESA approved providers participated in the 2022 GOS-L.

A total of 114 institutions participated in the 2022 GOS-L, comprising 42 universities and 72 NUHEIs. Refer to Appendix 2 for a list of participating institutions.

### 2.3. Sample frame

Records meeting the target population definition from the 2019 GOS data file were identified, with relevant contact information appended, either as collected in the GOS questionnaire, else as provided in the GOS sample. Institutions were then required to update the scope status of the sample member, review faculty name and campus name, provide updated email contact details, and were encouraged to provide telephone contact details to facilitate survey execution as detailed below.

#### 2.3.1. Additional populations

Institutions were able to request inclusion of additional populations on a fee-for-service basis, however, these responses were excluded from national reporting and analysis. These populations could include offshore graduates or graduates who completed the survey via telephone interview in the 2019 GOS. Like the in-scope population, these additional populations must have also completed the 2019 GOS and not explicitly declined future contact.

A new additional population was made available in the 2022 GOS-L – ‘GOS non-responders’, i.e. graduates who were invited to participate in the GOS three years prior but did not respond. Unlike the other two types of additional populations available in the GOS-L, only medium-term outcomes are available for this cohort since they did not complete the GOS immediately following completion of their studies.

Eight institutions included additional populations in the 2022 GOS-L. Additional populations were not included in the *2022 GOS-L National Report* and do not appear in results presented in this report.

## 2.4. Sampling preparation overview

Detailed information regarding the GOS-L sampling process was available to institutions in the 2022 *GOS-L Collection and Sample Guide* (refer to Section 3.1.1). The guide was provided to institutions ahead of sample preparation and outlined:

- the timeline for sample provision
- data elements required, including essential and optional fields
- processes for inclusion of additional populations
- steps for flagging in-scope graduates.

The sampling process for the 2022 GOS-L is summarised as follows:

### 2.4.1 Sample template distribution

The Social Research Centre prepared the population file based on the 2019 GOS operational data and distributed these files to institutions.

In 2022, these population files included for the first time additional populations of GOS non-responders that could be flagged by institutions as an additional population (refer to Section 2.3.1).

### 2.4.2 Sample template submission and population frame creation

Institutions updated the following data elements in their population file:

- Residential address

The address fields listed (i.e. variables E469, E470, E413 and E471) were used to determine time zone and location for survey execution and response maximisation initiatives.

- Email addresses

Institutions were asked to provide at least one valid email address for each graduate in the file. Email 1 was the email address which institutions considered most likely to result in the email being opened by the intended recipient and the next best options were included at Email 2 and Email 3 if available.

Institutions were advised to record the graduate's personal email address (e.g. Hotmail, Gmail) as the best option (i.e. Email 1). Other options could include the email address issued by the institution while graduates were enrolled, or an alumni email address issued after graduation.

- Telephone numbers

Telephone numbers were used for SMS, in field telephone reminder calls, and fee-for-service post main online fieldwork telephone reminder calls. Mobile numbers were preferred (where available) as they could be used for SMS reminders. Institutions were advised that providing a telephone number increased the chances of successfully making contact with the graduate and achieving a completed survey. If an institution did not wish the Social Research Centre to contact their graduates by SMS or telephone or, this field blank was left blank.

In addition, institutions were required to review and update, if necessary, the following information:

- The variable INSCOPE, denoting whether the graduate is in-scope for the 2022 GOS-L
- The variables FACULTY and CAMPUS, which were pre-populated using information collected in the 2019 GOS

For more information refer to Section 3.2.1 of the Collection and Sample Guide at Appendix 1a.

### 2.4.3 Sample review and selection

The Social Research Centre reviewed and verified the returned template files, applying exclusion rules, derivations and flagging students meeting any additional population definitions to create a final population file for each institution.

All institutions were provided with a workbook containing their final in-scope sample selections for their review. These actions ensured that any sampling or scope-related queries were resolved before fieldwork commenced.

### 2.4.4 Sample processing quality assurance

Upon receipt of an institution's returned sample file, the Social Research Centre undertook quality assurance and validation checks to ensure the integrity of the returned sample data.

Issues identified within a returned sample file were documented, feedback was provided, and the institution was asked to submit a revised version of the sample file or template if anything needed updating. This process continued for each file until all required validation checks were passed.

Sample data quality assurance checks were undertaken in several stages, as follows:

- Manual naming of the returned file to meet version control conventions.
- Archiving an original reference copy of each returned file version.
- A basic visual inspection of the file to ensure it aligns with the required format for automated checks.
- Processing the file through an automated sample checking script (the 'auto-checker'). The auto-checker generated a summary report of the sample file structure, adherence to variable standards (as described in Appendix 1), completeness of the returned sample data, record scoping and unit record logic checks.
- An extensive sample cleaning process on files validated by the auto-checker before being operationalised for fieldwork.

### 2.4.5 Sample cleaning

In addition to quality assurance and validation checks, the Social Research Centre also undertook an extensive sample cleaning process. The main components of sample file cleaning and manipulation were as follows:

- standardisation of sample return files – including compliance to a standard format,
- email address cleaning (e.g. correct domain formats, identification of non-personal emails, deduping),
- for the first time this year, the email validation service provided by Everest was used, via API integration,
- phone cleaning (e.g. leading zeros, country codes),
- name cleaning (e.g. correct capitalisation and salutations),
- address cleaning (e.g. standardisation of state), and
- various institution-specific corrections.



## 2.4.6 Exclusions

As part of sample processing the following exclusions were made:

- records without an email address,
- out-of-scope records based on the INSCOPE variable,
- respondents from the 2019 GOS who explicitly declined to be contacted for future follow-up, and
- duplicate records.

## 2.4.7 Coverage

The total target population was graduates who completed a course at an on-shore Australian higher education institution in 2018 and participated in the 2019 GOS. As described in Section 2.3, the operationalised sample excluded any GOS respondent who had explicitly declined to be contacted for future follow-up. Table 3 reiterates key concepts and information from Section 1.4 illustrating the coverage of the sample to the population.

After institution removals and out-of-scope populations were excluded, 73.7 per cent of the total eligible sample was available for the 2022 GOS-L.

**Table 3 Coverage of population to sample**

	University		NUHEI		Total	
	N	%	n	%	N	%
Completed the 2019 GOS (n)	125,759	100.0	9,817	100.0	135,576	100.0
Explicitly declined to be contacted for future follow-up (n) (A)	29,736	23.6	2,162	22.0	31,898	23.5
Consent to follow-up (n) (B)	69,875	55.6	4,970	50.6	74,845	55.2
Did not answer consent to follow-up (n) (C)	26,148	20.8	2,685	27.4	28,833	21.3
Total eligible sample for 2022 GOS-L (n) (B+C)	96,023	76.4	7,655	78.0	103,678	76.5
Institution removals and out-of-scope additional populations (n) (D)	3,662	2.9	129	1.3	3,791	2.8
Sample available for 2022 GOS-L <sup>1</sup> (n) (Total eligible sample - D)	92,361	73.4	7,526	76.7	99,887	73.7

<sup>1</sup> National in-scope population approached.

## 3. Survey design and procedures

### 3.1. Institutional engagement

To build institutional engagement, the Social Research Centre employed a strategy based on the principles of stakeholder need, transparency, knowledge sharing and responsiveness. A comprehensive range of activities was designed to actively engage institutions with the GOS-L. The Social Research Centre's institutional engagement strategy for the 2022 GOS-L is described in this section and includes:

- planning resources such as the *QILT Key Dates Calendar* and *Collection and Sample Guide*,
- communications inviting institution participation in the GOS-L,
- webinars and newsletters,
- an ongoing dialogue with survey managers to build rapport, including the offer of support during field, and
- supporting institutions to undertake response maximisation activity (such as awareness-raising emails, social media posts and alumni newsletters) through the *Collection and Sample Guide* and *Marketing Pack* (see Section 3.1.1).

#### 3.1.1. Planning resources

The Social Research Centre provided planning resources to support institutions in participating and publicising the GOS-L, and to ensure project milestones were delivered to schedule.

The *QILT Key Dates Calendar* was accessible via the QILT provider portal and contained an overview of the 2022 GOS-L project milestones (see Section 3.1.1). The calendar was kept up to date year-round with any project schedule adjustments.

A *Collection and Sample Guide* was made available to institutions via the QILT provider portal prior to the 2022 GOS-L. A notification email was sent to all institutions advising of the release. The *Collection and Sample Guide* provided a stand-alone source of information to introduce the GOS-L, provide timelines, outline the sample process, describe participation in the study, provide resources to assist in graduate engagement, outline response maximisation procedures and contact protocols, and document general conduct of the GOS-L. The *2022 GOS-L Collection and Sample Guide* is provided at Appendix 1a.

#### 3.1.2. Participation advice

Prior to the 2022 GOS-L, the Social Research Centre sent an email to key contacts at each institution notifying them that they had graduates in scope for the GOS-L. The email asked recipients to nominate additional fee-for-service activities via a Participation and Additional Services Form ('PASF'). The 2022 GOS-L offered the following fee-for-service activities:

- inclusion of additional populations (refer to Section 2.3.1),
- inclusion of additional items in the GOS-L questionnaire (refer to Section 4.4),
- participation in an additional SMS reminder (refer to Section 3.3.3.1 Additional SMS), and
- participation in post field reminder calls (refer to Section 3.3.4.2 Post field telephone reminder calls).

### 3.1.3. Webinars and newsletters

As part of the institutional engagement strategy, a series of webinars and newsletters was provided to institutions prior to and during the 2022 GOS-L collection. Newsletters were sent monthly, covering information related to key QILT survey milestones, and acting as a regular point of contact with institution contacts who subscribed.

A series of webinars was presented to institutions on a near-monthly basis. Webinar topics were designed to guide institutions through key stages of the survey administration process and to share technical, methodological and analytical insights.

To ensure continued engagement with the webinar series, institutions were consulted to inform topics of interest for future sessions. Webinars relating directly to the 2022 GOS-L covered topics such as sample preparation, response maximisation, fieldwork progress and analysis of prior year results.

### 3.1.4. Ongoing dialogue with institutions

An open dialogue with survey managers was maintained throughout the 2022 GOS-L collection to build rapport, offer support, discuss fieldwork performance, and better understand key issues that could impact the GOS-L. The following engagement activities were conducted to connect with institutions:

- **Program of institutional outreach** – Telephone contact was attempted with all participating universities and selected NUHEIs during fieldwork for the 2022 GOS-L. To assist with response maximisation, priority was given to contacting larger institutions and institutions with particularly high or low response rates.
- **Respondent Engagement Survey (RES)** – A ten-minute survey sent to institution contacts after the fieldwork period. A total of 51 institutions participated in the 2022 GOS-L RES. The RES collected data to inform analysis of response rate maximisation and was an opportunity for institutions to provide more general feedback on their experience with using the *Marketing Pack*. Key findings from the RES were communicated to institutions via a webinar, and institutions were notified via newsletter when results of the RES were published on the QILT provider portal.

In addition to these activities, the QILT research, administration, and consulting teams were in regular communication and contact with institutions to maintain high levels of engagement.

## 3.2. Graduate engagement

In addition to the *Collection and Sample Guide*, a *Marketing Pack* was published on the QILT provider portal to assist institutions with graduate engagement activities. Informed by institution feedback, a number of updates were made to the *Marketing Pack* for the 2022 GOS-L. Updates included the addition of a more diverse range of images used in materials, and file formats tailored to use on various social media platforms. This year, institutions were also provided with instructions on using social media tiles for LinkedIn. For the purpose of contacting the Social Research Centre with any queries, all marketing materials referred graduates to either the QILT website, the Social Research Centre website, the GOS-L helpdesk email address or the GOS-L helpdesk 1800 number.

A *GOS-L Marketing Pack User Guide* was included with the *Marketing Pack* to provide information for, and examples of, the intended use of the marketing materials. The *Collection and Sample Guide* for the 2022 GOS-L included further marketing information and an engagement activity plan. The engagement activity plan proposed a marketing campaign schedule that was aligned to the relevant

GOS-L fieldwork period and paired engagement activities with the appropriate *Marketing Pack* resource.

### 3.3. Contact protocol

The 2022 GOS-L employed an extensive protocol of contact attempts, including an email invitation and ten email reminders, as well as three SMS reminders and in field telephone reminder calls. Additionally, institutions could opt-in to an extra SMS and/or post-field reminder calls on a fee-for service basis. In each mode of contact there was provision to opt-out or unsubscribe from future contact. Table 4 shows the date of contact activity, as well the number of emails and SMS sent. A copy of the GOS-L email and SMS invitation and reminders is provided in Appendix 3.

**Table 4** Invitation and reminder schedule

Round of activity	Date of send (2022)	Number sent
Email invitation - NUHEIs	Tues 15 Feb	7,485
Email invitation - Universities	Thu 17 Feb	92,196
Email reminder 1	Sat 19 Feb	89,625
Email reminder 2	Mon 21 Feb	82,737
Prize draw 1 close	Mon 21 Feb	N/A
Email reminder 3	Thu 24 Feb	76,316
Email reminder 4	Mon 28 Feb	72,652
SMS 1	Mon 28 Feb	61,026
Prize draw 2 close	Mon 28 Feb	N/A
In field telephone reminder calls commence	Thu 3 Mar	N/A
Email reminder 5	Fri 4 Mar	62,261
Email reminder 6	Mon 7 Mar	64,544
Prize draw 3 close	Mon 7 Mar	N/A
Email reminder 7	Mon 7 Mar	30,135
Email reminder 8	Thu 10 Mar	57,983
SMS 2	Mon 14 Mar	50,078
Prize draw 4 close	Mon 14 Mar	N/A
Email reminder 9	Thu 17 Mar	56,041
SMS 3	Thu 17 Mar	42,038
Email reminder 10	Thu 17 Mar	52,605
SMS fee-for-service	Mon 21 Mar	1,347
Prize draw 5 close	Mon 21 Mar	N/A
End main online fieldwork*	Sun 27 Mar	N/A
Post field telephone reminder calls	Mon 28 Mar	N/A
Fieldwork closed†	Fri 8 Apr	N/A

\* For institutions that did not commission post field telephone reminder calls.

† For institutions that commissioned post field telephone reminder calls.

### 3.3.1. Email invitation and reminders

The Social Research Centre sent an email invite to all in-scope sample members, inviting them to complete the GOS-L. The invitation email advised of their selection in the GOS-L, summarised the survey objectives, outlined privacy provisions and communicated the value of participation. The invitation and reminder emails included a unique link that took the graduates directly into their survey. All emails referred to the QILT and GOS-L webpages for further information about the GOS-L, privacy provisions and prize draw terms and conditions. Further, an unsubscribe link was included in the footer of each email if sample members no longer wanted to receive correspondence.

Figure 1 and Figure 2 illustrate the appearance of the invitation for graduates on a large (e.g. desktop computer) and small (e.g. mobile phone) screen device. A copy of the invitation and all reminders is provided at Appendix 3.

**Figure 1** Example GOS-L invitation email on a large screen device

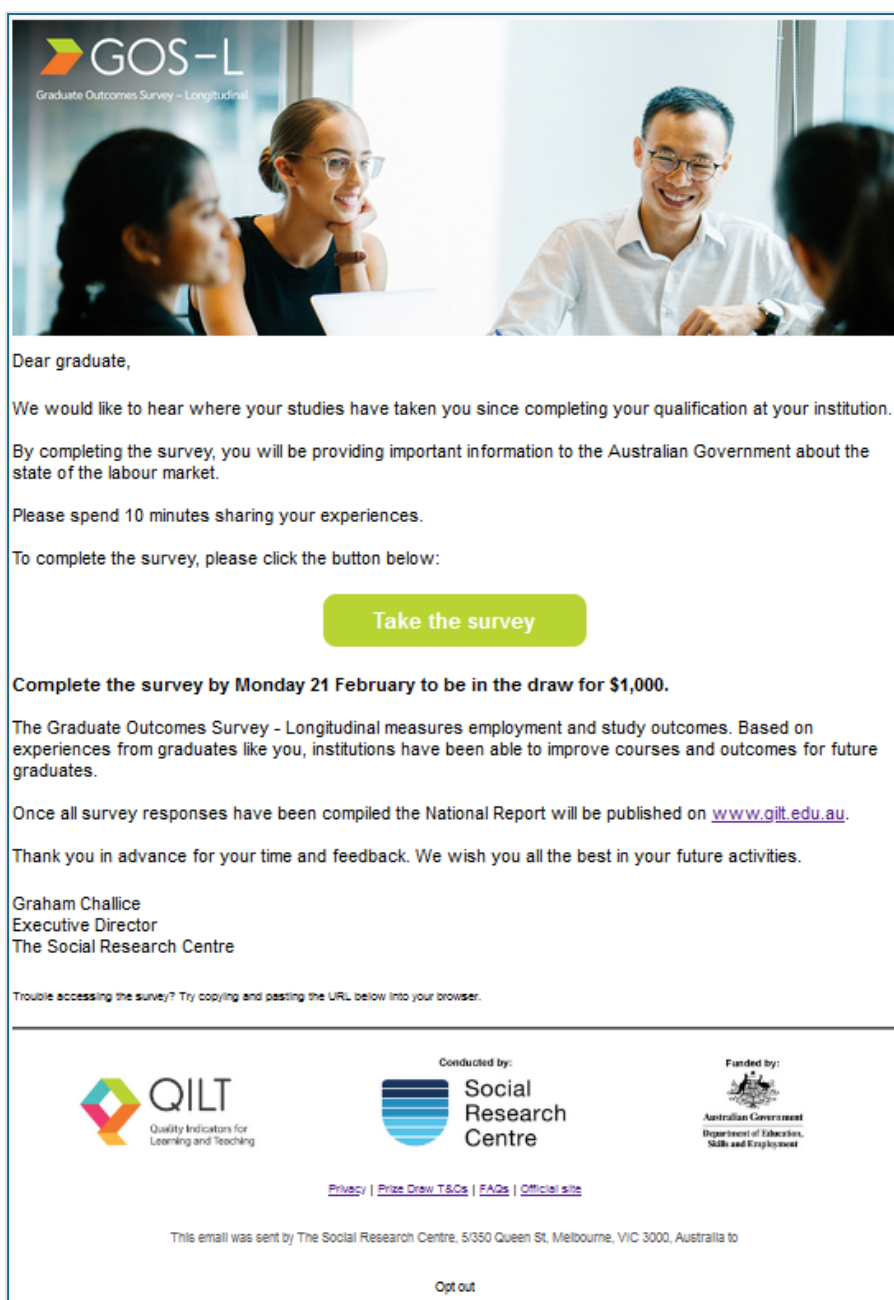
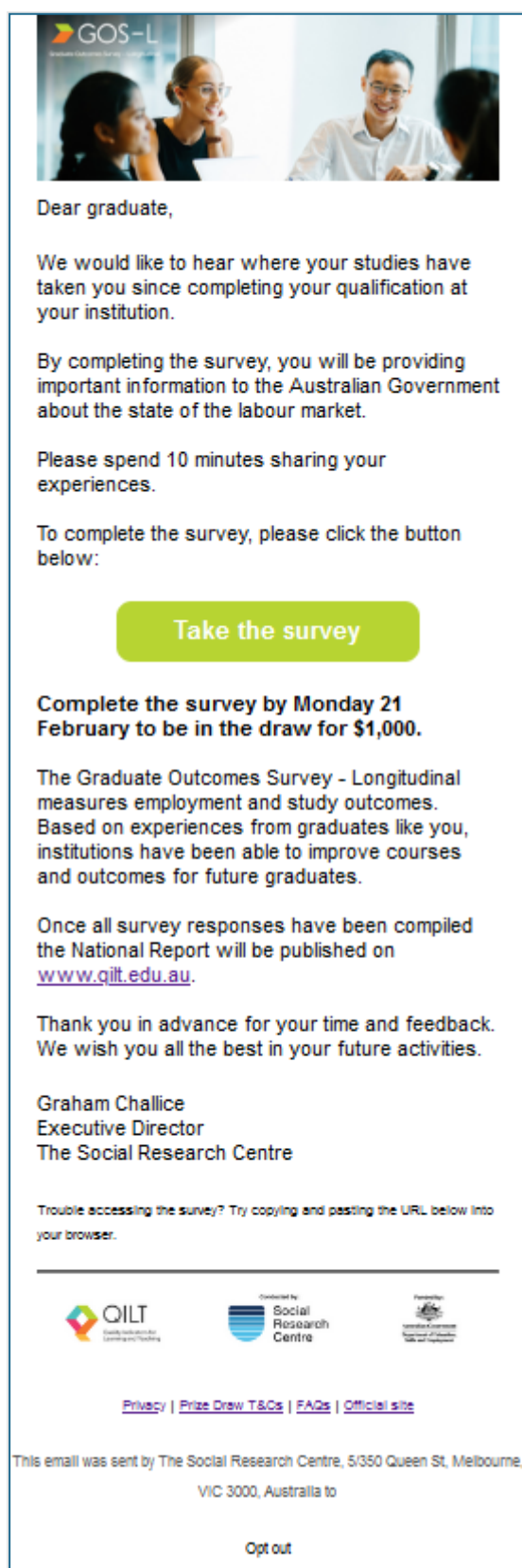


Figure 2 Example GOS-L invitation email on a small screen device



The invitation email was followed by up to ten email reminders. Sample members who had completed the survey or who had unsubscribed, were removed from the next scheduled email reminder.

The email send activity was designed to maintain survey completion momentum throughout the data collection period and maximise participation. The following email send and bounce outcome protocol was used for the 2022 GOS-L:

1. Invitation email sent to both the *Email 1* and *Email 2* fields:
  - a. If both addresses failed (i.e. hard bounce) and *Email 3* was available, then *Email 3* was used.
  - b. If *Email 3* failed and *Email 4* was available, then *Email 4* was used.

Provided at least one of the email addresses available was valid, all graduates would have been sent an email invitation.

2. For graduates with a failed outcome for all available email addresses:
  - a. They would have received at least one form of contact if a mobile number was available for them for SMS activity (refer to Section 3.3.3) or in field reminder calls (refer to Section 3.3.4.1 In field telephone reminder calls).

During in field or post-field reminder calls, the graduate had an opportunity to update their email address and receive access to the survey via a unique survey link. When contacted by SMS, the graduate could contact the GOS-L helpdesk and update their email address to receive access to the survey. A unique survey link was provided in SMS 3 and the fee-for-service SMS, which allowed for direct access to the survey via the SMS.
  - b. They would not have received contact about the survey if a mobile number was not available for them or if they were not selected for a reminder call.
3. From Reminder 6 onwards, graduates for whom *Email 1* or *Email 2* did not fail, emails were sent to the next available addresses (that is, *Email 3* and *Email 4*).

As a result, provided that all four addresses available were valid, sample members eligible for Reminder 6 received an email to each valid email address for each remaining round of activity.

To enhance the respondent experience, all emails and two of the SMS sent, SMS 3 and the fee-for-service SMS, included a direct survey link which enabled respondents to enter their unique survey automatically. Further, in line with the Australian Communications and Media Authority (ACMA) Spam Act 2003, each email and SMS contained an 'unsubscribe' facility if graduates no longer wanted to receive contact for the 2022 GOS-L. Graduates could also 'opt-out' by contacting the GOS-L helpdesk.

The overarching objective of the email plan was to appeal to a wide and diverse audience. As such, the theme, length and tone of each email varied. All emails featured text customised to the graduate and the content differed throughout the reminder schedule, mentioning average survey duration, confidentiality provisions and prize draw information where relevant. To minimise the risk of complaints due to contact fatigue, Reminder 6 highlighted the unsubscribe mechanism. The message intent for the emails is summarised in Table 5.

**Table 5**      **Email plan message intent**

Round of activity	Message intent
Invitation	Awareness raising and invitation
Reminder 1	Your feedback is important and can help future graduates, first prize draw mention
Reminder 2	Grateful if you could spare the time
Reminder 3	Recognition of difficulty of past year, sharing unique views to help future students, second prize draw mention
Reminder 4	Grateful if you could spare the time
Reminder 5	Importance of completing the survey to assist institutions in understanding graduate outcomes, third prize draw mention
Reminder 6	Acknowledgment of frequency of contact, unsubscribe option emphasised, importance of hearing from as many graduates as possible to improve career resources
Reminder 7	Acknowledgement of COVID-19, chance to have your say, mention of penultimate prize draw
Reminder 8	Link to completing Graduate Outcomes Survey, grateful if you could spare the time, providing important information about employment outcomes and further study activities
Reminder 9	Survey closing soon, mention of course name, joining the largest study of graduate employment outcomes, mention of final prize draw
Reminder 10	Last appeal: Absolute last chance to complete, acknowledgement of difficulties of past year, importance of feedback

In the email template design, consideration was given to the display of emails on different devices and how this could alter communication of message intent. Core message themes were communicated in subject lines and above the 'start survey' button. Content supplementary to the core theme was placed in the lower half of the email body. This made the 'start survey' button visible without the graduate having to scroll down.

A breakdown of email send outcomes by round of activity is provided at Table 6.

During the 2022 GOS-L collection cycle, major companies including Apple introduced new email security measures that prevented email senders from using tracking pixels to measure open rates. This change rendered traditional email Key Performance Indicators (KPIs), such as open rates, as increasingly flawed metrics and made monitoring these KPIs more difficult. Due to these changes, 'clicked on link' provides an alternative effectiveness measure. The invitation remained the most effective email in the schedule with the highest 'clicked on link' rates across the schedule – 14.7 per cent. As could be expected, 'clicked on link' rates generally trended downwards with each successive reminder.

Particular attention was given to inbox placement in the 2022 GOS-L, after a number of emails in the previous year's collection had landed in promotional sub-folders rather than the primary inbox. Indications from pre-send testing suggested that almost all the emails sent landed in the 'Primary' folder and a very small proportion landed in 'Other' or 'Promotions' sub-folders. Notwithstanding the changed reliability of open rate metrics, Reminder 1 had the highest open rate, while the invitation was most effective in terms of the 'clicked on link' rate. Prize draw emails, such as Reminder 2, had relatively high 'clicked on link' rates, suggesting that the content for these types of reminders was engaging for graduates.



The exception to the above-mentioned downward trend was Reminder 4, which coincided with the first SMS. Reminder 4 recorded a higher email open rate and 'clicked on link' rate than its preceding reminder, Reminder 3. Reminder 4 also emphasised the upcoming prize draw, like Reminder 2, in both the subject line and message body, and was sent on the same day as the first SMS, which may have contributed to the high open rate.

Reminders later in the schedule generally had lower 'clicked on link' rates, yet Reminder 10 had a higher general open rate than the two preceding emails. Reminder 10 (*'Last chance to win'*) addressed the 'urgency' theme and a new image was used in the email which may have resulted in better engagement than the previous year.

Reminder 8 (*'Prize draw closes tonight'*) was also based partially on an 'urgency' theme but had a lower open rate than Reminder 10; however, it had a better 'clicked on link' rate.

As observed last year, an altruistic theme worked well for Reminder 10, and so this year, 'urgency' and 'altruism' themes were combined in Reminder 8, which could have resulted in a better 'clicked on link' rate.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) was very low as compared to the previous year. This is the likely result of additional cleaning of email addresses this year to remove inactive addresses from the sample prior to launching and therefore minimising the number of emails bouncing.

To inform future contact strategy, the profile of graduates who did not open any emails was analysed. The characteristics of graduates marginally over-represented in the unopened email sample included international graduates, those who speak a language other than English at home, those aged 30 years or under, indigenous graduates, and graduates from an undergraduate degree. See Section 7.2 for further non-response analysis.

**Table 6** Email send outcomes by round of activity

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
Total sent (n)	99,681	89,625	82,737	76,316	72,652	62,261	64,544	30,135	57,983	56,041	52,605
Opened (%)	53.8	58.3	51.4	50.1	48.7	47.0	47.6	48.7	45.5	44.6	48.0
<i>Clicked on link (%)</i>	<i>14.7</i>	<i>10.7</i>	<i>8.9</i>	<i>6.6</i>	<i>7.9</i>	<i>4.3</i>	<i>5.3</i>	<i>4.2</i>	<i>4.5</i>	<i>3.6</i>	<i>4.3</i>
<i>Opt-out from link (%)</i>	<i>0.5</i>	<i>0.7</i>	<i>0.9</i>	<i>0.9</i>	<i>0.8</i>	<i>0.6</i>	<i>1.0</i>	<i>0.8</i>	<i>0.7</i>	<i>0.8</i>	<i>0.7</i>
<i>Opened email (%)</i>	<i>38.5</i>	<i>46.9</i>	<i>41.6</i>	<i>42.6</i>	<i>39.9</i>	<i>42.1</i>	<i>41.3</i>	<i>43.7</i>	<i>40.3</i>	<i>40.3</i>	<i>43.0</i>
Unopened (%)	42.8	41.2	48.1	49.4	50.8	52.4	51.9	50.6	52.9	54.3	51.0
Soft bounce (%) <sup>1</sup>	0.4	0.4	0.5	0.5	0.5	0.6	0.6	0.6	1.0	1.1	1.0
Hard bounce (%) <sup>2</sup>	3.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0
<i>Clicked on link as % opened</i>	<i>27.3</i>	<i>18.3</i>	<i>17.4</i>	<i>13.2</i>	<i>16.3</i>	<i>9.1</i>	<i>11.2</i>	<i>8.7</i>	<i>9.9</i>	<i>8.0</i>	<i>9.0</i>

<sup>1</sup> A soft bounce occurs when an email could not be delivered because of a temporary issue, such as the recipient's mailbox being full or inactive.

<sup>2</sup> A hard bounce occurs when an email could not be delivered for permanent reasons, for example when the recipient's email address does not exist or the recipient's email server has blocked delivery.

### 3.3.2. International student contact protocol

The Social Research Centre is committed to an International Engagement Strategy with the goal of increasing international student and graduate response, thereby improving the representation of the QILT data. Since 2021, a number of initiatives have been implemented in the GOS-L to improve response from international graduates, including a tailored email plan and prioritisation of international graduates for in field reminder calls (refer to Section 3.3.4).

Results from email experimentation conducted in the 2021 GOS-L showed that emails tailored to an international graduate audience had an adverse impact on response. As a result, a different approach was taken in the 2022 GOS-L whereby a tailored email was trialled with Business and management graduates. The Business and management cohort was by far the largest study area in the 2022 GOS-L population, accounting for 22.3 per cent of the total sample, and has historically had one of the lowest response rates. In addition, almost half of this cohort are international graduates so a positive outcome from this experiment may have led to improved representation of both cohorts. However, there was no difference in click-through rates (from the email to the survey) or survey completion rates between Business and management graduates that received the standard Reminder 3 email and those that received the tailored version.

In the 2021 GOS-L, an in-language subject line experiment targeting Chinese and Indian graduates was conducted at Reminder 9, which did not result in an increase in response from either of these sub-groups. In 2022, the same in-language experiment was undertaken again but earlier in the email schedule (Reminder 5), as it was thought that timing may have been a factor in last year's result. In addition, language spoken at home was used to target the emails instead of country of birth, which was used previously, to ensure that the recipient could read and understand the subject line. Despite these adjustments to the experiment in 2022, no significant improvement was observed in survey completion rates for either cohort.

Despite adjustments made to the email plan, non-response analysis (refer to Section 7.2) shows that international graduates were underrepresented in the 2022 GOS-L. Future collections will continue to seek to build and refine a customised engagement strategy that effectively drives response and enhances representation.

### 3.3.3. SMS reminders

SMS reminders were used during fieldwork to both compliment the email contact strategy, and remedy email deliverability and respondent receptiveness issues that have become apparent across the broader QILT project in recent times. If an institution provided mobile numbers in their sample return, it was considered consent to contact graduates via SMS. Three SMS were sent during fieldwork as part of the standard QILT survey methodology. These messages were sent to all in-scope sample members with a valid Australian mobile number who had yet to complete the survey. Those who had already completed the survey or unsubscribed from email activity were excluded from the SMS sends.

For sample members who had updated or confirmed their mobile phone number during 2020 GOS-L panel maintenance activity, SMS 1 and SMS 2 included a direct link to access the online survey, bypassing the need to provide login information. For those ineligible to receive a unique survey link, the message also directed recipients to check their inbox for an email to complete the survey. After removing mobile numbers that had replied with a refusal or wrong number response from the sample, a unique survey link was included in all remaining messages sent for SMS 3 and the fee-for-service SMS.

In compliance with the Australian Privacy Principles and the ACMA Spam Act 2003, all SMS messages identified the Social Research Centre as the sender, noted the study the SMS was referring to and had the functionality for recipients to unsubscribe. Sample members who replied 'STOP' to the SMS were opted-out of future communications, whilst all other responses were reviewed for further opt-outs and screen-outs. A copy of the first SMS message is provided in Figure 3 below. SMS content for all rounds is provided in Appendix 3.

**Figure 3 Example SMS content**

Hi Pankhuri, a note from the Social Research Centre on behalf of the Dept of Education to complete the GOS-L by tonight for a chance to win \$1000. Check your email to join the largest national study of graduates. For more info call [1800055818](tel:1800055818). Reply STOP to optout

### 3.3.3.1 Additional SMS

Institutions were offered the opportunity to opt-in to an additional SMS ('F4S SMS') on a fee-for-service basis. The SMS was sent on the day of the final prize draw and featured an abbreviated version of the institution's name (refer to Figure 4 for an example of the message). Institutions could choose to send the message to either all survey non-respondents with a valid mobile number, or a specific sub-group of their sample that they wished to target within a set budget. In total, seven institutions opted to send an additional SMS.

**Figure 4 Additional SMS content**

Hi Pankhuri, a reminder from the Social Research Centre to complete the GOS-L by tonight for a final chance to win \$1,000! Share your experiences as a graduate of FedUni: <https://src.is/5456786867>. For more info call [1800055818](tel:1800055818) Reply STOP to optout

Table 8 provides a summary of the number of SMS sent and the SMS outcomes. Open rates were highest for SMS 2 and SMS 3, which may be due to the fact that mobile numbers that returned a hard bounce outcome from SMS 1 were subsequently excluded from SMS 2, resulting in a cleaner list of valid mobile numbers and therefore a higher proportion of graduates receiving and opening the message.

The fee-for service SMS had the lowest open rate of the four messages sent, however, this may be due to the fact it was sent late in the cycle and graduates were fatigued. In comparison to SMS 3, the proportion of survey completions that could be directly attributed to the fee-for-service SMS was high suggesting that the content of this message was more engaging. The fee-for-service SMS contained an abbreviated version of the institution's name which may have provided additional credibility to the recipient. It was also sent the same day as email reminder 10 which focused on a sense of urgency and a 'last chance' to participate.

**Table 7 SMS based follow-up activity outcomes**

Contact activity	n	%
<b>SMS1</b>		
Sent	61,026	100.0
Opened	49,910	81.8
Unopened	9,615	15.8
Unsubscribed	1,501	2.5
<b>SMS2</b>		
Sent	50,078	100.0
Opened	42,462	84.8
Unopened	5,973	11.9
Unsubscribed	1,643	3.3
<b>SMS3</b>		
Sent	42,038	100.0
Opened	35,416	84.2
Unopened	5,539	13.2
Unsubscribed	1,083	2.6
<i>Completed via SMS link*</i>	721	1.7
<b>SMS fee-for-service</b>		
Sent	1,347	100.0
Opened	1,084	80.5
Unopened	203	15.1
Unsubscribed	34	2.5
<i>Completed via SMS link*</i>	30	2.2

\* Graduate completed survey directly via the SMS link. Due to the large scope of SMS activity, completions that could be indirectly associated with SMS (i.e. SMS prompted graduate to complete via email link) are not shown and would instead be attributed to other sources of response (refer to Section 7.3).

Note: No eligible graduates completed the survey via a unique link in SMS 1 or SMS 2.

### 3.3.4. Reminder calls

Reminder calls were undertaken in field and post field as part of a 'push to web' response maximisation strategy. Reminder calls involved attempting to contact graduates who had not completed or opted out of the online survey. Upon contact, updated email address details were collected, with a survey invitation automatically emailed within 30 minutes of the reminder call. Up to two call attempts were made and a voicemail left where possible. Calls were placed over different days of the week and times of day.

Reminder calls used 'contacts' as the sample outcome metric. 'Contacts' included outcomes such as consent to complete, refusal, request to remove number from list, claims to have already completed and away for the duration of the study. Once a contact was achieved, no more calls were placed to the sample record.

#### 3.3.4.1 In field telephone reminder calls

In field telephone reminder calls were conducted between second and final weeks of the main fieldwork period. To be selected for an in field telephone reminder call, a graduate had to meet the following criteria:

- have a valid phone number available in the sample,
- have not opted-out, screened-out or completed the online survey.

In support of the International Engagement Strategy, international graduates (determined by citizenship indicator) were prioritised for in field reminder call activity for the 2022 GOS-L. Domestic graduates were not excluded from in field reminder calls, only given a lower priority in the call cycle. In field reminder call activity was attempted for 20.7 per cent of the total in-scope sample approached for the 2022 GOS-L (not shown).

Table 8 provides a summary of outcomes from the in field reminder calls. Based on learnings from the previous year's GOS-L collection, a review of phone number collection and cleaning methods was undertaken ahead of the 2022 GOS-L to reduce the number of deactivated phone numbers in the sample and maximise the use of budget allocated for the response boosting activities. As a result, the unusable sample was considerably lower than the previous year (2.5 per cent in the 2022 GOS-L compared to 13.3 per cent in 2021 GOS-L). Around one fifth of the sample initiated agreed to complete online (19.4 per cent). Marginally better outcomes were reported for postgraduates (20.6 per cent agreed to complete online) than undergraduates (18.0 per cent).

A completed survey could be directly attributed to the in field reminder call for 4.9 per cent of graduates called. There may also be an unreported indirect effect on response from in field reminder calls that has been attributed to another source of response (refer to Section 7.3). For example, a graduate may have been prompted to complete the GOS-L via a prior email invitation or SMS link after speaking with an interviewer, listening to a voicemail, or receiving a missed call.

A downward trend in the proportion of total contacts from in field telephone reminder activity was observed for the three years' prior to 2022 where a contact rate of 33.7 per cent was achieved in 2019, 25.0 per cent in 2020 and 21.2 in 2021. The 22.1 per cent achieved in the 2022 GOS-L was a break in this trend. Contact rates will continue to be closely monitored and consideration given to other methods of boosting response if in field telephone reminder contact rates continue to fall.

**Table 8 In field telephone reminder outcomes**

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
<b>Total sample initiated</b>	<b>9,438</b>	<b>100.0</b>	<b>11,265</b>	<b>100.0</b>	<b>20,703</b>	<b>100.0</b>
Unusable sample	227	2.4	289	2.6	516	2.5
No contact	7,278	77.1	8,324	73.9	15,602	75.4
<b>Total contact</b>	<b>1,933</b>	<b>20.5</b>	<b>2,652</b>	<b>23.5</b>	<b>4,585</b>	<b>22.1</b>
Agree to complete online	1,697	18.0	2,324	20.6	4,021	19.4
Other contact type	236	2.5	328	2.9	564	2.7
<i>Completed directly*</i>	<i>437</i>	<i>4.6</i>	<i>578</i>	<i>5.1</i>	<i>1,015</i>	<i>4.9</i>
<i>Completed indirectly†</i>	<i>1,011</i>	<i>10.7</i>	<i>1,395</i>	<i>12.4</i>	<i>2,406</i>	<i>11.6</i>

\* Graduate completed the survey directly via the in field reminder email.

† Graduate completed the survey by any means other than the in field reminder email after being contacted or left a voicemail from in field reminder calls (excludes non-contact outcomes such as no answer, disconnected phone number).

Note: Unusable sample includes wrong numbers, disconnected numbers, not a residential number, fax lines, incoming call restrictions and respondent unreliable.

### 3.3.4.2 Post field telephone reminder calls

As noted earlier, post field reminder calls were a fee-for-service option to enable institutions to 'top-up' response rates for reporting purposes and their own internal analysis. Four institutions opted for post field reminder calls.

Post field reminder calls were conducted following the close of the main online fieldwork period, with the online survey remaining open for a two week period (refer to Table 2) to allow for graduates of participating institutions to respond following post field telephone reminder contact. Online survey completions resulting from post field reminder calls were included in national reporting and analysis, as the mode of completion was consistent with online surveys completed as part of the main field period.

To qualify for a post field reminder call, a graduate was required to meet the following criteria:

- phone number available in the sample,
- not completed the survey,
- not have a 'contact' outcome from in field reminder calls,
- not opted-out of the 2022 GOS-L (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the GOS-L helpdesk), and
- met any custom criteria chosen by the institution (e.g. the institution may only want to top up response in certain study areas).

The purpose of post field reminder call activity was to confirm or update the best contact email address for graduates and ask graduates to complete the survey online. Table 9 provides a summary of post field reminder call outcomes. Email addresses were confirmed or updated for more than a third of cases (33.2 per cent). Like in field reminder calls, outcomes for postgraduates (33.5 per cent agreed to complete online) were marginally better than undergraduates (33.1 per cent). Contact rates were generally higher for post field reminder calls than in field reminder calls. This could be due to differing demographics (in field priority was international graduates) or longer call cycles required to meet institutions' quoted targets.

For fewer than one in ten (6.3 per cent) of the graduates called, a completed survey could be directly attributed to the post field reminder call. Similar to in field reminder calls, there are likely survey completions unattributed to post field reminder calls (a further 1.7 per cent of graduates called). This lower rate of indirect completion, compared to in field reminder calls, is likely due to no other engagement activity being conducted during the post field period.

**Table 9 Post field telephone reminder outcomes**

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
<b>Total sample initiated</b>	<b>2,349</b>	<b>100.0</b>	<b>1,233</b>	<b>100.0</b>	<b>3,582</b>	<b>100.0</b>
Unusable sample	62	2.6	38	3.1	100	2.8
No contact	1,455	61.9	764	62.0	2,219	61.9
<b>Total contact</b>	<b>832</b>	<b>35.4</b>	<b>431</b>	<b>35.0</b>	<b>1,263</b>	<b>35.3</b>
Collected graduate's email	778	33.1	413	33.5	1,191	33.2
Other call outcome	54	2.3	18	1.5	72	2.0
<i>Completed directly*</i>	<i>144</i>	<i>6.1</i>	<i>82</i>	<i>6.7</i>	<i>226</i>	<i>6.3</i>
<i>Completed indirectly†</i>	<i>41</i>	<i>1.7</i>	<i>20</i>	<i>1.6</i>	<i>61</i>	<i>1.7</i>

\* Graduate completed the survey directly via the post field reminder email.

† Given that standard response maximisation initiatives cease at the end of the main online fieldwork period, 'Completed indirectly for post field reminder calls is defined as: graduate completed the survey by means other than the post field reminder email after being called from post field reminder calls (excludes calls to disconnected phone numbers).

Note: Unusable sample includes wrong numbers, disconnected numbers, not a residential number, fax lines, incoming call restrictions and respondent unreliable.

### 3.3.5. Fieldwork briefing

All call centre operators selected to work on the 2022 GOS-L in field and post field reminder calls attended a briefing session delivered by the Social Research Centre project management team prior to the commencement of respective activities. Additional briefings were conducted throughout fieldwork as required to meet operational needs. The briefing covered:

- An overview of GOS-L and QILT,
- privacy and confidentiality policy,

- reminder call procedures, and
- fieldwork timelines.

Each briefing session was followed by a run-through of the reminder call script and a training module delivered by the operations team. The training module focused on building skills for respondent liaison and respondent engagement. It made use of interactive learning, utilising call recordings and role-play exercises to tailor response maximisation skills to the GOS-L. The briefing slides are provided at Appendix 4.

### 3.3.6. Quality control

The in field quality monitoring techniques applied to the reminder call components of the GOS-L included:

- Listening-in validations conducted in accordance with existing ISO 20252 procedures.
- Field team de-briefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to engagement techniques, data quality, consistency of administration, or project performance.
- Maintenance of a 'field team handout' document detailing project performance metrics, graduate liaison techniques and data quality requirements.
- Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.
- Maintenance of a Wiki with answers to common graduate queries.

### 3.3.7. Social media

A social media advertising campaign was conducted to support the broader GOS-L response maximisation strategy. To support the administration of the campaign, the Research and Administration teams created an extensive content calendar to plan and schedule posts in advance.

Facebook and Instagram posts were shared on QILT social media accounts (<https://www.facebook.com/QILT1>, @qilt\_src) to build a general level of social media presence. The campaign included paid Facebook and Instagram ads purchased via Facebook Ad Manager that were timed to coincide with fieldwork launch, mid-field and the final week of fieldwork.

Organic (i.e. unpaid) ads were also shared across the same platforms. Ad content was tailored with calls to action appropriate to the fieldwork (such as referencing a chance to win during the prize draw entry period) and built upon themes introduced in the email reminder plan. An example of an advertisement for Facebook is shown in Figure 5.



**Figure 5** Example social media advertisement – Facebook mobile news feed



Ads were used to build awareness of GOS-L by reaching a larger audience than was possible via posts on the QILT social media accounts. Ads were targeted to Facebook, Instagram and Messenger users in Australia, aged 18 to 40, who matched a range of interests related to higher education. Example interests for targeting included, but were not limited to, 'University', 'International graduates', and 'Postgraduate study' during a 2 to 3 year period prior to GOS-L fieldwork. Delivery of the ads to the target audience was determined by the 'lowest cost' bid strategy.

Ad campaign outcomes for the 2022 GOS-L are shown in Table 10. This table presents data for 'impressions', that is, the number of times the ad was on screen; 'reach', that is, the number of people who saw the ad at least once, and 'link clicks', that is, the number of people who clicked on the survey link<sup>1</sup>. The audience skewed towards males who accounted for the majority of impressions (56.7 per cent), reach (55.6 per cent) and link clicks (54.3 per cent).

**Table 10** Ad campaign outcomes by gender

Audience	Impressions		Reach		Link clicks	
	n	%	n	%	n	%
Female	94,955	41.8	45,984	42.9	45	42.9
Male	128,888	56.7	59,552	55.6	57	54.3
Unknown	3,528	1.6	1,568	1.5	3	2.9
<b>Total</b>	<b>227,371</b>	<b>100.0</b>	<b>107,104</b>	<b>100.0</b>	<b>105</b>	<b>100.0</b>

Note: Results are aggregated from ads displayed on the Facebook, Instagram and Messenger platforms.

<sup>1</sup> <https://www.facebook.com/business/help/447834205249495>

### 3.3.8. Email deliverability testing

In the *2021 GOS-L Methodological Report*, email deliverability was identified as an issue of importance. For the 2022 GOS-L, email deliverability testing processes were improved with the goal of maximising graduate email engagement by ensuring that all emails avoided delivery to a spam or junk folder. Further, testing was conducted to optimise emails for deliverability to primary inboxes (e.g. 'primary' tab in Gmail, 'focused' inbox in Outlook).

Actions taken and products used to optimise email deliverability included:

- a dedicated Internet Protocol (IP) address range used only by the Social Research Centre for bulk email delivery. The reputation of this range was maintained year-round to keep the IP addresses 'warm'. The dedicated range eliminated risks associated with bulk mailing from a shared IP pool (as was used during the 2021 GOS-L),
- during sample cleaning email addresses were validated to reduce bounce rates, thereby minimising the degradation of the IP reputation,
- ongoing maintenance of technical services and policies to meet sender best practice,
- optimisation of all images, hyperlinks and HTML code used in emails to meet deliverability best practices,
- pre field testing of emails across a broad range of mail clients, devices and providers to confirm and optimise compatibility, display and delivery, and
- in field tracking of email deliverability using analytics tools.

Despite the substantial advancements made in this area, consistency and reliability of bulk email deliverability remains an ongoing challenge for the GOS-L and the QILT suite of surveys more broadly.

## 3.4. Data collection

### 3.4.1. Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders or by clicking the link in the SMS where included (refer to Section 3.3.3 for more information on survey links in SMS).

Online survey presentation was informed by web content accessibility guidelines and other relevant resources. Standard features included:

- optimisation for small screen devices (refer to Appendix 7),
- consistent presentation and placement of "Next" and "Previous" buttons,
- input controls and internal logic/validation checks,
- tailoring error messages as appropriate,
- splitting long statement batteries over several screens to reduce the number of items that require vertical scrolling on a desktop,
- sizing the panels for free text responses commensurate with the level of detail required in the response,
- automatically '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 viewed.

The survey look and feel was customised to be consistent with QILT branding guidelines, including the use of the GOS-L logo and colour scheme. This ensured consistency with communications such as advertisements placed on social media and the QILT website. See Figure 6 and Figure 7 for examples of the online survey look and feel on desktop and small screen device. A copy of the questionnaire is included at Appendix 5 with screenshots of the online survey included in Appendix 6.

**Figure 6 Presentation of the GOS-L online survey in desktop view**

**GOS-L**  
Graduate Outcomes Survey - Longitudinal

**Save**

The following questions are about qualifications you are currently studying.

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

☐ Yes – full-time  
☐ Yes – part-time  
☐ No

**Previous** **Next**

**Figure 7 Presentation of the GOS-L online survey on a small screen device**

**GOS-L**  
Graduate Outcomes Survey - Longitudinal

The following statements are about your skills, abilities and education.  
Please indicate the extent to which you agree or disagree with each of these statements.

**My job requires less education than I have**

Strongly disagree  
Disagree  
Neither disagree nor agree  
Agree  
Strongly agree

**I have more job skills than are required for this job**

Strongly disagree  
Disagree  
Neither disagree nor agree  
Agree

**could do my job just as well**

Strongly disagree  
Disagree  
Neither disagree nor agree  
Agree  
Strongly agree

**Next**  
**Previous**  
**Save**

### **3.4.2. Survey testing**

Standard operational checks of the online survey were conducted pre-fieldwork to ensure implementation aligned with the intended questionnaire design.

Institutions with additional items (refer to Section 4.4) were sent test links to facilitate testing and sign off on these items prior to field launch.

The survey was soft launched with NUHEI graduates, a small component of the total population. Data was checked following the soft launch to ensure all survey sequencing was functioning as intended. No issues were identified during the soft launch data checks and the main survey launch proceeded as scheduled. To further ensure the survey data quality, data checks were repeated on the data following the main launch.

### **3.4.3. Quality assurance and applicable standards**

All aspects of the GOS-L were undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014 (superseded on 22 March 2021 by the Privacy (Market and Social Research) Code 2021), the Research Society's Code of Professional Behaviour, and ISO 20252 standards.

All senior QILT staff are full members of the Research Society or maintain professional membership relevant to their role, and the Social Research Centre is also a member of the Australian Data and Insights Association (ADIA, formerly Association of Market and Social Research Organisations (AMSRO)). All sensitive or personally identifiable information such as sample and data were transferred using the QILT secure file exchange.

### **3.4.4. Monitoring and progress reporting**

Weekly fieldwork update emails were sent to institutions outlining the response rate that had been achieved and how the individual institution compared to the overall response rate, their cohort (University or NUHEI) average, and the previous year's results.

The department was provided with weekly updates covering survey launches, in field milestones and the response rate of institutions overall. For the purpose of the fieldwork updates, week one was calculated as survey launch to midnight the following Sunday. Each week after was calculated as Monday to Sunday inclusive.

### **3.4.5. Live online Reporting Module**

In addition to weekly updates, the department had access to a live, online reporting module which provided an overview of response rates for each institution and a national average of universities and NUHEIs. Results were provided in real time and included a summary of sample outcomes (e.g., completes, out-of-scopes and opt-outs) and response by institution.

Institutions were also able to monitor their progress through a subset of the same online reporting module. Each institution was provided with their own login which allowed them to track sample outcomes and response rates by a selection of key demographics.

Summary tables could be downloaded in CSV format by the department and institutions. Institutions also had the option of downloading sample outcomes at the unit record level. The reporting module enabled institutions to monitor response, identify under-performing demographic groups and target engagement activity based on live sample outcomes. Only minor changes have been made to the format of the reporting module in recent years.

## 3.5. Graduate support

The Social Research Centre maintained a GOS-L helpdesk for the duration of the 2022 GOS-L fieldwork to provide graduates an avenue to contact the GOS-L team. The helpdesk featured a 1800 number and a GOS-L inbox, and responded to queries within one business day. The 1800 number was also available to international graduates (with an international dialling code) and was operational for the duration of the overall fieldwork period. The helpdesk was staffed seven days a week during call centre operational hours and all calls outside these hours were routed to a voicemail service. A QILT inbox was also maintained year-round, managed by the QILT administration team and staffed during business hours.

The GOS-L helpdesk team was briefed on the GOS-L background, procedures and questionnaire enabling 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 graduate information and survey links, as well as providing a method for logging all contacts. All opt-outs and out-of-scopes received via the helpdesk were removed from the in-scope sample to cease further contact with these graduates.

A summary of graduate enquires to the GOS-L helpdesk is provided at Table 11. There was a reduction in contact to the 1800 helpdesk, by both the 1800 number and GOS-L inbox, in comparison to 2021. Most of the queries were received via GOS-L inbox and survey queries continue to be the most common type, accounting for more than half of all the enquiries (60.9 per cent). The reduced helpdesk contact may suggest that links to supporting information in the engagement emails (privacy policy, online FAQ, etc) has pre-emptively addressed some graduate concerns. Continued development of these supporting resources could be considered for the 2023 GOS-L.

**Table 11 Graduate enquiries to the GOS-L helpdesk**

Type of enquiry	1800 Number		GOS-L Inbox		Total	
	n	%	n	%	n	%
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>80</b>	<b>100.0</b>	<b>138</b>	<b>100.0</b>
Survey query	44	75.9	40	50.0	84	60.9
Opt-out	8	13.8	18	22.5	26	18.8
General query	<5	<8.6	17	21.3	18	13.0
Out-of-scope	<5	<8.6	<5	<6.3	6	4.4
Change of contact details	<5	<8.6	0	0.0	<5	<3.8
Follow-up call	<5	<8.6	0	0.0	<5	<3.8
Other query	0	0.0	<5	<6.3	<5	<3.8

## 3.6. Prize draw

All completing respondents were entered into a five-week rolling prize draw, designed to encourage early survey completion by offering more chances to win the earlier the survey was completed (e.g. if the survey was completed by the end of the first week, the respondent would be entered into all five prize draws). All prizes were awarded as a pre-paid VISA e-gift card. The terms and conditions of the prize draw were available on the Social Research Centre's website and provided in all email communications sent to graduates.

There were five prize draws in total, with one \$1,000, one \$500 and four \$250 prepaid Visa gift cards to be won each week. The total prize pool was valued at \$12,500.

Table 12 provides the schedule of prize draws across the fieldwork period.

**Table 12 Prize draw pool and schedule**

2022 GOS-L	
<b>Prize pool</b>	
Total weekly prize pool	\$2,500
Weekly \$1,000 prize pool	\$1,000
Weekly \$500 prize pool	\$500
Weekly \$250 prize pool	\$1,000
<b>Prize draw activity</b>	
Prize draw period opens / Fieldwork starts	Tue 17 Feb
Prize draw 1 close	Mon 21 Feb
Prize draw conducted	Wed 23 Feb
Prize draw 2 close	Mon 28 Feb
Prize draw conducted	Wed 2 Mar
Prize draw 3 close	Mon 7 Mar
Prize draw conducted	Wed 9 Mar
Prize draw 4 close	Mon 14 Mar
Prize draw conducted	Wed 16 Mar
Prize draw 5 close	Mon 21 Mar
Prize draw conducted	Wed 23 Mar
Fieldwork closes	Sun 27 Mar

In compliance with state and territory gaming and lottery legislation, prize draw winners were notified by phone, in writing and published and on the QILT Facebook and Instagram accounts. Winners were published on the QILT Facebook and Instagram accounts on the same day as the prize draw was conducted. Prepaid VISA e-gift cards were sent to the winners' confirmed email addresses.

## 4. Questionnaire

### 4.1. Development

The 2022 GOS-L questionnaire was based on the 2021 instrument, with standard operational updates made to align the questionnaire with current reference periods.

To accommodate the newly introduced 'GOS non-responder' additional population (refer to Section 2.3.1), a number of minor updates were made which are discussed below in Section 4.3.

In addition to the core questionnaire changes, institutions were able to add, modify or remove their additional items (refer to Section 4.4).

### 4.2. Overview

Table 13 outlines the thematic areas of the eight main modules in the questionnaire. The design of the GOS-L instrument was modular and longitudinal so that information collected in GOS could be followed up on. Items essential to response analysis (current employment status, employment history, further study) were positioned early in the questionnaire and other core item modules positioned before additional items (Module F). Items related to future contact details and further research were delivered in the final two modules. A copy of the generic survey instrument (excluding any institution-specific items) is included at Appendix 5 with screen shots of the online survey at Appendix 6.

**Table 13** GOS-L module themes

Module	Themes
Module A	Introduction, screening, and confirmation
Module B	Labour force
Module H	Employment history
Module C	Further study
Module D	Graduate attributes
Module E	Graduate preparation
Module F	Additional items
Module G	Contact details

### 4.3. Changes from 2021

The main changes to the core questionnaire were as follows:

- Customised text for GOS non-responder population added to *CONFIRMO* (introductory screen at the beginning of the survey).
- Added *OTHWORKi* to collect employment history from GOS non-responder population.
- Added descriptive text to the *FQFOE* and *FURFOE* (major field of education) code frames (e.g., clarifying that 'Natural and Physical Sciences' option included Maths, Biological and Medical Science study areas) to improve data quality.
- Updated *FURFOE* to ask 'main' rather than 'major' field of education to better convey question intent and reduce confusion amongst graduates who do not have a formal major.

- Modified *ALUMNI* (Consent to sharing contact information with institution) to clarify how institutions may use the contact information provided.
- Altered *COUNTRYX* to collect data using a lookup list rather than response frame to improve respondent experience and data quality and align the operational design of this item to *OSCOUNTRY*.
- *CURSTATE* (State of respondent), and *CURPCODE* (Postcode of respondent) modified to ask about 'current' rather than 'usual' place of residence, which aligns with the language used in *CURCOUNTRY* and *OSCOUNTRY*.
- Removed *CATCH* as the item was no longer considered relevant for the 2022 GOS collection round.

## 4.4. Additional items

### 4.4.1. Institution Items

A total of six institutions (comprising exclusively universities) included institution-specific items in the 2022 GOS-L.

Institution-specific items can be the same or a variation on questions included in prior rounds of GOS-L, or new questions entirely.

Some of the content covered by institution-specific items included questions relating to work preparedness, small business ownership, volunteering, current employment and lifestyle.

Currently, institution-specific items do not fall under any data sharing arrangements and are therefore only included in the respective institution's data files.



## 5. Data preparation

### 5.1. Definition of the analytic unit

The analytic unit for the GOS-L was the graduate. The data file contained one record for each respondent to the survey.

In the 2022 GOS-L data set, a record was considered complete and valid if the graduate had:

- completed the 2019 GOS, and
- provided a response as to whether they had worked in the last week, or
- responded that they were in further study.

### 5.2. Data cleaning and preparation

Data preparation occurred on the raw data file exported from the data collection platform, with derivations, re-coding and cleaning routines applied, including:

- derivation of labour force status, salary and other reporting outcome variables based on the Australian Bureau of Statistics (ABS) standards (derivations are documented in the *2022 GOS-L Data Dictionary*, made available to institutions on the QILT provider portal),
- re-coding value labels where required,
- re-coding of 'no answers' to the missing values conventions,
- cleaning of employer name, and
- coding of occupation, industry, further study field of education.

### 5.3. Coding and processing of free text responses

Spell checking and light cleaning of free text responses were applied, seeking to remove identifiers and expletives.

Table 14 summarises the items where industry standard frames were applied for the coding of free text responses. For items with free text responses not associated with an industry standard frame, code frames and back-coding rules were developed in conjunction with, and approved by, the department, and were largely unchanged from previous iterations of the GOS-L.

**Table 14**      **Items coded and source for coding decisions**

Item coded	Source
Occupation	Occupation was coded using the Australian and New Zealand Standard Classification of Occupations (ANZSCO, Version 1.3, 2021, ABS catalogue number 1220.0)
Industry	Industry was coded using the Australia and New Zealand Standard Classification of Occupations (ANZSIC, 2006 Revision 2.0, ABS catalogue number 1292.0)
Country employer/business is based	For graduates working overseas, country of employment was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).
Further study field of education	Field of education was coded using the Australian Standard Classification of Education (ASCED, 2001, ABS catalogue number 1272.0) at the single digit level.
Overseas country location	For graduates living overseas, country of residence was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).

## 5.4. Data deliverables

The Social Research Centre provided institutions and the department the following data deliverables at the completion of the 2022 GOS-L cycle:

- institution data files and final population files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format,
- department national data file and national final population file in CSV, SPSS and SAS format,
- data dictionary and data map,
- fieldwork and data package summary in MS Word format,
- files in Tableau packaged workbook format at the national (department), institution, Universities Australia (UA) and Independent Higher Education Australia (IHEA) level,
- files of verbatim responses to open-ended questions in MS Excel, at the national (department) and institution level, and
- *GOS-L National Report Tables*.

## 5.5. Weighting

As was the case for previous surveys in the series, no weights were applied to the GOS-L data. Refer to Section 7.2 for analysis related to the decision not to weight the data.

## 6. Final dispositions and response rates

Table 15 shows the final survey outcomes at an overall level for the 2022 GOS-L collection.

For the purpose of the QILT suite of surveys, 'response rate' is defined as completed surveys (as described in Section 5.1) as a proportion of final sample, where final sample is the total sample excluding unusable sample (e.g. no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation (see American Association for Public Opinion Research 2016 for standard definitions of response rates).

The final response rate for the 2022 GOS-L collection was 49.0 per cent, with the response rate higher for universities (49.5 per cent) than NUHEIs (42.2 per cent).

When reviewing response rate by course type, postgraduate research had the highest response rate (61.5 per cent) followed by postgraduate coursework (49.2 per cent) and undergraduate (47.7 per cent).

Final response rates by institution are provided at Appendix 8.

**Table 15** Final survey outcomes

Institution	Sample approached <sup>1</sup>	Unusable sample	Out-of-scope	Opted-out	Final sample	Surveys completed	Response rate (%)
<b>Total</b>	99,887	272	6	9,731	89,878	43,999	49.0
Universities	92,361	215	6	8,781	83,359	41,227	49.5
NUHEIs	7,526	57	0	950	6,519	2,772	42.5
<b>Course type</b>							
Undergraduate	56,458	115	2	5,942	50,399	24,020	47.7
Postgraduate	43,429	157	4	3,789	39,479	19,979	50.6
Postgraduate coursework	38,487	136	3	3,466	34,882	17,151	49.2
Postgraduate research	4,942	21	1	323	4,597	2,828	61.5

<sup>1</sup> National in-scope population approached.

## 7. Response analysis

### 7.1. Response by time

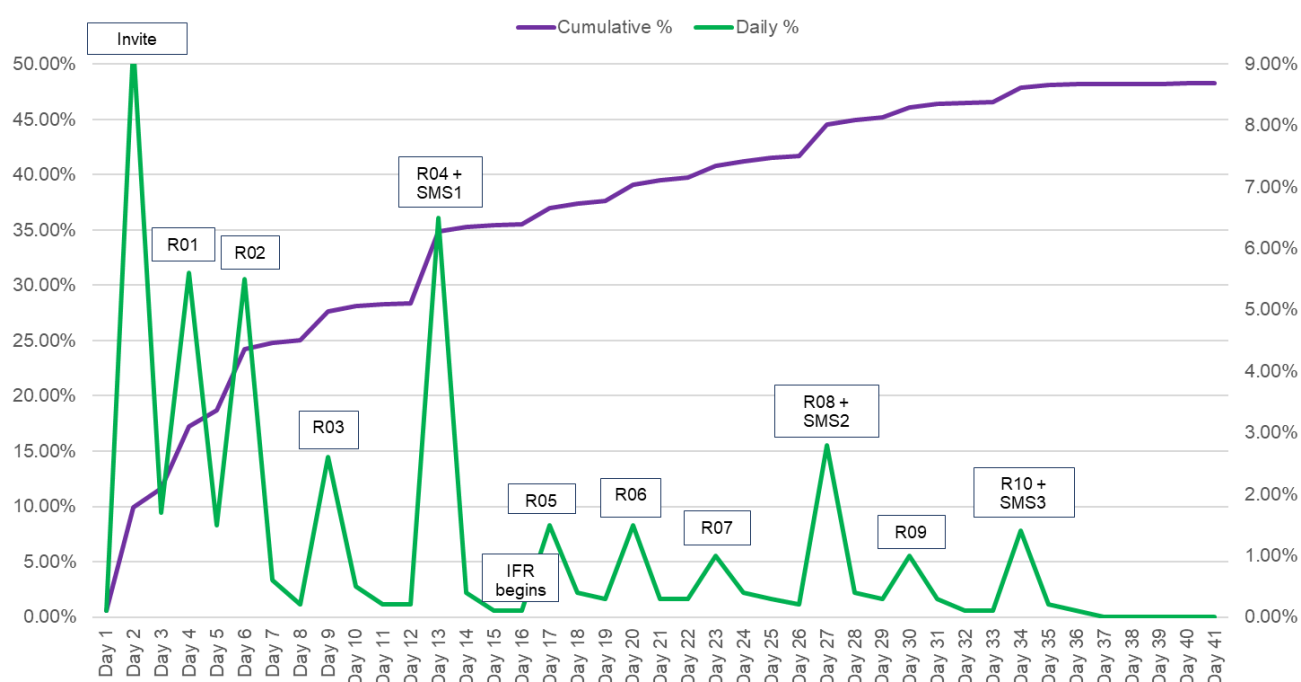
Figure 8 shows the daily and cumulative response rate by day, overlaid with each successive component of the contact strategy (i.e. email invitation and reminders, SMS reminders and in field reminder calls).

As expected, the first element of the contact strategy (email invitation) received a particularly strong response and was the best performing email in terms of generating online survey completes. The success of the invitation could be due to the fact that it is the first email that respondents see about the survey, with successive reminders arriving in their inbox potentially causing a sense of fatigue or burden.

Each reminder activity resulted in a clear and consistent 'lift' in response, but the impact of reminders in the middle of the schedule (Reminder 5, Reminder 6 and Reminder 7) was low compared to emails sent at the beginning of the collection and where an SMS was sent on the same day as an email reminder. Further review of the content of these messages may be needed to find new ways of encouraging sample members to open emails and complete the survey.

All SMS performed relatively well in terms of generating additional online completes on the day of the send, with SMS1 a particular standout. The volume of SMS sent in the 2022 GOS-L collection was a significant increase over the year prior, with all eligible sample members receiving SMS 1, SMS 2 and SMS 3 in 2022. This performance provides a strong basis for increasing the use of SMS as a contact strategy and potentially replacing in field telephone reminders in future GOS-L collections, especially for sub-groups that respond well to SMS.

**Figure 8** Response by day



## 7.2. Non-response analysis

This section assesses the extent and impact of non-response bias on estimates made from the 2022 GOS-L. Non-response bias occurs when persons who respond to the survey are systematically different from those who do not, leading to results that do not accurately reflect the population of interest. The following assessment is approached from several perspectives, by:

- Supplementing response rates with measures that account for the composition of respondents compared to the population.
- Identifying administrative characteristics of graduates that are most different between respondents and non-respondents and that are most strongly associated with the propensity to respond to the survey.
- Determining if adjusting for non-response changes the key GOS-L indicators.

### 7.2.1 Characteristics associated with propensity to respond

For a number of waves, the GOS-L has made use of predicted response rates to target sub-groups of graduates for response maximisation activities. Response propensity is defined as the modelled expected likelihood of a graduate responding to the survey, conditional on their characteristics.

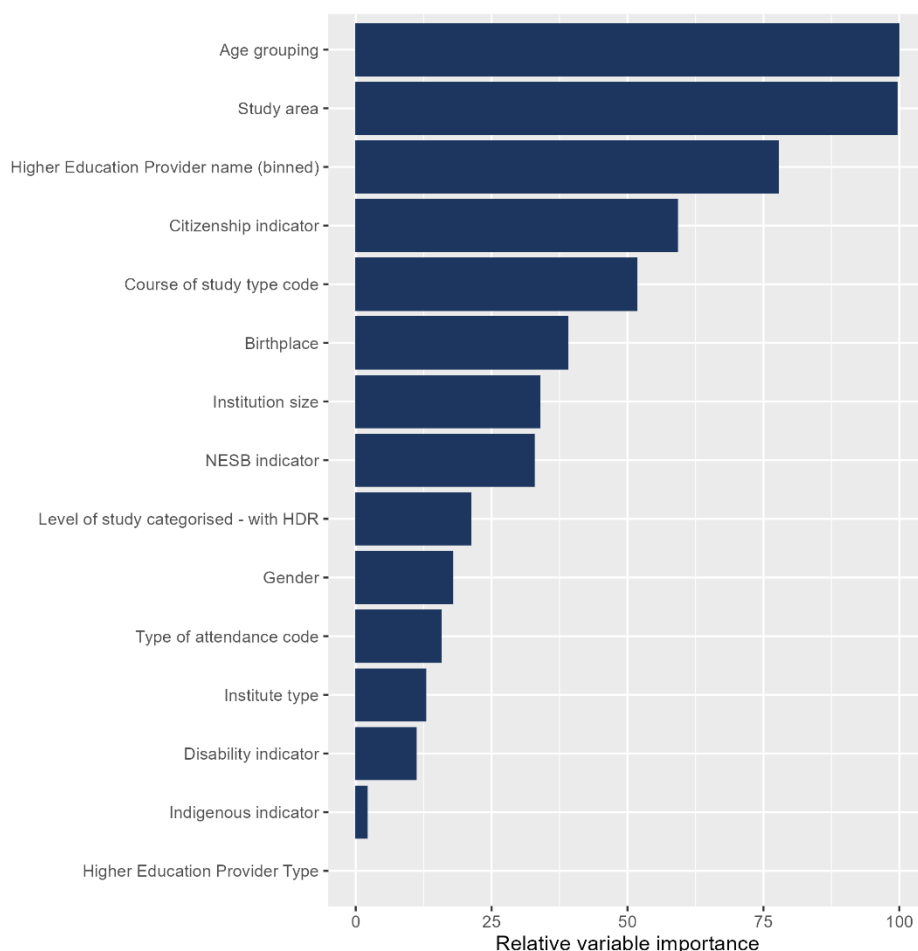
Response propensity is calculated by predicting survey completion conditional upon the characteristics available for both respondents and non-respondents, including:

- study area,
- age,
- higher education provider,
- higher education provider type (Group of 8, Other university or NUHEI),
- institution size,
- course of study type,
- type of attendance,
- citizenship,
- language spoken at home (NESB indicator),
- country of birth,
- course level,
- gender,
- Aboriginal or Torres Strait Islander status, and
- disability.

Using a random forest model (Breiman, 2001; Valliant, Dever and Kreuter, 2013) the response propensity for all sample members can be predicted. The variable importance plot shown in Figure 9 summarises the relative importance of these characteristics in predicting non-response to the surveys, where a longer bar indicates higher importance. To simplify interpretation, the original scale (the Gini index) was replaced with one where the most important predictor is set to 100 per cent and the least to 0 per cent.

The variables that were consistently the most important predictors of non-response were age group, study area, higher education provider, and citizenship indicator. This information will be considered in the refinement of the contact strategy for future iterations.

**Figure 9**      **Relative importance of graduate characteristics in predicting survey response in 2022**



Compared to 2021, age has increased in relative importance in predicting non-response, while higher education provider, citizenship indicator, and non-English speaking background indicator (NESB) decreased in relative importance.

## 7.2.2 Supplementing response rates with indicators of representativeness

Response rate is the most commonly used measure for describing how well a survey performs, since it is simple to calculate and offers a useful indicator of overall survey quality. It has well known limitations, however (see, for example, Shlomo, Skinner and Schouten 2012), since it does not account for the composition of respondents relative to the population and the subsequent impact of non-response error.

Non-response error occurs when the responding population is considerably different from the in-scope population and there is a substantial degree of non-response, resulting in estimates that do not accurately represent the overall population (Groves et al. 2009). This is caused by the fact that, despite ideally everyone having an equal probability of responding, this is not what is observed.

To supplement the use of response rates, indicators of the representativeness of respondents (R-indicators) have been developed (Schouten, Cobben and Bethlehem 2009; Schouten, Shlomo and

Skinner 2011). These indicators use modelled probabilities of response to construct an overall measure of how well the responding population represents the in-scope population. There are numerous R-indicators. The one used in the analysis in this section is expressed as follows:

$$1 - 2 \times SD_p$$

where  $SD_p$  is the standard deviation of the predicted response propensities:

$$SD_p = \sqrt{\frac{1}{N-1} \sum_i (p_i - \bar{p})^2}$$

Here,  $N$  is the number of in-scope graduates,  $p_i$  is the response propensity for graduate  $i$  and  $\bar{p}$  is the mean response propensity. The R-indicator can assume any value in the range 0-1, where a value of 1 indicates the most representative response and a value of 0 indicates the least. Values for R are only directly comparable if they are derived using the same model.

For the GOS-L, response propensities were predicted using a random forest model as described in Section 7.2.1. From there, the above formulae were used to calculate the R-indicator for the survey overall.

Table 17 shows the response rate and the R-indicator over the last three years of the GOS-L. As can be seen, the R-indicator has gradually increased over the last three years, despite the response rate declining since 2020. This means that while the proportion of graduates who responded to the survey was less in 2022 than in 2020, the responding sample was marginally more representative of the overall population.

**Table 16**      **Comparison of representativeness over past three GOS-L rounds**

Year	Response rate (%)	R-indicator (%)
2020	50.0	71.04
2021	49.0	71.19
2022	49.0	71.71

### 7.2.3 Characteristics associated with non-response

Further to the response propensity analysis at Section 7.2.1, an alternative method of checking whether there is any systematic pattern of non-response is to compare the profile of respondents with that of non-respondents. The presence of extensive differences between the two groups may suggest that some adjustments (i.e. weighting) may be necessary.

Table 17 compares the distribution of respondents with the distribution of non-respondents for selected characteristics. A positive difference indicates that the relative incidence of the specified category was lower among respondents than among non-respondents and a negative difference indicates that the relative incidence of the category was lower among non-respondents.

Given the number of cases involved, the notion of ‘statistically significant differences’ is generally not helpful for the GOS-L. Standard statistical tests will typically declare significance for all but the most minute of differences between estimates. Instead, the well-known concept of ‘effect sizes’ (Cohen 1988, 1992) is used to identify sub-groups where the differences may be of practical importance, classified into ‘small’, ‘medium’ or ‘large’<sup>2</sup>. Results without a stated effect size were ‘so small as to be trivial’ (Cohen 1992).

<sup>2</sup> These are based on the magnitude of the difference between responding and non-responding proportions, standardized by the pooled standard deviation, with Cohen (1992) assigning qualitative labels of “small”, “medium” and “large”, with thresholds of 0.2,

As an example, persons in the 25 to 29 year old age group made up 37.32 per cent of respondents and 46.99 per cent of non-respondents. The difference of 9.67 per cent indicates that this sub-group was under-represented among respondents compared to non-respondents, but the effect size (0.20) was negligible.

**Table 17**      **Comparison between respondents and non-respondents for selected characteristics**

Characteristic	Respondents (%)	Non-respondents (%)	Difference (%)	Cohen's effect size	
<b>Age grouping</b>					
15-19 years old	0.00	0.00	0.00	0.01	
20-24 years old	10.72	12.76	-2.04	0.06	
25-29 years old	37.32	46.99	-9.67	0.20	
30-34 years old	16.24	16.81	-0.57	0.02	
35-39 years old	10.26	8.66	1.60	0.05	
40-44 years old	7.72	5.61	2.10	0.08	
45-49 years old	6.08	3.79	2.29	0.11	
50-54 years old	4.84	2.67	2.17	0.11	
55+ years old	6.83	2.71	4.12	0.19	
Unable to establish	0.00	0.01	0.00	0.01	
<b>Study area</b>					
Science and mathematics	8.92	7.26	1.66	0.06	
Dentistry	0.33	0.33	0.00	0.00	
Veterinary science	0.55	0.40	0.15	0.02	
Rehabilitation	1.68	1.14	0.54	0.05	
Teacher education	9.39	7.49	1.91	0.07	
Business and management	17.55	26.72	-9.18	0.22	Small
Humanities, culture and social sciences	9.62	6.99	2.63	0.10	
Social work	3.24	1.94	1.30	0.08	
Psychology	5.26	3.40	1.85	0.09	
Law and paralegal studies	4.88	4.54	0.34	0.02	
Creative arts	3.43	3.29	0.14	0.01	
Computing and Information Systems	4.38	6.15	-1.77	0.08	
Communications	3.20	2.95	0.25	0.01	
Tourism, Hospitality, Personal Services, Sport and recreation	0.26	0.48	-0.22	0.04	
Engineering	5.85	7.32	-1.46	0.06	
Architecture and built environment	2.02	2.68	-0.66	0.04	
Agriculture and environmental studies	1.91	1.49	0.43	0.03	
Health services and support	7.19	5.87	1.32	0.05	
Medicine	2.02	1.46	0.55	0.04	
Nursing	7.78	7.63	0.15	0.01	
Pharmacy	0.53	0.46	0.07	0.01	
<b>Birthplace</b>					
Australia	63.82	48.65	15.17	0.31	Small
Other	36.18	51.35	-15.17	0.31	Small

0.5 and 0.8, respectively. He states that his "intent was that medium ES [effect size] represents an effect likely to be visible to the naked eye of a careful observer ... I set small ES to be noticeably smaller than medium but not so small as to be trivial, and I set large ES to be the same distance above medium as small was below it."



Characteristic	Respondents (%)	Non-respondents (%)	Difference (%)	Cohen's effect size
<b>Level of study</b>				
Undergraduate	54.80	57.66	-2.86	0.06
Postgraduate (Coursework)	38.72	38.45	0.27	0.01
Postgraduate (Research)	6.48	3.89	2.59	0.12
<b>Gender</b>				
Female	64.46	58.77	5.69	0.12
Male	35.54	41.23	-5.69	0.12
<b>Type of attendance</b>				
Full-time	67.08	71.93	-4.84	0.11
Part-time	32.92	28.07	4.84	0.11
<b>Indigenous indicator</b>				
Non indigenous	98.87	99.05	-0.19	0.02
Indigenous	1.13	0.95	0.19	0.02
<b>NESB indicator</b>				
English speaking background	85.77	73.62	12.15	0.30 Small
Non-English speaking background	14.23	26.38	-12.15	0.30 Small
<b>Citizenship indicator</b>				
Domestic	80.60	65.29	15.30	0.35 Small
Overseas	19.40	34.71	-15.30	0.35 Small
<b>Disability indicator</b>				
No disability	92.80	94.85	-2.05	0.09
Disability	7.20	5.15	2.05	0.09
<b>Higher Education Provider Type</b>				
University (Table A-B)	94.49	92.71	1.78	0.07
NUHEI (Private)	5.51	7.29	-1.78	0.07
<b>Institution size</b>				
1-1000 records	10.39	12.28	-1.90	0.06
1001-2000 records	24.83	23.15	1.68	0.04
2001-3000 records	24.84	27.05	-2.22	0.05
3001-4000 records	21.25	21.66	-0.41	0.01
4001+ records	18.69	15.85	2.84	0.08
<b>Institute type</b>				
Group of 8	32.11	29.56	2.55	0.06
NUHEI	5.51	7.29	-1.78	0.07
Other university	62.38	63.15	-0.78	0.02

Based on Table 17, citizenship, NESB indicator (language spoken at home), birthplace (arguably each measuring broadly similar concepts), and study area were the only characteristics for which there were notable differences between respondents and non-respondents at the overall level, with the effect categorised as 'small'.

Although not shown here, there were no notable differences between respondents and non-respondents for course of study type or higher education provider.

## 7.2.4 Characteristics associated with outcomes

An important consideration when assessing representation is the extent to which unit characteristics are also associated with survey outcomes (Peytchev, Presser and Zhang 2018). For example, if a particular sub-group of the population is under-represented among respondents, any non-response

error may be compounded if the sub-group also gives notably different responses to survey outcomes compared to other groups. In such a situation, estimates made from the survey would potentially be biased.

Using a similar approach to that outlined at Section 7.2.1, characteristics with strong associations with outcome variables were determined. First, a random forest model was run to predict the outcome measures from respondent characteristics at the overall level.

The relative importance of variables was largely consistent across key survey outcome measures in 2022 and is shown in Table.

**Table 19**      **Relative importance of graduate characteristics in predicting survey outcomes in 2022**

Demographic Variable Label	Scale of Perceived Over-qualification (SPOQ) indicator	GAS-G(C) Collaborative skills indicator	GAS-G(A) Adaptive skills indicator	GAS-G(F) Foundation skills indicator	General employment indicator	Part-time employment indicator	Full-time employment indicator
Study area	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Higher Education Provider name	70.88	83.93	80.58	81.90	75.25	68.44	64.05
Age grouping	59.69	66.50	70.65	70.79	78.36	62.58	79.41
Course of study type code	44.55	51.47	51.47	49.81	57.99	43.31	51.90
Institution size	29.95	33.66	31.09	31.31	31.48	27.57	26.15
Level of study categorised - with HDR	12.58	14.89	12.89	12.65	13.97	11.70	12.86
Birthplace	10.66	23.19	19.83	19.85	10.10	12.67	11.16
Type of attendance code	10.51	14.71	17.95	16.98	15.23	13.39	13.02
Gender	10.47	18.49	17.65	19.09	17.59	32.97	21.57
Disability indicator	8.50	9.49	9.00	8.95	12.01	10.43	9.93
Institute type	7.19	9.73	8.87	8.31	8.57	6.86	6.88
NESB indicator	5.48	15.24	12.81	13.25	7.09	5.04	5.42
Citizenship indicator	5.24	26.36	22.48	21.42	8.40	6.00	6.81
Indigenous indicator	1.35	0.35	0.00	0.00	1.31	1.75	0.99
Higher Education Provider Type	0.00	0.00	0.05	0.23	0.00	0.00	0.00

Note: 100 = most important.

It is noted that citizenship, language spoken at home, and country of birth, which had notable differences between the responding and non-responding sample, are not strongly associated with core outcomes.

## 7.3 Sources of responses

Table 0 summarises the contribution of various online survey completion methods to the final response rate and includes sources of response by institution type, gender, age and citizenship indicator due to

the variation in method of accessing the survey within these groups. Only minimal differences were observed when reviewing source of response by study mode or course level, so these groups are not displayed.

It should be noted that only completed surveys directly attributable to the in field reminder calls, post field reminder calls and SMS are recorded as such in Table 18. It is possible that, for example, reminder call activity may prompt a graduate to click on the direct survey link in an email they had previously received. In this context, the analysis presented at Table 18 should only be considered indicative. It should also be noted that the opportunity to complete via each method was not necessarily equal between subgroups.

Most respondents completed via the direct link in email communications (accounting for 95.4 per cent of total responses). This was followed by respondents completing after receiving an in field reminder call (2.3 per cent in 2022), which declined from the 3.8 per cent of total completions in 2021. As previously noted, in field reminder calls were targeted at international graduates in the 2022 GOS-L in support of the International Engagement Strategy. This may explain the decline in survey completions attributed to in field reminder calls given international graduates' tendency to respond to the survey at a lower rate than domestic graduates. However, this also explains why in field reminder calls were the second most common source of response for international graduates (6.1 per cent).

**Table 18 Sources of response**

	Institution Type			Aged under 30		Citizenship		Gender	
	Total (%)	University (%)	NUHEI (%)	Aged under 30 (%)	Aged over 30 (%)	Domestic (%)	International (%)	Female (%)	Male (%)
<i>Final response rate</i>	49.0	49.5	42.5	43.6	56.4	54.2	34.9	51.3	45.3
<b>Survey completion method breakdown</b>									
Type in	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1
Survey link (email)	95.4	95.6	93.6	95.6	95.3	96.5	91.2	95.6	95.2
Survey link (SMS)	1.7	1.7	2.5	1.5	1.9	1.6	2.2	1.8	1.6
In field reminder calls	2.3	2.2	3.8	2.2	2.4	1.4	6.1	2.1	2.7
Post field reminder calls	0.5	0.5	<0.1	0.6	0.4	0.5	0.5	0.5	0.5

## 8. Considerations for future surveys

### 8.1. Revised International Engagement Strategy

The non-response analysis (refer to Section 7.2) shows that international graduates were underrepresented in the 2022 GOS-L, despite the tailoring of engagement materials for international graduates (refer to Section 3.3.2). For future rounds, the International Engagement Strategy could be reviewed to seek to better target international graduates from countries of interest to improve representativeness and response.

Completion rates by country of origin could be analysed to identify outliers and engagement activities, then refined to ensure they are relevant and appealing. Any change to engagement materials needs to recognise the nuances of the international graduate cohort, rather than a 'one size fits all' approach. Whilst it is a simplistic example, exchange students from the United States or the United Kingdom are likely different than full-time students from South Asia and East Asia in terms of their motivations for choosing to study in Australia. As such, engagement materials would ideally highlight and connect with the needs and motivations of graduates from countries of interest.

### 8.2. Panel maintenance activity

A review of panel maintenance activity, including timing and communications should be undertaken. This is a particularly important opportunity to communicate with graduates in the years between completion of the GOS and ahead of the GOS-L to maintain engagement, as well as to collect up to date contact information, particularly from international graduates who may be more mobile or transient, which may increase the likelihood of participating in the GOS-L. At the time of writing, the next panel maintenance activity is scheduled for November 2022, ahead of the 2023 GOS-L.

### 8.3. Contact protocol

A review of the existing contact protocol should be conducted ahead of the 2023 GOS-L with the goal of maximising response and representation. Having a mobile number is a strong predictor of response and as such, an increased use of SMS reminders could be considered. The value of in field reminder calls to improve general representation via a propensity model, versus targeted response maximisation (e.g. to international graduates), should also be assessed to determine how reminder calls can be most effectively used. Improved understanding of the profile of graduates unlikely to be reached by the current engagement protocol (i.e. graduates who did not open emails and were not contactable by phone) could inform improvements to the existing contact protocol.

#### 8.3.1. Enhanced SMS protocol

A sophisticated SMS contact protocol provides the opportunity to drive response at an overall level. While SMS has become an integral part of the GOS-L contact protocol (refer to Section 3.3.3), there may still be opportunities to maximise response through novel refinements to the SMS protocol. Potential opportunities include:

- Experimenting with the day of send for SMS communications. For example, exploring whether an SMS sent earlier in the contact protocol has a beneficial effect on overall response,

- Analysing historical SMS response data to identify groups most likely to respond via SMS and considering customisations to further leverage SMS in the contact protocol for these groups, and
- As an alternative to the current opt-out mechanism, that is, replying 'STOP' to the SMS, recipients could be directed by hyperlink to a landing page. This page would contain information about the GOS in order to avert opt-outs and encourage completions.

With the general prevalence of scam messages, a small number of graduates have queried the legitimacy of survey links used in SES and GOS SMS. To address these concerns and improve user experience, the following updates will be considered for future SMS sends:

- Revise the survey link format presented in SMS to include recognisable branding (i.e., 'GOS-L') as a way of building respondent trust, and
- Displaying the sender name as 'QILT' or 'GOS-L' rather than the current mobile telephone number to enhance brand recognition.

## 8.4. Email response tracking

Since its inception, the GOS-L has utilised industry-standard email response tracking measures for benchmarking and analysing the performance of the email contact protocol. As discussed in Section 3.3.1, new email security measures have clouded email open rate measurements. Further, the decline of the overall GOS-L response rate (refer to Section 1.4) necessitates accurate measures of email performance.

As a solution to these external changes in email tracking and to facilitate planning of response maximisation activities, improvements for the 2023 GOS-L could include incorporating unique survey links that allow completions to be definitively attributed to each individual email message and expanded mapping of email domains to email service providers.

## List of abbreviations and terms

<b>ABS</b>	Australian Bureau of Statistics
<b>AGS</b>	Australian Graduate Survey
<b>AMSRs</b>	Australian Market and Social Research Society
<b>AMSRO</b>	Association of Market and Social Research Organisations
<b>ANZSIC</b>	Australian New Zealand Standard Industrial Classification
<b>ANZSCO</b>	Australian New Zealand Standard Classification of Occupations
<b>BGS</b>	Beyond Graduation Survey
<b>CATI</b>	Computer Assisted Telephone Interviewing
<b>GCA</b>	Graduate Careers Australia
<b>GCAID</b>	Graduate Careers Australia Identifier
<b>GOS</b>	Graduate Outcomes Survey
<b>GOS-L</b>	Graduate Outcomes Survey - Longitudinal
<b>HEIMS</b>	Higher Education Information Management System
<b>HESA</b>	Higher Education Support Act
<b>IP</b>	Internet Protocol
<b>ISO</b>	International Standards Organisation
<b>NUHEI</b>	Non University Higher Education Institution
<b>PASF</b>	Participation and Additional Services Form
<b>QILT</b>	Quality Indicators for Learning and Teaching
<b>RES</b>	Respondent Engagement Survey
<b>SACC</b>	Standard Australian Classification of Countries

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## **Appendix 1      Collection and Sample Guide**





Graduate Outcomes Survey – Longitudinal

## Collection Guide and Sample Guide

**2022 GOS-L Collection**



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# Summary points to note

Key release changes follow:

Version	Date published	Comment
1.0	4 October 2021	Original version released

Please note:

- Complete the Participation and Additional Services Form sent separately to you – this is your centralised place to nominate additional services.
  - A new additional population – GOS non-responders – has been made available in the 2022 GOS-L that institutions can survey on a fee-for-service basis. More information can be found in ‘Section 2.1 In-scope audience and reference period’, as well as the Additional Populations fact sheet on the Provider Portal.
- Guidance has been prepared to clarify the definition of and expectations for the in-scope audience (refer ‘Section 2 Target audience and sample provision’).
- Updated guidance has also been prepared to assist with populating the sample file (refer ‘Section 3 Populating the sample file template’).
- Keeping to timelines for return of the sample means the project can go to field on time – otherwise one institution’s delay impacts all others. There are a couple of points in time where late delivery can have significant downstream impacts on the delivery of the project.
- We have fast tracked sample extraction and provision for 14 October. This has been done to separate sample preparation for GOS-L from GOS February. It is critical that institutions return their sample to us by 29 October 2021.
- Data collection must be ready to commence when the survey opens on 15 February 2022. The limited flexibility around launch proceedings means that data quality risks being compromised if timelines are compressed, or that other institutions are impacted by a delayed start date potentially impacting response maximisation activity and the overall response rate. Please familiarise yourself with Table 1.
- If your institution chooses to provide telephone numbers for graduates it is considered that your institution consents to graduates receiving SMS and in field telephone reminder calls during the main online fieldwork period. These generally commence from the second week of fieldwork.
- Institutions are expected to send their own hardcopy letter or email to arrive in the week before the survey officially opens – please work with your Alumni area for this. This institution led contact adds a sense of legitimacy so when graduates get an email or SMS they will not think the GOS-L is spam. Contact with graduates should be advised to the Social Research Centre (refer ‘Section 5 Response maximisation’).
- We ask that [gilt@srcentre.com.au](mailto:gilt@srcentre.com.au) is included in the send list for the engagement letter and emails. This enables us to effectively track supporting activities’ impact on response maximisation and ensure the content messaging is consistent with the broader QILT study.
- Please update us with any changes to your personnel or the availability of staff, especially during the sample preparation and fieldwork periods.

## Checklist

Please note and ensure the following are completed:

- Nominated additional fee-for-service activities.
- Completed sample returned by institutions to the Social Research Centre by the due date of 29 October.
  - Ensure all contact details and course details are correct for the sample member, that is, the email, phone number and other details align with correct name. A simple way to check is manually review a selection of records at the top, in the middle and at the bottom of your sample.
- Minimised respondent burden by considering other potentially conflicting surveys of the graduate population.
- Sent pre-survey awareness raising correspondence to graduates.
- Prepared social media, newsletters, etc and liaised with Alumni for promotion.
- Liaised with your IT team to ensure whitelisting is in place. Note if this is not done the delivery of the survey invitation and reminder emails to your graduates may be impacted.
- Advised the Social Research Centre of any possible contextual issues that should be considered as part of survey deployment.





# 1. Introduction and overview

## 1.1. Background and objectives

The focus of the Graduate Outcomes Survey - Longitudinal (GOS-L) is to provide reliable, valid and generalisable information on medium term labour force graduate outcomes to the Australian government and to higher education providers. The GOS-L is conducted approximately three years post completion of higher education studies.

Since 2016, the GOS-L has replaced the Beyond Graduation Survey (BGS) and is undertaken with both Table A and Table B universities, and non-university higher education institutions (NUHEIs).

Specific research objectives of the GOS-L are to measure higher education graduates':

- employment and graduate outcomes, and
- level of satisfaction with their higher education course.

The GOS-L is an attempted census of all in-scope graduates (refer 'Section 2.1 In-scope audience and reference period') and is administered under the Quality Indicators for Learning and Teaching (QILT) survey suite, commissioned by the Australian Government Department of Education, Skills and Employment (the department). The Social Research Centre is working with higher education providers and key stakeholders to administer the GOS-L.

The sample of graduates is provided from the 2019 Graduate Outcomes Survey (GOS).

## 1.2. Summary timeline

The schedule for the 2022 GOS-L collection is shown at Table 1. Dates may change due to operational requirements, methodological learnings and circumstances beyond our control, such as decisions from the department on release dates. The Social Research Centre will endeavour to keep institutions updated and maintain the timeline in this document.

**Table 1 2022 GOS-L summary timeline**

Key milestones	Responsible	Date
Participation and Additional Services form distributed to institutions	SRC	04-Oct-21
Collection and Sample Guide distributed to institutions	SRC	04-Oct-21
Marketing Pack distributed to institutions	SRC	04-Oct-21
Send out sample to institutions	SRC	14-Oct-21
Institution sample preparation undertaken	Institutions	14-29 Oct-21
Extra populations nominated by institutions	Institutions	19-Oct-21
Completed sample to be returned by institutions	Institutions	29-Oct-21
Sample absolutely finalised (queries resolved and QA undertaken)	SRC	05-Nov-21
Additional questions nominated by institutions	Institutions	17-Jan-22
Additional questions (MS Word) approved by institutions	Institutions	28-Jan-22
Proposed variations to engagement activity plan to the Social Research Centre	Institutions	31-Jan-22
Additional questions scripted and online survey test link provided to institutions for testing	SRC	04-Feb-22
Additional questions survey test link approved	Institutions	11-Feb-22
Soft launch – Main online fieldwork period	SRC	15-Feb-22
Main launch – Main online fieldwork period	SRC	17-Feb-22
Telephone follow up nominated by institutions	Institutions	08-Mar-22
Additional SMS nominated by institutions	Institutions	08-Mar-22
Final institutional reports and data outputs		
Institutional files	SRC	14-Jun-22
National reports	SRC	TBA

### 1.3. Privacy provisions

All aspects of this research will be undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, The Research Society's Code of Professional Behaviour, ISO 20252 standards and the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research<sup>1</sup>. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required. Please contact [gilt@srcentre.com.au](mailto:gilt@srcentre.com.au) if you require a copy of the deed.

### 1.4. Institutional 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

<sup>1</sup> National Health and Medical Research Council and Universities Australia, 2007, <https://www.nhmrc.gov.au/guidelines-publications/r41>

can be contacted on (03) 9236 8500 or by emailing [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au). We will endeavour to get back to you by the next working day – even if only to acknowledge receipt of your communication.

The QILT Provider Portal (through the QILT website) also contains a range of fact sheets and other resources to assist institutions in administration of the QILT suite of surveys – log in to the Provider Portal and select Provider Resources.

The 'qilt@srcentre.com.au' email is for institutions only. We make available a separate 'gos-l@srcentre.com.au' email for graduates.

## 2. Target audience and sample provision

### 2.1. In-scope audience and reference period

Graduates are in-scope for the 2022 GOS-L collection if they participated in the 2019 GOS and did not explicitly refuse to be contacted for future research participation, that is, they did not respond 'No' at the survey question CONTACT.

In-scope graduates who completed the 2019 GOS via Computer Assisted Telephone Interviewing (CATI), will be provided the opportunity to participate in the GOS-L (as appropriate to the above points) as an 'additional population'. Costs for completed online surveys, verbatim cleaning and coding of open-ended responses will be passed on in a fee-for-service capacity for additional populations.

Out-of-scope populations from the 2019 GOS can also be included in the 2022 GOS-L as an 'additional population' on a fee-for-service basis (this is discussed further at Section 4.4 Including additional populations).

Both of these populations were excluded from the 2019 GOS National Report and will be excluded from the 2022 GOS-L National Report.

Respondents in the 2019 GOS that explicitly refused to be contacted for future research participation, that is, responded 'No' at the variable CONTACT, are included in the sample provided to institutions and flagged as INSCOPE = 1 (graduate declined future follow up in 2019 GOS). We provide this information to institutions for transparency. While we will not approach these graduates in the GOS-L, institutions may wish to initiate contact with them during the sample preparation period to promote the GOS-L and encourage them to participate. If institutions wish to proactively contact these graduates and are able to confirm their willingness to participate, the sample should be edited to indicate the record is now 'in-scope' to contact by revising the record to INSCOPE = 0. This is discussed further at 'Section 3.2.1 Data elements to be updated by institutions'. We stress it is up to the institutions to make decisions around this activity.

## 3. Populating the sample file template

### 3.1. Preamble

The 2022 GOS-L population consists of all graduates who completed a course of study at an Australian higher education institution and is present in the 2019 GOS data file.

While the Social Research Centre can source most of the information for the sample population frame directly from the 2019 GOS, we need help from institutions to update a small amount of information for each graduate to facilitate survey execution.

### 3.2. What you need to do

One GOS-L sample population file will be uploaded to your QILT SFX as per Table 1.

The file will include all respondents from the 2019 GOS for your institution regardless of whether they were used for national reporting or not.

Table 2 lists the variables that will be included in the file.

Please update as instructed in 'Section 3.2.1 Data elements to be updated by institutions' and return your sample population file to the Social Research Centre via the QILT SFX no later than **29 October 2021**.

While 29 October 2021 is the final deadline for the return of the population file, earlier returns will be much appreciated.

**Table 2 Data map for the 2022 GOS - Longitudinal (GOS-L)**

Position	Variable	Variable Label	Format	Status
1	GOSID	GOS Identifier	F13	Pre-pop
2	E306	Higher Education Provider code	F4	Pre-pop
3	E306C	Higher Education Provider name	A72	Pre-pop
4	E307	Course code	A10	Pre-pop
5	E308A	Course name for qualification 1	A75	Pre-pop
6	E308B	Course name for qualification 2	A60	Pre-pop
7	E313	Student identification code	A10	Pre-pop
8	EXTQUOTA	Extra quota group flag	F1	Pre-pop
9	SURVEY	Mode of completion	F1	Pre-pop
10	INSCOPE	Flag denoting graduate is in-scope for the GOS-L	F1	Pre-pop (update if req)
11	E402	Student surname	A35	Pre-pop (update if req)
12	E403	Student given name - first	A30	Pre-pop (update if req)
13	FACULTY	Faculty name	A100	Pre-pop (update if req)
14	CAMPUS	Campus name	A100	Pre-pop (update if req)
15	E469	Residential address - suburb or town	A27	If available
16	E470	Residential address - state	A3	Essential
17	E413	Address of permanent home residence - postcode	A4	If available
18	E471	Residential address - country name	A20	Essential
19	EMAIL1	Primary email	A50	Essential
20	EMAIL2	Secondary email	A50	If available
21	EMAIL3	Tertiary email	A50	If available
22	PHONE1	Best number to call	A20	Essential
23	PHONE2	Alternate number (if available)	A20	If available
24	PHONE3	Alternate number (if available)	A20	If available

### 3.2.1. Data elements to be updated by institutions

#### INSCOPE (optional update)

The INSCOPE flag denotes whether the graduate is in-scope for the 2022 GOS-L.

0 = In-scope (graduate did not refuse future followed up in the 2019 GOS)

Includes records that completed the establishment GOS and did not decline future follow up. If your institution has advised the Social Research Centre that you would like to include additional populations in the GOS-L on a fee-for-services basis, the additional population(s) will also be included in your sample file as INSCOPE = 0. Only records in this category will be surveyed in the GOS-L.

1 = Out-of-scope (graduate declined future follow up in 2019 GOS)

Includes records that completed the establishment GOS but declined future follow up. Institutions are free to try and convert these records to INSCOPE = 0 as stipulated in 'Section 2.1 In-scope audience and reference period'.

2 = Out-of-scope (ineligible for GOS-L)

Includes either secondary records or records that did not have sufficient information. These are included to provide transparency between the final establishment GOS data file and GOS-L. No action is required for records in this category.

3 = Not to be surveyed as instructed by institution (e.g. deceased or not to be contacted under any circumstances)

Institutions are to reclassify INSCOPE = 0 records to this category where graduates have since become deceased or have made it clear they do not want to be contacted.

4 = Additional population that will not be surveyed in the GOS-L (GOS additional population)

These are records of an additional population in the 2019 GOS. These are provided in the GOS-L sample file for transparency. If your institution is not including additional populations in the GOS-L, these records will remain as INSCOPE = 4 and no further action is required.

5 = Additional population that will not be surveyed in the GOS-L (GOS non-response)

These are graduates in the 2019 GOS population who did not respond to that survey. They are provided in the GOS-L sample file for transparency and will remain as INSCOPE = 5. Please note, as of 2022, these graduates can be included as an additional population, refer to 'Section 4.4 Including additional populations' for more information. If your institution does not want to include these graduates as an additional population, these records will remain as INSCOPE = 5 and no further action is required.

#### Notes:

All records have been pre-flagged in the sample file as code 0, 1, 2, 3, 4 or 5 based on their responses in the 2019 GOS. Institutions are asked to review records that have been flagged as INSCOPE = 0 or 1 and update (as per 'Section 2.1 In-scope audience and reference period') as applicable. Similarly, records that have been pre-flagged as INSCOPE = 0 may be moved to INSCOPE = 3 if the graduate should not be contacted.

No action is required for records pre-flagged as INSCOPE = 2, 4 or 5.

Please **do not** change an In-scope graduate (INSCOPE = 0) to Out-of-scope (INSCOPE = 2) or Not to be surveyed (INSCOPE = 3) simply because your institution does not have an email address for the graduate. The Social Research Centre collects long-term contact details from graduates when confirming future follow up in the GOS.

#### Residential address

The address fields listed (E469, E470, E413 and E471) are used for data analysis and to determine time zone and location for survey execution and response maximisation initiatives. Although all four of these variables are used in time zone determination, E469 (suburb or town) and E413 (postcode) are non-essential, however should be provided if available. The other two variables, E470 (state) and E471 (country) are considered essential.

#### Email addresses

As much as possible, please provide at least one valid email address for each graduate in the sample file.

Email 1 should be the email address which you feel is most likely to find the graduate and the next best options in email2 and email3 if available.

The graduate's personal email address (hotmail, gmail, etc.) is the best way to reach the graduate. Other options may include the email address issued by the institution while they were enrolled, or an alumni email address issued after graduation. Please double check the format of the email addresses you provide in the return file. They should contain an @ symbol and do not end with a full stop.

Please take extra care when appending email addresses to the file to ensure the email addresses are not mis-sorted within the file. Mis-sorted email address can lead to a breach of privacy when the survey link is opened by a fellow graduate. It will also lead to a significant delay in the field work for your institution when the Social Research Centre has to deactivate the survey links to fix the sample. Institutions will be charged a fee to cover the hours that the Social Research Centre takes to remedy mis-sorted emails addresses in the sample after the survey has been launched.

If you do not have a valid email for the graduate, please leave the email address fields blank and **do not** change the graduate to out-of-scope. The Social Research Centre collects long-term contact details from graduates when confirming future follow up in the GOS.

### Phone numbers

Phone numbers are used for in field telephone reminder calls, SMS, or fee-for-service post field telephone follow ups. Mobile numbers are preferred (where available) as they can be used for SMS reminders. Providing a main number and alternate number increases our chances of getting through to the graduate and achieving a completed interview.

Like email addresses, please take extra care when appending phone numbers to the file to ensure the phone numbers are not mis-sorted within the file. It is difficult for the Social Research Centre to identify mis-sorted phone numbers in the sample file prior to using as part of reminders calls and SMS. Any remedial action to realign the sample file and the partially completed data is very time consuming. Institutions will be charged a fee to cover the hours the Social Research Centre takes to remedy mis-sorted phone numbers in the sample after the survey has been launched.

Please leave the phone number fields blank if you do not have this information in your system or if you do not wish the Social Research Centre to contact your graduates by telephone or SMS.

### E402 and E403 (optional update)

The surname and first name fields have been pre-populated using information collected in the 2019 GOS. These fields will be used in communications to the graduate. Institutions are asked to review and update this information as required as it is possible for graduates to undergo name changes in the three-year period between GOS and GOS-L.

### Faculty and Campus (optional update)

The Faculty and Campus fields have been pre-populated using information collected in the 2019 GOS. Faculty and campus information is very useful to institutions when it comes to analysing the data from the survey. The information is not used in national or website reporting. Institutions are asked to review and update this information as required. Updates should be provided as text values.

Please ensure that your Faculty and Campus information is formatted and worded consistently. For example, if you have a mix of display, such as

- Business and Management
- Business and management
- business and management
- business & management

in the sample file, they will be presented as different faculties in your institution's output data file.



### 3.2.2. Data elements that require no further action from institutions

The following data elements are sourced from the 2019 GOS data: **GOSID, E306, E306C, E313, E307, E308A, E308B, EXTQUOTA and SURVEY**. These are provided for information and require no update from institutions.

Please note that if sample preparation involves an excessive number of iterations as part of resolving the same or similar issue, we may need to discuss a fee-for-service arrangement.

## 4. Data collection

### 4.1. The standard GOS-L instrument

The standard GOS-L instrument focuses on measuring:

- labour force status
- further study
- graduate attributes, and
- graduate preparation.

The items and definitions used in the GOS-L are consistent with those in the GOS. A fully scripted version of the instrument is available on request.

### 4.2. Adding additional questions

Institutions can include non-standard, institution-specific questions towards the end of the instrument on a fee-for-service arrangement. All questions need to be reviewed for wording and conceptual overlap with existing items. The fee is calculated on an individual basis depending on the questions and requirements of the institution – arrangements are outlined in the Additional Questions fact sheet on the Provider Portal. We will work with you to develop the questions and response frames and document these in a MS Word document for your approval prior to programming into the online survey format.

Refer to Table 1 for the final date to nominate additional questions and to approve the wording, response options and structure. Remember to use your Participation and Additional Services Form to register for additional questions. If you need this form sent to you again, please contact the Social Research Centre at [gilt@srcentre.com.au](mailto:gilt@srcentre.com.au).

### 4.3. Survey testing

The Social Research Centre will program the questions in the online survey format and provide you an online survey test link for testing. We require testing and sign off on additional questions from relevant institutions – if we are unable to contact you or do not hear back from you by the due date, we will presume the questions are approved as provided.

Refer to Table 1 for dates from which the programmed additional questions will be available to test and when sign-off on the online survey test link is required.

### 4.4. Including additional populations

Institutions can include out-of-scope populations surveyed as part of the 2019 GOS collection. This includes additional populations in the 2019 GOS (e.g. graduates who studied at an off-shore campus) and graduates who completed the 2019 GOS via CATI.

Starting from the 2022 GOS-L, all graduates who were approached for but did not complete the 2019 GOS can be included as an additional population. Note only medium-term outcomes collected in the GOS-L will be available for this population as they did not complete the GOS. Data collected from these graduates will be treated in the same way as other additional populations, i.e. they will be excluded from national reporting and they will only be included in institution data files.

Refer to Table 1 for the final date to nominate additional populations. Remember to use your Participation and Additional Services Form to register for additional populations. If you need this form sent to you again, please contact the Social Research Centre at [gilt@srcentre.com.au](mailto:gilt@srcentre.com.au).

## 5. Response maximisation

### 5.1. Basic principles

The core QILT methodology has been designed to ensure a robust approach to data collection and to maximise the response for institutions and the overall project. A centralised and consistent methodology is important for ensuring the integrity of results and standard response maximisation activities include in field telephone reminder emails and SMS. These are not customisable features of the approach lest the research methodology become inconsistent.

Institution led awareness raising and engagement undertakings such as marketing materials, media campaigns and incentives heavily support the core response maximisation activities. Supporting materials for the range of graduate engagement initiatives outlined in this section are available to survey managers through the Marketing Pack.

Some basic guidelines apply:

- Awareness raising and engagement
  - Institutions should send a pre-survey awareness raising letter or email (available in the Marketing Pack). This may involve liaison and coordination of activities with your Alumni. This correspondence should say upfront how sample member details are provided, the importance of this government commissioned work and introduce the Social Research Centre.
  - **Institutions should not send actual survey links in any correspondence** except through their Learning Management System (which is not applicable for the GOS-L).
  - Any direct correspondence with in-scope graduates during the main online fieldwork period should be discussed with the Social Research Centre and the materials provided.
- Prize draws
  - Refer 'Section 5.6.5 Incentivisation' for the core prize draw process.
  - Institutions are welcome to consider their own incentives; however, they need to advise the Social Research Centre of any planned activities to ensure they are completely independent and do not interfere with the standard methodology or prize draw terms and conditions. Institutions are responsible for meeting all relevant gaming and lottery legislation.
  - No monetary or financial prizes are permitted, however, tangible prizes can generally be expected to be in-scope, for example, institutional branded hoodies, dinner vouchers, etc. There has been some discussion in the past regarding laptops. We suggest consideration be given to whether sample members can already be expected to have technology and devices of their choice and if this is a worthwhile investment.
- Social media
  - Social media is prevalent and provides a readily available means to communicate to large groups of people. This means negative comments from a small minority of sample members can gain significant momentum, but it also provides an opportunity for institutions to proactively engage with sample members during the:

- pre-survey phase as part of raising awareness, explaining the purpose and why the research is so important.
- in field phase as part of thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out.
- end of survey phase to thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.

## 5.2. Institutional engagement

### 5.2.1. Guide to marketing the GOS-L

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

Based on our experiences with survey administration we aim to use a set of established strategies that are proven to support solid response rates from students and graduates including emails and an appropriate incentive program. These strategies are best when supported by institution-based promotion as well as an innovative social media campaign. Refer to 'Section 5.3 Engagement activity plan', which outlines key dates and materials to use throughout the fieldwork period.

There are three distinct periods that dictate the use of assets and promotional activities:

- Pre-survey awareness, starting Monday 7 February;
- GOS-L now open messaging, from Thursday 17 February; and
- Last chance to complete the GOS-L, from Monday 21 March (be mindful not to say last chance to win, this should be done the week before, as the last prize draw closes 21 March).

The **Marketing Pack** provided to institutions will include:

- The **GOS-L Marketing Pack User Guide**, which provides useful guidance to institutions on how to best use the engagement materials.
- **Logos**: GOS-L and QILT logos, both horizontal and vertical in various colours (EPS and PNG format).
- **Digital flyers**: There are a total of 20 digital flyers, with the option to be co-branded (with your institution's logo) and each containing messaging appropriate to use prior to or during survey period and during prize draw period.
- **Social media tiles**: Artwork and suggested captions to be shared on institutional pages as relevant, each with a suggested timeframe and caption. Please also refer and share updates (and prize draw announcements!) from the QILT Facebook ([www.facebook.com/QILT1/](https://www.facebook.com/QILT1/)) and Instagram (qilt\_src) accounts.
- **Web tiles**: These can be included on institutions' websites to raise awareness and provide a generic link to the GOS-L webpage. There are four images, all to be used during the prize draw period, in multiple sizes of web tiles (mRec, leaderboard and skyscraper formats) featuring GOS-L branding and messaging.
- **Emails**: Email templates to be used prior to the survey to raise awareness among the graduates and to be used during field work to ensure continued engagement. The template can also be adapted to be used for letters as appropriate.

### 5.2.2. Pre-field awareness raising institution-branded email

It is expected that institutions send an early awareness raising email to assure graduates of the legitimacy of the survey. Most institutions should have the facilities to conduct this in-house and it is recommended that institutions begin to organise this early. Signatories such as the Vice-Chancellor (VC) or Faculty Head have the biggest impact. This particular activity is exceptional in that it is an engagement activity that can be institution-branded (i.e. institutional logo with QILT logos). Institutions are asked to notify us of the content and date of delivery of the email.

## 5.3. 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 iterations of QILT surveys. Institutions will be asked to adhere to the activity plan below. Variations to the activities outlined in the GOS-L Engagement activity plan are only permitted upon agreement with the Social Research Centre. Refer to Table 1 for the final date to propose variations to the engagement activity plan.

Any additional efforts on the part of your institution are **voluntary** and **optional**. If you wish to conduct any additional engagement with graduates through alumni services, or similar, and would like advice from the QILT team, please feel free to get in touch. All materials mentioned below are included in the Marketing Pack.

**Table 3 Standard GOS-L Engagement Activity Plan**

The Social Research Centre	How institutions can help
<b>In the lead-up to the launch: Monday 7 February – Awareness Campaign</b>	
	<ul style="list-style-type: none"> <li>Send pre-field awareness raising institution-branded email or letter from the Vice-Chancellor or Faculty Head to all in-scope graduates advising of the GOS-L, with the aim of this correspondence being received during the week of 14 February (Refer to <b>GOS-L Awareness pre-field awareness raising email</b> in the GOS-L Marketing Pack).</li> <li>Advertise the GOS-L in alumni newsletters (or similar).</li> <li>Ensure whitelisting strategies are in place.</li> </ul>
<b>Online survey launch: Week commencing Monday 14 February – Open Campaign</b>	
<b>Thursday 17 February: Email invitation will be sent to all graduates sampled for inclusion in the GOS-L</b>  <b>Saturday 19 February: The Social Research Centre Reminder email #1</b>	<ul style="list-style-type: none"> <li>Use your institution's social media platforms to promote the survey (e.g. Facebook, Instagram, LinkedIn), raising awareness, explaining the purpose and why the research is so important.</li> <li>Send an email to staff alerting to GOS-L participation</li> <li>Create a web presence for GOS-L (or update a previous GOS-L information page) on institutional website under 'current surveys' or similar (Refer to the web tiles in the Marketing Pack).</li> <li>Upload digital flyers to your institution's alumni page or website for the duration of the fieldwork period (Refer to the digital flyers in the Marketing Pack).</li> </ul>
<b>Week commencing Monday 21 February – Open Campaign</b>	
<b>Monday 21 February: The Social Research Centre Reminder email #2</b>	<ul style="list-style-type: none"> <li>Post a reminder on your institution's alumni page or website.</li> </ul>

<b>Thursday 24 February: The Social Research Centre Reminder email #3</b>	<ul style="list-style-type: none"> <li>Use your institution's social media platforms to promote the survey (e.g. Facebook, Instagram, LinkedIn), raising awareness, explaining the purpose and why the research is so important.</li> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li> </ul>
<b>Week commencing Monday 28 February – Open Campaign</b>	
<b>Monday 28 February: The Social Research Centre Reminder email #4</b>	<ul style="list-style-type: none"> <li>Use your institution's social media platforms to promote the survey (e.g. Facebook, Instagram, LinkedIn), thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contacts have the opportunity for recipients to opt-out.</li> </ul>
<b>Friday 4 March: The Social Research Centre Reminder email #5</b>	<ul style="list-style-type: none"> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li> <li>Send out a mid-field email from the Vice-Chancellor / Faculty Head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to GOS-L Awareness mid-survey email in the GOS-L Marketing Pack).</li> </ul>
<b>Week commencing Monday 7 March – Open Campaign</b>	
<b>Monday 7 March: The Social Research Centre Reminder email #6</b>	<ul style="list-style-type: none"> <li>Use your institution's social media platforms to promote the survey (e.g. Facebook, Instagram, LinkedIn). Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li> </ul>
<b>Thursday 10 March: The Social Research Centre Reminder email #7</b>	<ul style="list-style-type: none"> <li>If you have not already, send out a mid-field email from the Vice Chancellor/ Faculty Head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to GOS-L Awareness mid-survey email in the GOS-L Marketing Pack).</li> </ul>
<b>Week commencing Monday 14 March – Closing Campaign</b>	
<b>Monday 14 March: The Social Research Centre Reminder email #8</b>	<ul style="list-style-type: none"> <li>Use your institution's social media platforms to promote the survey (e.g. Facebook, Instagram, LinkedIn), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.</li> </ul>
<b>Thursday 17 March: The Social Research Centre Reminder email #9</b>	<ul style="list-style-type: none"> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li> <li>Post a reminder on your alumni page or website.</li> </ul>
<b>Week commencing Monday 21 March – End of campaign</b>	
<b>Monday 21 March: The Social Research Centre Reminder email #10</b>	<ul style="list-style-type: none"> <li>Use your institution's social media platforms to promote the survey (e.g. Facebook, Instagram, LinkedIn), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.</li> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li> <li>Post a reminder on your alumni page or website.</li> </ul>

## 5.4. Social media campaign

Social media campaigns will be conducted through the QILT Instagram and Facebook accounts and will be managed by the Social Research Centre. Survey Managers are encouraged to share QILT posts, if possible. Where possible, using alumni social media channels is also recommended.

Due to the targeted nature of GOS-L, the social media presence will be more 'low-key' than it is for the other QILT surveys.

## 5.5. Institutional web presence

The Social Research Centre recommends creating or updating a web presence for the GOS-L to assure graduates of the legitimacy of the survey, as well as provide a reference point for graduates to access general information about the GOS-L. Please use the logo provided in the Marketing Pack. For general information please include a link to <http://www.qilt.edu.au/surveys/gos-l> on your website.

## 5.6. Standard QILT response maximisation activities

### 5.6.1. Email invitations and reminders

All institutions will follow the same fieldwork period for the GOS-L (noting that a soft launch with the NUHEI population will occur two days earlier); as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove graduates who have completed the survey or opted-out of further follow up from email communications.

The reminder schedule is based on sound operational experience and has been used across various QILT surveys with success. Given that centralisation of data collection for the GOS-L 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 unless there are especially unique circumstances and will involve an approval process with the department. The email schedule is outlined in Table 4. The prize draw close dates are repeated for context. In compliance with the Australian Privacy Principles and the SPAM Act, all communications have the functionality for recipients to unsubscribe.



**Table 4 2022 GOS-L Response Maximisation Activities**

<b>Activity</b>	<b>Date (2022)</b>
Main online fieldwork period starts / email invite sent - NUHEI	Tuesday 15 February
Main online fieldwork period starts / email invite sent - University	Thursday 17 February
Email reminder 1 preparation and sending (Email 1 and Email 2)	Saturday 19 February
Email reminder 2 preparation and sending	Monday 21 February
PRIZE DRAW 1 CLOSE	Monday 21 February (11:59pm)
PRIZE DRAW 1 CONDUCTED	Wednesday 23 February
Email reminder 3 preparation and sending	Thursday 24 February
Email reminder 4 preparation and sending + SMS 1	Monday 28 February
PRIZE DRAW 2 CLOSE	Monday 28 February (11:59pm)
In field telephone reminders start	Tuesday 1 March
PRIZE DRAW 2 CONDUCTED	Wednesday 2 March
Email reminder 5 preparation and sending	Friday 4 March
Email reminder 6 preparation and sending + SMS 2	Monday 7 March
Open up email reminders to Email 3 and Email 4 if available	Monday 7 March
PRIZE DRAW 3 CLOSE	Monday 7 March (11:59pm)
PRIZE DRAW 3 CONDUCTED	Wednesday 9 March
Email reminder 7 preparation and sending	Thursday 10 March
Email reminder 8 preparation and sending	Monday 14 March
PRIZE DRAW 4 CLOSE	Monday 14 March (11:59pm)
PRIZE DRAW 4 CONDUCTED	Wednesday 16 March
Email reminder 9 preparation and sending (if required)	Thursday 17 March
Email reminder 10 preparation and sending (if required)	Monday 21 March
PRIZE DRAW 5 CLOSE	Monday 21 March (11:59pm)
PRIZE DRAW 5 CONDUCTED	Wednesday 23 March
Main online fieldwork period closes	Sunday 27 March

### 5.6.2. Whitelisting and spam mitigation

All conduct related to email contact and follow up with graduates 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 graduates, the Social Research Centre is advising all institutions to follow whitelisting processes outlined below (or else survey invitation and reminder emails may not be received by graduates):

- 'Whitelist' emails from the following domain: [srcentre.com.au](mailto:srcentre.com.au)

- The return-path is '[research.srcentre.com.au](mailto:research.srcentre.com.au)'
- It can also help to whitelist the actual email address: [gos-l@srcentre.com.au](mailto:gos-l@srcentre.com.au)
- Whitelist server name that email originates from. Hostname ending in '[emdbms.com](http://emdbms.com)'

Other useful information:

- IP address ranges that the GOS-L emails will be sent from:
  - 103.69.164.0/22
  - 118.127.20.128/25
- For Office 365 administrators, please direct the emails to "Focused" Inbox tab instead of "Other": <https://support.office.com/en-us/article/Configure-Focused-Inbox-for-everyone-in-your-organization-613a845c-4b71-41de-b331-acdcf5b6625d?ui=en-US&rs=en-US&ad=US>

Examples of relevant mail headers:

- Return-Path: [ca0a847.a83403.16000191.1@research.srcentre.com.au](mailto:ca0a847.a83403.16000191.1@research.srcentre.com.au)
- Received: from mail164-229.au164.emdbms.com (103.69.164.229) by ...
- .... (envelope-from <[ca0a847.a83403.16000191.1@research.srcentre.com.au](mailto:ca0a847.a83403.16000191.1@research.srcentre.com.au)>.
- From: "The QILT team" [gos-l@srcentre.com.au](mailto:gos-l@srcentre.com.au).

**Email subject headings (indicative text below)<sup>2</sup>:**

- Invitation: Graduate Outcomes Survey Longitudinal - Where are you now?
- Reminder 1: Graduate Outcomes Survey Longitudinal - 10 minutes to help future graduates
- Reminder 2: Graduate Outcomes Survey Longitudinal - Prize draw tonight
- Reminder 3: Graduate Outcomes Survey Longitudinal - Help others by sharing your journey
- Reminder 4: Graduate Outcomes Survey Longitudinal - You could win \$1,000 for your feedback
- Reminder 5: Graduate Outcomes Survey Longitudinal - 10 mins of your insights so future graduates benefit
- Reminder 6: Graduate Outcomes Survey Longitudinal - We know you've received several emails
- Reminder 7: Graduate Outcomes Survey Longitudinal - Help future students
- Reminder 8: Graduate Outcomes Survey Longitudinal - Closing soon
- Reminder 9: Graduate Outcomes Survey Longitudinal - Final prize draw tonight
- Reminder 10: Graduate Outcomes Survey Longitudinal - Final week

### 5.6.3. SMS

The Social Research Centre uses SMS during fieldwork to target underperforming areas. If your institution chooses to provide mobile numbers, it is considered that your institution consents to the graduates receiving SMS. We expect to send between one and three SMS' across the main online

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<sup>2</sup> The Social Research Centre may vary subject headings depending on needs arising during fieldwork.

fieldwork period. As part of best practice compliance with the Australian Privacy Principles and the SPAM Act, all SMS' identify us as from the Social Research Centre, what study the SMS is referring to and have the functionality for recipients to unsubscribe.

#### **5.6.4. In field telephone reminder calls**

In-scope graduates who have not responded by either completing or opting out of the GOS-L may receive a telephone reminder call from the Social Research Centre during the main online fieldwork period. Typically calls would commence approximately one to two weeks into field depending on methodological and operational learnings and requirements. Telephone reminder calls are short calls to graduates reminding them to go online and complete the survey and confirming or updating the best email address to send the survey link to. These reminder calls will be targeting graduates in demographics or institutions that traditionally perform poorly. The provision of updated telephone numbers (preferably mobile) will greatly increase the effectiveness of these telephone reminder calls. Additional online completes as a result of a telephone reminder call will be reported nationally and on the QILT website. If your institution chooses to provide telephone numbers, it is considered that your institution consents to graduates receiving telephone reminder calls.

#### **5.6.5. Incentivisation**

All completing graduates will be entered into a rolling prize draw in the GOS-L. The prize pool will total \$12,500, comprised of five weekly prize pools of \$2,500. Each weekly prize pool will be made up of one \$1,000, two \$500 and five \$100 prepaid VISA gift cards. 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/gosltcs> (this link remains the same each collection and is updated by SRC before fieldwork). The link to the terms and conditions will be inserted into email activity sent to graduates and can be included on a webpage presence. The key prize draw dates are included at Table 4.

### **5.7. Fee-for-service response boosting activities**

The GOS-L offers optional non-response follow up via SMS and post field reminder calls using the Social Research Centre's in-house call centre. The fee-for-service SMS will be in addition to the two SMS' sent as part of the standard response maximisation activities and will be sent in the last week of fieldwork. Post field reminder calls take place after main online fieldwork period has closed.

#### **5.7.1. Additional SMS**

Institutions can nominate for an additional SMS to be sent in the last week of fieldwork. The additional SMS will be sent on the day of the final prize draw and will be tailored to include the name of your institution. Institutions can elect to send the message to all non-responders or provide a fixed budget to cap the number of messages to be sent. Where there is a fixed budget in place, the Social Research Centre will discuss any priority cohorts to be targeted prior to the send.

### 5.7.2. Post field reminder calls

The Social Research Centre is offering one type of fee-for-service telephone follow up – telephone reminder calls. The telephone reminder call is designed to drive graduates to go online to complete the survey, maintaining methodological consistency and these responses will be included in aggregations published on the QILT website.

The Social Research Centre can provide a quote for telephone reminder calls on request. We are only able to accommodate definite bookings, as there are specific sample preparation and scripting processes that start prior to the main online fieldwork period to enable the survey for telephone activity. Due to the set-up required, if telephone reminder calls are booked and then cancelled there will be a cancellation fee to cover these costs.

Refer to Table 1 for the final date to nominate additional SMS and post field reminder calls.

Remember to use your Participation and Additional Services form to register for these activities. If you need this form sent to you again, please contact the Social Research Centre at [gilt@srcentre.com.au](mailto:gilt@srcentre.com.au).

## 6. Fieldwork monitoring

### 6.1. Liaison

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

### 6.2. Real-time reporting

The Social Research Centre offers participating institutions real-time status reporting for the GOS-L via the QILT Reporting Module (<https://data.srcentre.com.au/>). 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, in table format, by key variables – for the GOS-L, this includes study area, gender, undergraduate/postgraduate and domestic/international status.
- The capacity to download a csv file of survey progress for each graduate 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).

Previously issued logins can be used to access the QILT Reporting Module. If your institution is new to QILT for the 2022 GOS-L collection, a login will be assigned to your institution when fieldwork starts.

## 7. Deliverables

The following deliverables will be provided to institutions at the end of data processing for the 2022 GOS-L collection.

### 7.1. Institution data file

Participating institutions in the GOS-L will receive an institutional report. This file contains records and data items specific to the institution, which includes fully completed surveys, partially completed surveys and the fee-for-service items, where applicable, namely:

- data items surveyed at the request of the institution; and
- additional populations surveyed at the request of the institution.

All institutions that participated in the survey will receive an institutional data file unless there was no respondent.

### 7.2. Benchmarking data file

#### 7.2.1. Universities Australia

These are data files distributed to institutions according to the data sharing agreement between universities that has been coordinated by Universities Australia (UA). These files contain respondent level data from all universities that signed up to the data sharing agreement. The files do not contain data from NUHEIs and universities that are not UA members, and therefore will not sum to the data published in the GOS-L National Report. The files also do not include institution specific fee-for-service items. Only 'members' of Universities Australia receive a copy of the UA data file. To receive these data files, an institutional representative is required to apply for access to the file by completing the Department's standard data request form which is available from the QILT website. Data releases are compliant with the privacy requirements of the Higher Education Support Act 2003 (HESA). Please note that that release date of the UA data files and the UA Tableau file described below is set at the discretion of the Department.

#### 7.2.2. Independent Higher Education Australia

Members of Independent Higher Education Australia (IHEA) data sharing agreement receive a Tableau file containing their own data and deidentified data of all other IHEA member institutions that signed up to the agreement. The Tableau workbooks contain data from 2019 onwards. Like the UA files, the release date of the IHEA Tableau packaged workbooks is set at the discretion of the Department.

### 7.3. Tableau packaged workbooks

The Social Research Centre also provides Tableau packaged workbooks to enable institutions to interrogate the data more easily. The Tableau packaged workbook incorporates the report and underlying data in one package and allows institutions to easily 'copy' and 'export' charts and tables for local reporting. Institutions need a copy of the Tableau Reader to view the packaged workbook. The Tableau Reader can be downloaded free of charge from the Tableau website (<http://www.tableau.com/products/reader>).

The Tableau packaged workbooks containing institutional data are released at the same time as the institution specific data files; the Tableau packaged workbooks containing UA and IHEA data are

released at the same time as the UA and IHEA data files. Additional population completed survey data can be viewed from the Tableau packaged workbooks by selecting the appropriate filters.

## **7.4. Verbatim files**

Verbatim responses are provided as a separate file to the GOS-L data set. The standalone file contains the appropriate IDs to link cases between the data and verbatim files. The verbatim file contains all other verbatim responses collected in the GOS-L survey for that year. All institutions participated in the survey receive a verbatim file unless there was no respondent.

## **7.5 Student Contact file (Alumni)**

The Student Contact file contains the email and postal addresses of graduates who gave consent in the GOS-L for the information to be passed on to their institution's Alumni services.

# How to use the pack



GOS-L

Graduate Outcomes Survey – Longitudinal



Thank you for your ongoing support of the Graduate Outcomes Survey – Longitudinal (GOS-L). With your help, we can continue to shape the future of higher education in Australia.

In this pack, you'll find the resources you need to share the GOS-L with graduates. It includes social media content, web tiles and digital flyers with optional cobranding to encourage graduates to complete the survey.

# Emails

Included are two templates that can be used in hard copy or digital communications with graduates to raise awareness, add legitimacy to the research and encourage participation.

Communications can include institution branding and are most effective when a signatory of importance is included, such as the Vice Chancellor or faculty head.

### **Pre-field awareness**

*GOS-L pre-field awareness raising email.docx*

A survey awareness communication to graduates, providing general information about the GOS-L. Suitable for use in the week prior to survey launch. If used for a hard copy letter, mail should be sent two weeks prior to survey launch.

### **Mid-survey reminder**

*GOS-L mid-survey email.docx*

A template that can be used during the middle of fieldwork. This can be sent to graduates as a letter or email reminder to participate. This template also appeals to the immediacy of the prize draw and survey closures to drive participation.

# Social media tiles

Distribute the attached social media tiles to the appropriate team within your institution. Below are some suggested captions they can use when they post them to your institution's social media accounts.

There are twenty different social media tiles you can use, each with a suggested timeframe and caption.

We note that some suggested captions reference university. If you are a non-university institution, we would recommend customising the text to suit your institution's needs. If you require assistance with this please don't hesitate to contact the QILT team.

### Example any time – Universities/Institutions



### Social media caption A, B, C & D to be used up until final prize draw

#### Suggested caption:

*[Institution] alumni – did you complete the Graduate Outcomes Survey in [GOS completion year]? If so, we want to hear your thoughts on your course and employment three years on. Check your inbox for an invitation to the Graduate Outcomes Survey Longitudinal (GOS-L). Completing the survey by [insert date] puts you in the draw to win \$1,000!*

Visit <https://gos.edu.au/l> for more information.

### Social media caption E, F, G, H, I, J, K & L to be used at any time

#### Suggested caption:

*If you're in your fourth year out of university, you're invited to take part in the Graduate Outcomes Survey Longitudinal (GOS-L) - check your inbox for an invitation. By sharing your experience, you can help improve higher education for current and future [Institution] students.*

Visit <https://gos.edu.au/l> for more information.

### Social media caption M, N, O & P week prior to last prize draw

#### Suggested caption:

*The final prize draw for the Graduate Outcomes Survey Longitudinal (GOS-L) closes soon. If it's been four years since you graduated, check your inbox for an invitation. Complete the survey by [insert date] for a chance to win \$1,000!*

Visit <https://gos.edu.au/l> for more information.

### Social media caption Q, R, S & T to be used in the final week of the survey

#### Suggested caption:

*[Institution] graduates – if you finished university four years ago, this is your final week to complete the Graduate Outcomes Survey Longitudinal (GOS-L). Check your inbox for an invitation. Don't miss your chance to help shape the future of higher education in Australia.*

Visit <https://gos.edu.au/l> for more information.

# Facebook example



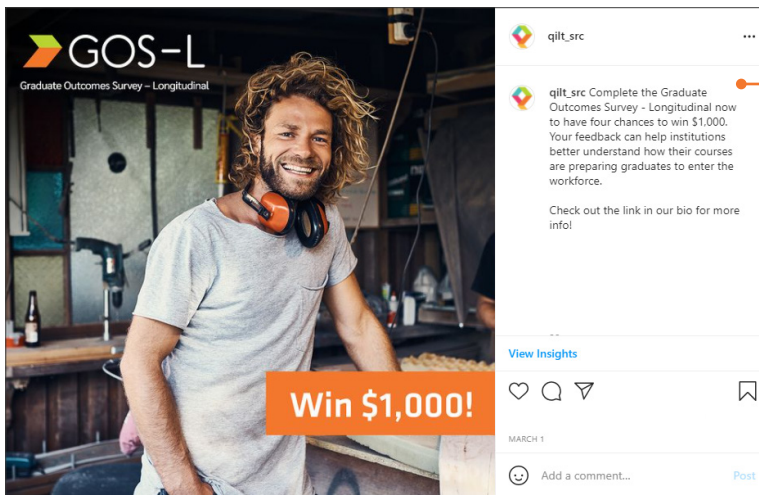
Example editable body

# Twitter example



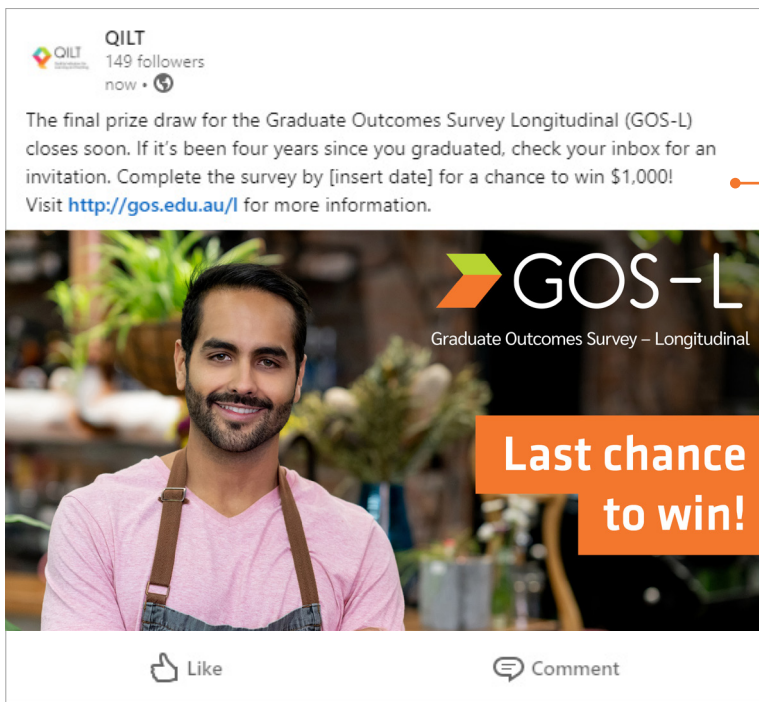
Example editable body

# Instagram example



Example editable body

# LinkedIn example



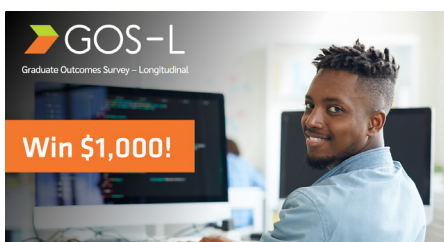
Example editable body



# Social media tiles

Files available:

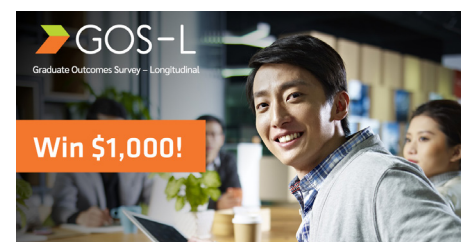
The pack also includes an alternative 1080x1080 format for all social media tiles (suitable for Instagram and LinkedIn). Blank tiles are also available if you wish to add more tailored text for your students/graduates.



**Tile A file name:**  
GOS-L Social media tile 1200x628 A.jpg



**Tile B file name:**  
GOS-L Social media tile 1200x628 B.jpg



**Tile C file name:**  
GOS-L Social media tile 1200x628 C.jpg



**Tile D file name:**  
GOS-L Social media tile 1200x628 D.jpg



**Tile E file name:**  
GOS-L Social media tile 1200x628 E.jpg



**Tile F file name:**  
GOS-L Social media tile 1200x628 F.jpg



**Tile G file name:**  
GOS-L Social media tile 1200x628 G.jpg



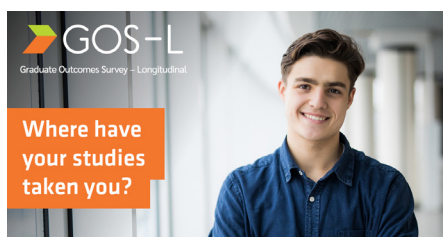
**Tile H file name:**  
GOS-L Social media tile 1200x628 H.jpg



**Tile I file name:**  
GOS-L Social media tile 1200x628 I.jpg



**Tile J file name:**  
GOS-L Social media tile 1200x628 J.jpg



**Tile K file name:**  
GOS-L Social media tile 1200x628 K.jpg



**Tile L file name:**  
GOS-L Social media tile 1200x628 L.jpg

# Social media tiles



**Tile M file name:**  
GOS-L Social media tile 1200x628 M.jpg



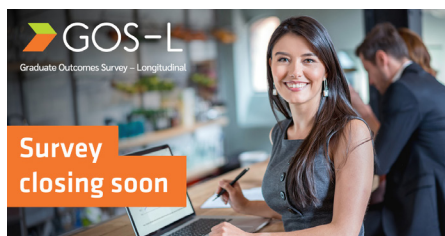
**Tile N file name:**  
GOS-L Social media tile 1200x628 N.jpg



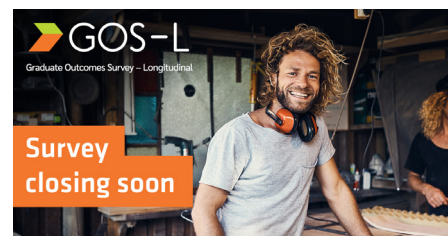
**Tile O file name:**  
GOS-L Social media tile 1200x628 O.jpg



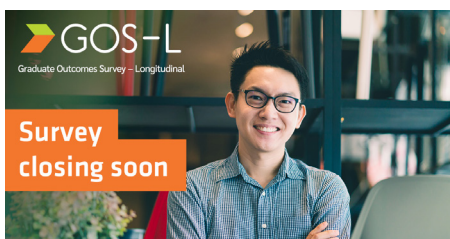
**Tile P file name:**  
GOS-L Social media tile 1200x628 P.jpg



**Tile Q file name:**  
GOS-L Social media tile 1200x628 Q.jpg



**Tile R file name:**  
GOS-L Social media tile 1200x628 R.jpg



**Tile S file name:**  
GOS-L Social media tile 1200x628 S.jpg



**Tile T file name:**  
GOS-L Social media tile 1200x628 T.jpg

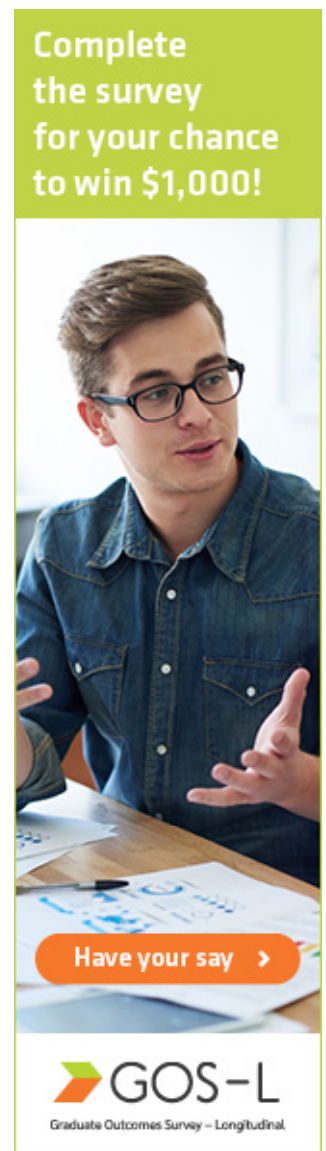
# Web tiles

Distribute the attached web tiles to your web team to include on your institution's website. Advise them to set the click through link to: <https://gos.edu.au/>

There are three included sizes to suit different spaces your website might have available. Included you'll find mRec, leaderboard and skyscraper formats.



mRec (300x250px) folder name: mrec



Skyscraper (160x600px) folder name: skyscraper



Leaderboard (728x90px) folder name: leaderboard



# Digital flyers – Prior to or during survey period

The following digital flyers can be used across your communications with alumni in the lead up to or during the GOS-L survey period.

Share the flyers in email newsletters and on alumni webpages and groups.

Use any of these flyers in the lead up to or during the survey period.



### Flyer A file name:

GOS-L Digital flyers – Prior to or during survey period A.pdf



### Flyer B file name:

GOS-L Digital flyers – Prior to or during survey period B.pdf



### Flyer C file name:

GOS-L Digital flyers – Prior to or during survey period C.pdf



### Flyer D file name:

GOS-L Digital flyers – Prior to or during survey period D.pdf



**Flyer E file name:**

GOS-L Digital flyers – Prior to or during survey period E.pdf



**Flyer F file name:**

GOS-L Digital flyers – Prior to or during survey period F.pdf



**Flyer G file name:**

GOS-L Digital flyers – Prior to or during survey period G.pdf



**Flyer H file name:**

GOS-L Digital flyers – Prior to or during survey period H.pdf



**Flyer I file name:**

GOS-L Digital flyers – Prior to or during survey period I.pdf



**Flyer J file name:**

GOS-L Digital flyers – Prior to or during survey period J.pdf



# Cobranded digital flyers – Prior to or during survey period

Use any of these flyers in the lead up to or during the survey period. These versions of the flyer have space for you to include your institution's logo using Adobe Acrobat.

Share the flyers in email newsletters and on alumni webpages and groups.

In Adobe Acrobat, click on 'Add image' and insert your institution logo. Resize your logo to be placed in the white space to the right of the GOS-L logo (area labelled with 'Cobranding area' in images shown below).



### Flyer A file name:

GOS-L Digital flyers – Prior to or during survey period - Cobranded A.pdf



### Flyer B file name:

GOS-L Digital flyers – Prior to or during survey period - Cobranded B.pdf



### Flyer C file name:

GOS-L Digital flyers – Prior to or during survey period - Cobranded C.pdf



### Flyer D file name:

GOS-L Digital flyers – Prior to or during survey period - Cobranded D.pdf



**Flyer E file name:**

GOS-L Digital flyers – Prior to or during survey  
period - Cobranded E.pdf



**Flyer F file name:**

GOS-L Digital flyers – Prior to or during survey  
period - Cobranded F.pdf



**Flyer G file name:**

GOS-L Digital flyers – Prior to or during survey  
period - Cobranded G.pdf



**Flyer H file name:**

GOS-L Digital flyers – Prior to or during survey  
period - Cobranded H.pdf



**Flyer I file name:**

GOS-L Digital flyers – Prior to or during survey  
period - Cobranded I.pdf



**Flyer J file name:**

GOS-L Digital flyers – Prior to or during survey  
period - Cobranded J.pdf



# Digital flyers – During prize draw period

The following digital flyers can be used across your communications with alumni during the GOS-L prize draw period.

Share the flyers in email newsletters and on alumni webpages and groups.

Use any of these flyers during the prize draw period.

Prize draw T&Cs (with the period definition) are available at: <https://www.srcentre.com.au/gosltcs>



### Flyer A file name:

GOS-L Digital flyers – During prize draw period A.pdf



### Flyer B file name:

GOS-L Digital flyers – During prize draw period B.pdf



### Flyer C file name:

GOS-L Digital flyers – During prize draw period C.pdf



### Flyer D file name:

GOS-L Digital flyers – During prize draw period D.pdf

## How to use the pack



**Flyer E file name:**

GOS-L Digital flyers – During prize draw period E.pdf



**Flyer F file name:**

GOS-L Digital flyers – During prize draw period F.pdf



**Flyer G file name:**

GOS-L Digital flyers – During prize draw period G.pdf



**Flyer H file name:**

GOS-L Digital flyers – During prize draw period H.pdf



**Flyer I file name:**

GOS-L Digital flyers – During prize draw period I.pdf



**Flyer J file name:**

GOS-L Digital flyers – During prize draw period J.pdf



# Cobranded digital flyers – During prize draw period

Use any of these flyers during the GOS-L prize draw period. These versions of the flyer have space for you to include your institution's logo using Adobe Acrobat.

Share the flyers in email newsletters and on alumni webpages and groups.

In Adobe Acrobat, click on 'Add image' and insert your institution logo. Resize your logo to be placed in the white space to the right of the GOS-L logo (area labelled with 'Cobranding area' in images shown below).

Prize draw T&Cs (with the period definition) are available at: <https://srcentre.com.au/gostcsb>



### Flyer A file name:

GOS-L Digital flyers – During prize draw period – Cobranded A.doc



### Flyer B file name:

GOS-L Digital flyers – During prize draw period – Cobranded B.doc



### Flyer C file name:

GOS-L Digital flyers – During prize draw period – Cobranded C.doc



### Flyer D file name:

GOS-L Digital flyers – During prize draw period – Cobranded D.doc

## How to use the pack



### Flyer E file name:

GOS-L Digital flyers – During prize draw period – Cobranded E.pdf



### Flyer F file name:

GOS-L Digital flyers – During prize draw period – Cobranded F.pdf



### Flyer G file name:

GOS-L Digital flyers – During prize draw period – Cobranded G.pdf



### Flyer H file name:

GOS-L Digital flyers – During prize draw period – Cobranded H.pdf



### Flyer I file name:

GOS-L Digital flyers – During prize draw period – Cobranded I.pdf



### Flyer J file name:

GOS-L Digital flyers – During prize draw period – Cobranded J.pdf



Thank you again for your ongoing support - it is integral to the success and continued value of the GOS-L.

If you need any support accessing or using any of the supplied materials, please don't hesitate to contact us at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)

## **Appendix 2      Participating institutions**

## Participating institutions

Provider Code	Universities	Total Sample (n)
	Institution name	
1019	James Cook University	1,291
1034	Murdoch University	987
1055	The University of Western Australia	1,966
1058	University of Wollongong	1,678
2154	Federation University Australia	833
2177	Swinburne University of Technology	1,798
2200	Central Queensland University	1,481
2201	University of Southern Queensland	1,591
2235	Edith Cowan University	1,769
2236	Curtin University	2,235
2241	University of Canberra	1,190
2252	Avondale University	104
3001	Charles Darwin University	555
3003	Bond University	499
3004	Western Sydney University	2,887
3005	Charles Sturt University	3,137
3006	Australian Catholic University	2,061
3007	Victoria University	1,174
3010	The University of Adelaide	2,335
3013	University of New South Wales	3,365
3014	University of Newcastle	2,254
3016	University of Technology Sydney	3,380
3019	The University of Queensland	4,224
3020	La Trobe University	2,573
3025	Macquarie University	3,126
3027	The University of South Australia	2,014
3029	Flinders University	2,037
3030	Deakin University	4,316
3032	Griffith University	2,940
3033	The Australian National University	1,611
3034	RMIT University	3,519
3035	Monash University	5,740
3036	The University of Melbourne	6,918
3038	Southern Cross University	945
3039	University of New England	1,809
3040	The University of Sydney	4,050
3042	Queensland University of Technology	1,747
3043	University of the Sunshine Coast	1,241
3044	The University of Notre Dame Australia	795
3045	University of Tasmania	2,928
4331	University of Divinity	197
4449	Torrens University	1,061

Non-University Higher Education Institutions		Total Sample (n)
Provider Code	Institution name	
2170	Marcus Oldham College	59
4332	Sydney College of Divinity	92
4333	Christian Heritage College	80
4334	Tabor College of Higher Education	71
4335	Australian College of Theology Limited	94
4336	Australian College of Applied Professions	291
4337	Eastern College Australia	13
4338	Moore Theological College	48
4339	Holmes Institute	855
4343	The Australian Institute of Music	109
4346	Excelsia College	29
4347	Australian College of Christian Studies	1
4352	The Australian College of Physical Education	24
4355	Adelaide College of Divinity	10
4359	The College of Law Limited	854
4360	Perth Bible College	12
4361	Endeavour College of Natural Health	196
4362	International College of Hotel Management	33
4363	Melbourne Polytechnic	74
4366	Box Hill Institute	39
4367	Melbourne Institute of Technology	182
4368	Campion College Australia	11
4371	SAE Institute	212
4375	Think Education	196
4377	UOW College	20
4380	UTS College	347
4381	International College of Management, Sydney	158
4383	Holmesglen Institute	95
4384	Kaplan Business School	251
4386	Macleay College	45
4388	Australian Academy of Music and Performing Arts	10
4393	The MIECAT Institute	7
4394	William Angliss Institute	42
4395	Adelaide Central School of Art	20
4396	LCI Melbourne	18
4402	Leo Cussen Centre for Law	127
4405	Australian Institute of Professional Counsellors	10
4406	Canberra Institute of Technology	3
4407	Alphacrucis College	104
4411	Stott's College	16
4412	Morling College	8
4419	National Art School	43
4420	Kent Institute Australia	53
4421	Le Cordon Bleu Australia	52
4424	Kaplan Higher Education Pty Ltd	180

Non-University Higher Education Institutions		
Provider Code	Institution name	Total Sample (n)
4425	Australian Institute of Business Pty Ltd	956
4428	Nan Tien Institute	12
4431	Montessori World Educational Institute (Australia)	16
4434	Wentworth Institute of Higher Education	31
4435	Australian Institute of Higher Education	25
4450	TAFE Queensland	32
4451	King's Own Institute	351
4455	SP Jain School of Management	8
4456	Asia Pacific International College	160
4458	Australian Institute of Management Education & Training	46
4461	Elite Education Institute	62
4463	Institute of Health & Management Pty Ltd	23
4464	Australian College of Nursing	145
6022	Academies Australasia Polytechnic Pty Limited	15
6043	The Cairnmillar Institute	38
6045	ISN Psychology Pty Ltd	8
7001	Collarts (Australian College of the Arts)	46
7014	Jazz Music Institute	2
7025	CIC Higher Education	86
7035	Photography Studies College (Melbourne)	24
7073	Chisholm Institute	7
7075	TAFE NSW	70
7116	Study Group Australia Pty Limited	33
7124	Academy of Information Technology	46
7221	VIT (Victorian Institute of Technology)	54
7338	TAFE South Australia	9
7660	Health Education & Training Institute	27

## **Appendix 3      Survey invitations and reminders**

# 2022 Graduate Outcomes Survey - Longitudinal (GOS-L)

## Email and SMS Plan: Invitation and reminder text

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# 1. Footer



Conducted by:



Funded by:



[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#) | [Official Site](#)

- Privacy – (<https://srcentre.com.au/research-participants#privacy>)
- Prize Draw T&Cs – (<https://www.srcentre.com.au/our-research/graduate-outcomes-survey/prize-draw-terms-and-conditions-of-entry>)
- FAQs – (<https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal>)
- Official Site – (<https://www.qilt.edu.au/survey-participants/gos-l-participants>)



## 2. Invitation and reminder emails

### 2.1 INVITATION (Tuesday 15 / Thursday 17 February)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal - Where are you now?

**ALL**

Dear %E403\*\*graduate%%,

**COMPLETED GOS (GOS\_NON\_RESP=0):**

Three years ago you completed the Graduate Outcomes Survey. We would like to hear where your studies have taken you since completing your %%QUALNAME\*\*qualification%% at %%E306CTX\*\*your institution%%.

**DID NOT COMPLETE GOS (GOS\_NON\_RESP=1):**

Three years ago you completed your %%QUALNAME\*\*qualification%% at %%E306CTX\*\*your institution%%. We would like to hear where your studies have since taken you.

**ALL:**

The Graduate Outcomes Survey - Longitudinal measures employment and study outcomes. By completing the survey, you will be providing important information to the Australian Government about the state of the labour market. We know things have been difficult in recent times, which is why your views are more important than ever.

Please spend %%IntLength\*\*10%% minutes sharing your experiences. Your responses will be kept confidential.

To start the survey please click on the button below:

**START SURVEY NOW(%%srvylink\_inv%%)**

**Complete the survey by Monday 21 February to be in the draw for \$1,000.**

The Graduate Outcomes Survey - Longitudinal measures employment and study outcomes. Based on experiences from graduates like you, %%PROVIDERTYPE\_NAME\*\*institutions%% have been able to improve %%Course\*\*course%%s and outcomes for future graduates.

Once all survey responses have been compiled the National Report will be published on [www.qilt.edu.au](http://www.qilt.edu.au).

Thank you in advance for your time and feedback. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srvylink\\_inv%%](http://%%srvylink_inv%%)

## 2.2 REMINDER 1 (Saturday 19 February)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal - 10 minutes to help future graduates

**ALL:**

Dear %E403\*\*graduate%%,

Earlier this week we invited you to provide feedback about your experiences of your %QUALNAME\*\*qualification%% at %E306CTXT\*\*your institution%%, through the Graduate Outcomes Survey - Longitudinal, **the largest Australian longitudinal study of graduates**.

I know we only sent this invitation a few days ago and you may have other things on your mind, but your feedback is very important and will contribute directly to the experience of current and future students. If you could spare %IntLength\*\*10%% minutes we'd really appreciate it.

To complete the survey, please click the button below:

**TAKE THE SURVEY** (%srvylink\_r01%%)

**Complete the survey by Monday 21 February to have five chances to win \$1,000.**

Thank you in advance for being part of the Graduate Outcomes Survey - Longitudinal. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srvylink\\_r01%%](#)

## 2.3 REMINDER 2 (Monday 21 February)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal – Complete today for a chance to win

**ALL:**

Dear %E403\*\*graduate%%,

Over three years have passed since you graduated from %E306TXT\*\*your institution%% and we would be very grateful if you could spare %%IntLength\*\*10%% minutes out of your busy schedule to complete the Graduate Outcomes Survey - Longitudinal. The survey helps %%PROVIDERTYPE\_NAME\*\*institutions%% improve their %%Course\*\*course%%s for students and helps meet the needs of Australian workplaces.

**Remember, complete the survey by tonight, Monday 21 February, to have five chances to win \$1,000.**

**TAKE THE SURVEY** (%%srvylink\_r02%%)

Thank you in advance for being part of the survey. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srvylink\\_r02%%](%%srvylink_r02%%)

## 2.4 REMINDER 3 (Thursday 24 February)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal - Help others by sharing your journey

**ALL:**

Dear %%E403\*\*graduate%%,

We understand you may be busy, but we would really appreciate if you could complete the Graduate Outcomes Survey - Longitudinal since you are from a unique group of graduates who studied the %%QualName\*\*qualification%% at %%E306CTXT\*\*your institution%%.

In the past, %%providertype\_name\*\*institutions%% have used Graduate Outcomes Survey - Longitudinal data to improve services that prepare students for work and life after studying. Sharing your experiences can help improve outcomes for graduates and inform the choices future students make on their higher education journey.

To complete the survey, please click the button below:

**TAKE THE SURVEY** (%%srvylink\_r03%%)

**Complete the survey by Monday 28 February to have four chances to win \$1,000.**

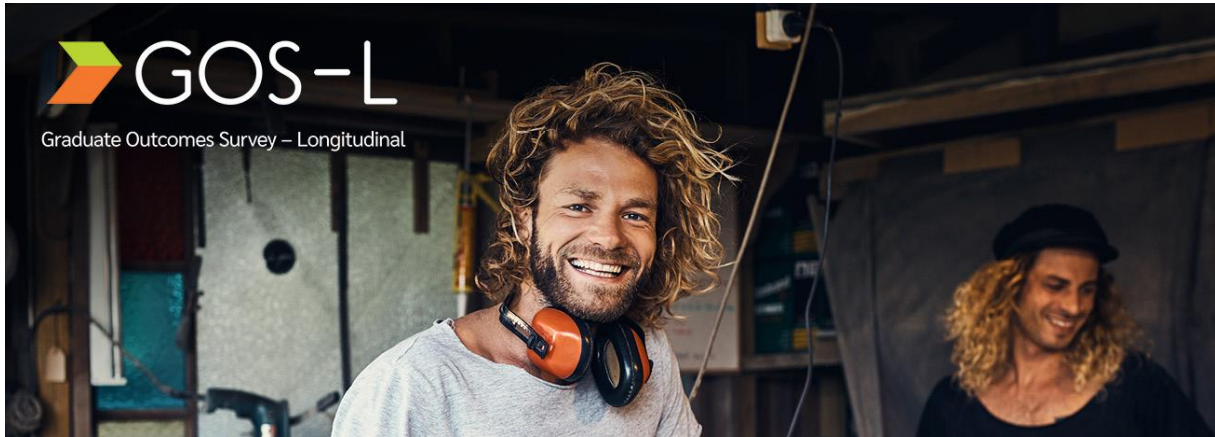
Thank you in advance for being part of the Graduate Outcomes Survey - Longitudinal. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srvylink\\_r03%%](%%srvylink_r03%%)

## 2.5 REMINDER 4 (Monday 28 February)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal - Win \$1,000 for your feedback

**ALL:**

Dear %E403\*\*graduate%%,

We would be very grateful if you could take %%IntLength\*\*10%% minutes to provide feedback on your %%Course\*\*course%% in the Graduate Outcomes Survey – Longitudinal. Sharing your experiences since you graduated from %%E306CTXT\*\*your institution%% can help give future graduates the best possible start to work and life beyond studying.

**Remember, complete the survey by tonight, Monday 28 February, to have four chances to win \$1,000.**

To complete the survey, please click the button below:

**TAKE THE SURVEY** (%%srvylink\_r04%%)

Thank you in advance for being part of the Graduate Outcomes Survey – Longitudinal. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srvylink\\_r04%%](%%srvylink_r04%%)

## 2.6 SMS 1 (255 characters) (Monday 28 February)

Hi %%E403\*\*graduate%%, a note from the Social Research Centre on behalf of the Dept of Education to complete the GOS-L by tonight for a chance to win \$1000. Check your email to join the largest national study of graduates. For more info call 1800055818 Reply STOP to optout



## 2.7 REMINDER 5 (Friday 4 March)



**SUBJECT:**

It's not too late to give your feedback

*ALL*

Dear %%E403\*\*graduate%%,

While we understand these have been difficult times, it is important that more graduates from the %%QualName\*\*qualification%% at %%E306TXT\*\*your institution%% complete the Graduate Outcomes Survey - Longitudinal.

Telling us about your %%Course\*\*course%% experience and employment situation, even if you're not currently working, will help %%PROVIDERTYPE\_NAME\*\*institutions%% better understand outcomes of graduates.

*TAKE THE SURVEY* (%%srvylink\_r05%%)

**Complete the survey by Monday 7 March to have three chances to win \$1,000.**

Thank you in advance for your time and feedback. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srvylink\\_r05%%](%%srvylink_r05%%)

## 2.8 REMINDER 6 (Monday 7 March)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal - Complete today for a chance to win

*ALL*

Dear %%E403\*\*graduate%%,

The reason for the emails is that it's important for the Australian Government to hear the experiences of as many graduates as possible so that higher education can best reflect graduate and employer needs.

Each year %%PROVIDERTYPE\_NAME\*\*institutions%% have been able to improve career resources and develop students' work readiness based on feedback from the Graduate Outcomes Survey - Longitudinal.

**Remember, complete the survey by tonight, Monday 7 March, to have three chances to win \$1,000.**

To complete the survey, please click the button below:

**TAKE THE SURVEY** (%%srylink\_r06%%)

We value your time and participation – if you do not wish to participate, please unsubscribe using the link at the bottom of the email.

Thank you in advance for being part of the survey. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srylink\\_r06%%](%%srylink_r06%%)



## 2.9 REMINDER 7 (Thursday 10 March)



**SUBJECT:**

Australian Government would like to hear from you in the Graduate Outcomes Survey Longitudinal

**ALL:**

Dear %E403\*\*graduate%%,

The Australian Government would still like to hear from you in the Graduate Outcomes Survey - Longitudinal. We understand it has been a challenging time for many, but your feedback can help the Government better understand employment and further study outcomes of graduates like yourself.

Have your say and join other graduates in Australia's largest study of higher education.

**Complete the survey by Monday 14 March to be part of the final two prize draws to win \$1,000.**

**TAKE THE SURVEY** (%srvylink\_r07%)

We value your time and participation – if you do not wish to participate, please unsubscribe using the link at the bottom of the email.

Once all survey responses have been compiled the National Report will be published on [www.qilt.edu.au](http://www.qilt.edu.au).

Thank you in advance for your time and feedback. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srvylink\\_r07%](#)

## 2.10 REMINDER 8 (Monday 14 March)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal - Prize draw closes tonight

**ALL:**

Dear %%E403\*\*graduate%%,

We last heard from you in %%COLYEAR\*\*2018%% when you participated in the Graduate Outcomes Survey. We would be very grateful if you could spare %%IntLength\*\*10%% minutes of your time completing the Graduate Outcomes Survey – Longitudinal. By joining the survey, you will be providing important information to %%PROVIDERTYPE\_NAME\*\*institutions%% and the Australian Government about the employment status and further study activities of graduates.

Over the past five years, %%PROVIDERTYPE\_NAME\*\*institutions%% have used the findings to help improve %%Course\*\*course%%s and student services - all thanks to feedback from graduates like you.

**Remember, complete the survey by tonight, Monday 14 March, to have two chances to win \$1,000.**

To complete the survey, please click the button below:

**TAKE THE SURVEY** (%%srylink\_r08%%)

We value your time and participation – if you do not wish to participate, please unsubscribe using the link at the bottom of the email.

Thank you in advance for being part of the Graduate Outcomes Survey - Longitudinal. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srylink\\_r08%%](%%srylink_r08%%)

## 2.12 SMS 2 (269 characters) (Monday 14 March)

Hi %%E403\*\*graduate%%, a note from the Social Research Centre on behalf of the Dept of Education inviting you to give feedback in the GOS-L. By completing the survey you'll enter the draw to win \$1000. Check your email for an invite. For more info call 1800 055 818 Reply STOP to opt out

## 2.13 REMINDER 9 (Thursday 17 March)



**SUBJECT:**

The Graduate Outcomes Survey Longitudinal is closing soon...

**ALL:**

Dear %E403\*\*graduate%%,

The Graduate Outcomes Survey – Longitudinal is closing soon and we would still like to hear from more graduates like you, who studied a %QUALNAME\*\*qualification%%

This survey is the largest source of national data on graduate employment outcomes and further study in Australia. By contributing your views and experiences, you can help improve outcomes for graduates and inform the choices future students make on their higher education journey.

**Complete the survey by Monday 21 March to be part of the final prize draw to win \$1,000.**

To complete the survey, please click the button below:

**TAKE THE SURVEY** (%srylink\_r09%)

We value your time and participation – if you do not wish to participate, please unsubscribe using the link at the bottom of the email.

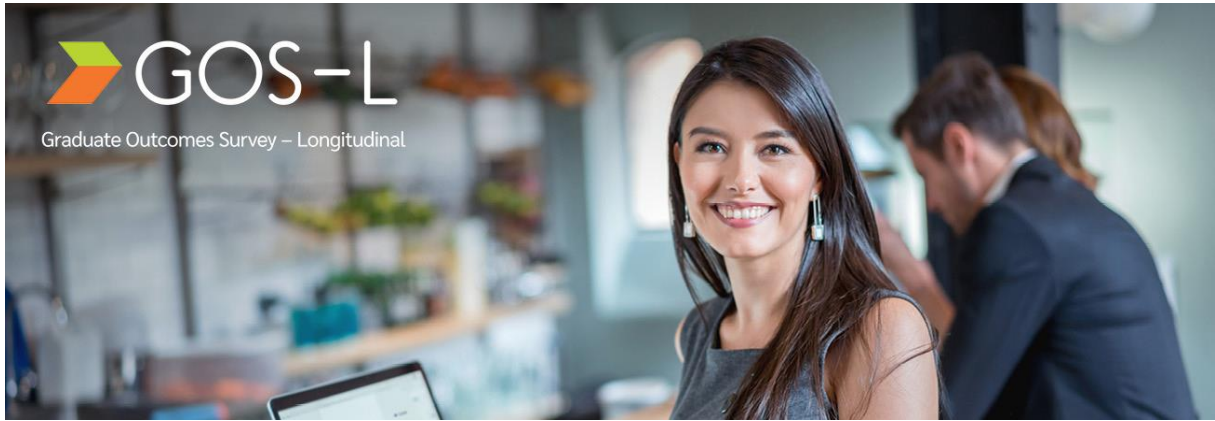
Thank you in advance for your time and feedback. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%% srylink\\_r09%](#)

## 2.14 REMINDER 10 (Monday 21 March)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal - Last chance to win

**ALL:**

Dear %E403\*\*graduate%%,

This is the very last email we will send you about the Graduate Outcomes Survey - Longitudinal. Whilst we understand it's been a difficult time for many graduates, your feedback is more important than ever. This research is one of the main ways the Australian Government can better understand how employment and further study outcomes for graduates have been impacted by COVID-19.

If you spend %%IntLength\*\*10%% minutes sharing your experience, you will help %%E306Ctxt\*\*your institution%% respond to the needs of their students and graduates.

**Remember, complete the survey by tonight, Monday 21 March, to be part of the final prize draw to win \$1,000.**

To complete the survey, please click the button below:

**TAKE THE SURVEY** (%%srlylink\_r10%%)

Thank you for your time and we wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%%srlylink\\_r10%%](%%srlylink_r10%%)

## 2.15 SMS F4S (265 characters) (Monday 21 March)

Hi %E403\*\*graduate%, a reminder from the Social Research Centre to complete the GOS-L by tonight for a final chance to win \$1000! Share your experiences as a graduate of %E306C\_SMS%. For more info call 1800 055 818 Reply STOP to opt out



## 2.16 CATI Reminder (in-field)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal - Invitation to complete online

**ALL:**

Dear %E403\*\*graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey - Longitudinal and providing feedback about your experiences of your %%QUALNAME\*\*qualification%% at %%E306CTXT\*\*your institution%%.

Thank you for agreeing to take part. It should only take approximately %%IntLength\*\*10%% minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

**TAKE THE SURVEY** (%%srvylink%%)

The Graduate Outcomes Survey - Longitudinal is the only source of national data on graduate employment outcomes three years after graduating. By sharing your thoughts and experiences you can help improve %%Course\*\*course%%s for students in the future.

**As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of \$1,000. Prize draws close each Monday from 21 February to 21 March - there is a total prize pool of \$12,500! The earlier you submit your survey the more chances you have of winning the weekly prize.**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%srvylink%%>

## 2.17 CATI Wants to complete online / CATI Reminder (post-field)



**SUBJECT:**

Graduate Outcomes Survey Longitudinal - Invitation to complete online

**ALL:**

Dear %%E403\*\*graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey - Longitudinal and providing feedback about your experiences of your %%QUALNAME\*\*qualification%% at %%E306TXT\*\*your institution%%.

Thank you for agreeing to take part. It should only take approximately %%IntLength\*\*10%% minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

**TAKE THE SURVEY** (%%srvylink%%)

The Graduate Outcomes Survey - Longitudinal is the only source of national data on graduate employment outcomes three years on. By sharing your thoughts and experiences you can help improve %%Course\*\*course%%s for students in the future.

**As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%srvylink%%>



## **Appendix 4      Briefing slides for telephone follow-up activities**

# GOS-L 22 Reminder Call Briefing slides



Quality Indicators for Learning and Teaching (QILT)

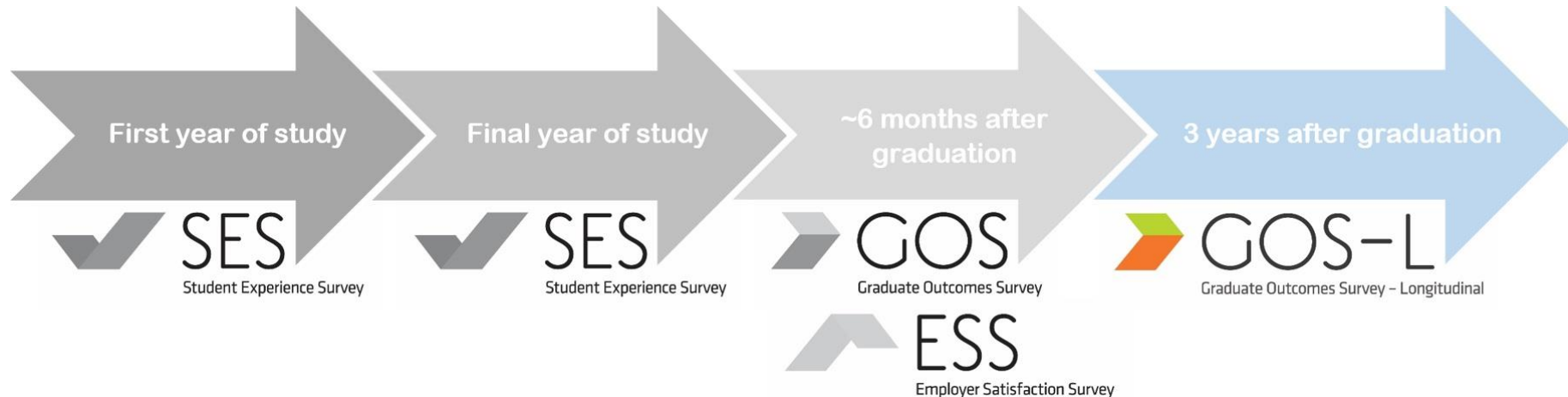
# Briefing overview

- **GOS-L**
  - Project background
  - Privacy and confidentiality
- **Reminder calls**
  - Project overview
  - Ops performance
  - Survey procedures
  - Engagement techniques

# Project background

- The Graduate Outcomes Survey – Longitudinal (GOS-L) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment.
- The GOS-L falls within the Quality Indicators for Learning and Teaching (QILT) suite of surveys.

# The QILT journey



- The QILT suite of surveys take snapshots of students in their first and final years of study; 6 months after they graduate; and 3 years after graduation.
- The GOS-L is at the end of that journey. We will be calling people who completed the GOS in 2019.
- New additional population introduced in 2022: GOS Non-responders.
  - These are graduates who were invited to participate in the GOS three years prior but **did not** complete it.

# Project background

- The survey measures the medium-term employment outcomes of higher education graduates, approximately three years after they have completed their course.
- There are 100,000~ graduates from 114 institutions invited to participate in this year's collection.
- Outcomes from GOS-L are reported at [www.qilt.edu.au](http://www.qilt.edu.au)

# Privacy and confidentiality

- Graduate contact details in the GOS-L are collated from a mix of sources, including the graduate's institution via the Department or by the graduate themselves upon completing the GOS three years prior.
- The Social Research Centre complies with the Australian Privacy Principles (<https://www.oaic.gov.au/privacy/australian-privacy-principles/read-the-australian-privacy-principles/>)
- All personal contact information such as name, email and phone number is removed from the final data. Only aggregated data is used in the research findings published on the QILT and ComparEd websites.
- Please contact the Project Coordinator (Lachlan) if you have any queries or concerns about privacy and confidentiality.
- The SRC's GOS-L page provides answers to commonly asked questions from respondents: <https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal>

# Reminder calls





# Project overview

- Reminder calls are conducted at two time points for the GOS-L:
  1. **In-field** (open to all institutions who provide phone numbers in their sample)
  2. **Post-field** (an additional fee-for-service activity on an opt-in basis)
- The job is different to others at SRC in that no actual interviewing will be done.
- Instead, the **purpose of the reminder call is to collect a current email from the QR** so we can send them an email invitation to complete the survey.

# Project overview – in-field reminders

- Fieldwork dates
    - **In-field:** 3rd March – 20th March (starts during third week of online fieldwork).
  - Sample selections
    - **In-field:** All international students with a valid Aus mobile number and domestic students most likely to respond based on sample characteristics.
- 
- **Online fieldwork for GOS-L runs from 15<sup>th</sup> February – 27<sup>th</sup> March**
  - **Online survey remains open until 8<sup>th</sup> April for institutions who have opted in to post-field telephone activity**

# Project overview – post-field reminders

- Fieldwork dates
    - **Post-field:** 28<sup>th</sup> March – 8<sup>th</sup> April (Fieldwork extended for two weeks beyond the standard online fieldwork period)
  - Sample selections
    - **Post-field:** Institutions opt-in on a fee-for-service basis. Typically all non-completers with valid telephone contact information.
- 
- **Online fieldwork for GOS-L ran from 15<sup>th</sup> February – 27<sup>th</sup> March**
  - **Online survey remains open until 8<sup>th</sup> April for institutions who have opted in to post-field telephone activity**

# Introductions – who we are

- It is important we are clear with graduates about where we are calling from and how we received their contact information.
- Mentioning ANU can also make things more confusing for graduates, this is not scripted and as such should not be mentioned unless pressed.
- We should never mention that we are calling *from* the institution – i.e. ‘I’m calling from University of Melbourne’
- Some example text for how to handle further queries about who we are and where we are calling from:
  - ‘We’re calling from the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment. Your contact information was provided to us by <INSTITUTION NAME> for the explicit purpose of conducting this research. Your personal information and any information you provide during the survey is only used for the purposes of conducting the Graduate Outcomes Survey - Longitudinal’

# Engagement techniques – In-field

- Emphasise the prize draw to entice respondents to go online and complete ASAP.
- Emphasise the importance of providing feedback to help contribute to a better understanding of the Australian higher education system.
- Make sure to listen and respond to respondent questions or concerns.

**More detailed respondent engagement and refusal aversion techniques are provided in your interviewer handout.**

# Survey procedures

- We will be leaving a short pre-recorded answering machine message.
- No LOTEs.
- Be mindful of time zones when calling as some sample will have international numbers.
- **True measure of success is how many reminder calls translate into completes.**

# Survey procedures

- Vital that we address any graduate queries/concerns and collect a current and accurate email address – please read the email back and confirm spelling where necessary.
- Errors will be picked up by our email validation software and you will see a warning like this. Make sure to double check the address with the QR, don't just push it though:

We will send you an email with a link to complete the online survey.

INTERVIEWER NOTE: COLLECT EMAIL ADDRESS AND CONFIRM SPELLING

**test@srcentre.com.au**

(1) Email address above correct  
(2) Email is...

**Answer 'blair.johnston@gmail' is not valid.**



# Survey procedures - Appointments

Completing the call on the first contact is ideal and should be attempted in all cases. Appointments should only be made when absolutely necessary due to the nature of this project.

- **Why do we need to avoid appointments?**
  - Reminder calls are very quick, less than two minutes.
  - Introductions, probing out the best time to call back and writing the appointment note is likely to take as long as completing the reminder.
  - Reminders have a very short call cycle (**most records get 1 call attempt**). Soft appointments may never get called.
  - The reminder projects require a high volume of calls per hour to meet budget.
- **Tips to reduce appointments**
  - When a qualifying respondent (QR) requests an appointment, make it clear that we only need a minute to confirm their contact details. We aren't looking to do a phone survey.

# Post-field: challenges

- Convincing respondents that they completed their course or attended their institution.
  - The 2022 GOS-L sample is comprised of 2019 GOS completers as well as non-responders this year.
  - Some graduates may have difficulty recalling the course or institution they attended. They also may have gone on to further study, so it might take them a moment to recall the particular course we are talking about.

# Post-field: challenges

- Respondents who have received the GOS-L invite email, but ignored it.
  - They might tell us that they don't need another email, that they'll do the survey, or that we don't need to confirm a current address. It is important to be respectful to the respondent. They have already received a lot of our communications. Take your time in explaining the importance of the study, at this point in time we are more interested in quality than quantity.

# Engagement techniques – Post-field

- Emphasise the fact that survey is closing soon.
- This is the last chance for graduates to have their say.
- We're only calling because their institution still needs feedback from graduates like them.
- No prize draw (so don't mention it).
- Make sure to listen and respond to respondent questions or concerns.
- Respondents are likely to have had a lot of contact from SRC by post-field, some refusals are expected. Make an attempt to avert refusals, but respect the respondent and *do not reappoint refusals*.

**More detailed respondent engagement and refusal aversion techniques are provided in your interviewer handout**

# Survey procedures

- Vital that we collect a current and accurate email address – important to read the email back and confirm spelling where needed.
  - We will be conducting reviews on email bounces by interviewer to monitor accuracy of collection.
- Very important that we provide enough support and information to graduates to leave them positively predisposed to completing the online survey.
  - A copy of the questionnaire and email communications will be on the Hub for context (i.e. invitation and reminder emails).
- We would prefer you to spend a minute or two longer on the phone to reassure graduates if they have concerns than leave them dissatisfied with the call.
- **True measure of success is how many reminder calls translate into completes.**

# Call outcomes

Please ensure you are correctly coding all call outcomes in CATI as budgeting is based on these outcomes.

There are different call outcomes for this job:

- Midway termination
- Hard appointment
- No answer
- Answering machine - no message left
- Engaged
- Incoming call restrictions
- Fax
- Number disconnected
- Away for duration
- LOTE - no follow up
- Soft appointment
- Named person/organisation not known
- Too old / frail / ill-health
- Unreliable respondent / drunk
- Claims to have done survey
- Remove number from list
- Deceased
- Not a graduate of institution
- Claims to not have completed GOS

Speak to a Call Centre Leader or Project Administrator if you're unsure of any of these outcomes.

# Project information

2534r GOS-L 2022	
Project Coordinator	Lachlan Hugo
QILT Research Team	<p><a href="mailto:qilt@srcentre.com.au">qilt@srcentre.com.au</a></p> <p>Lauren Spencer, Senior Research Consultant: <a href="mailto:lauren.spencer@srcentre.com.au">lauren.spencer@srcentre.com.au</a></p> <p>James Morrison, Research Associate: <a href="mailto:james.morrison@srcentre.com.au">james.morrison@srcentre.com.au</a></p> <p>Pankhuri Malhotra, Project Manager: <a href="mailto:pankhuri.malhotra@srcentre.com.au">pankhuri.malhotra@srcentre.com.au</a></p>
General QILT/GOS-L websites	<ul style="list-style-type: none"><li>• <a href="http://www.qilt.edu.au">www.qilt.edu.au</a></li><li>• <a href="http://www.gos.edu.au/">www.gos.edu.au/</a></li><li>• <a href="https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal">https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal</a></li><li>• <a href="http://www.compared.edu.au">www.compared.edu.au</a></li></ul>
Prize draw and T&Cs	<a href="http://www.srcentre.com.au/gostcsb">www.srcentre.com.au/gostcsb</a>
Privacy policy	<a href="https://www.srcentre.com.au/research-participants/privacy">https://www.srcentre.com.au/research-participants/privacy</a>



# Project information

2616 GOS-L 2022	
Project Coordinator	Lachlan Hugo
QILT Research Team	<p><a href="mailto:qilt@srcentre.com.au">qilt@srcentre.com.au</a></p> <p>Lauren Spencer, Senior Research Consultant: <a href="mailto:lauren.spencer@srcentre.com.au">lauren.spencer@srcentre.com.au</a></p> <p>James Morrison, Research Associate: <a href="mailto:james.morrison@srcentre.com.au">james.morrison@srcentre.com.au</a></p> <p>Pankhuri Malhotra, Project Manager: <a href="mailto:pankhuri.malhotra@srcentre.com.au">pankhuri.malhotra@srcentre.com.au</a></p>
General QILT/GOS-L websites	<ul style="list-style-type: none"><li>• <a href="http://www.qilt.edu.au">www.qilt.edu.au</a></li><li>• <a href="http://www.gos.edu.au/">www.gos.edu.au/</a></li><li>• <a href="https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal">https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal</a></li><li>• <a href="http://www.compared.edu.au">www.compared.edu.au</a></li></ul>
Privacy policy	<a href="https://www.srcentre.com.au/research-participants/privacy">https://www.srcentre.com.au/research-participants/privacy</a>



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Research  
Centre

# Thank you

## Any questions?



PO Box 13328  
Law Courts Victoria 8010



03 9236 8500



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[www.srcentre.com.au](http://www.srcentre.com.au)

## **Appendix 5      Core questionnaire**

## 2534 GOS-L22 questionnaire

### SAMPLE VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
YEAR	Year of establishment	For example, for 2022 GOS-L, the year of establishment is 2019.	Throughout survey
COLYEAR	Survey completion year	GOS Survey completion year	Use over YEAR if wording talks about time survey was completed
GRADYR	Year course completed	The year graduate completed their course	Throughout survey
E306CTXT	Institution name	Institution name	Throughout survey
COURSE	Mention 'course' or 'program' as defined by institution	course / program	Throughout survey
QUALNAME	Concatenation of course name A and B	Course name A / Course name B	Throughout survey
E308A	Course name A	Course name for qualification 1	Throughout survey
E308B	Course name B	Course name for qualification 2	Throughout survey
E913	Age	Identification of 65+ respondents *where Age is blank show all response frames for WORKED, WWOPAY, AWAYWORK, LOOKFTWK, LOOKPTWK	Module B: Labour Force, WORKED, WWOPAY, AWAYWORK, LOOKFTWK, LOOKPTWK
ADDFLAG	Address provided	ADDFlag=1, address provided ADDFlag=0, no address provided	Module G: Contact Details
<ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY>	Address details	Address provided in sample	Module G: Contact Details
Email1	Email	Primary email provided in sample	Module G: Contact Details
GENEMP	Employment status in 2019	Examine carefully as genemp differs to working	Throughout questionnaire (value=0/1/2/3)
VOCC	Occupation in 2019		Module A: Screening and confirmation
VEPLOYR	Employer in 2019		Module A: Screening and confirmation
PERIODTXT	Time of completing GOS in 2019	Whether respondent completed GOS in first or second half of 2019	Module A: Screening and confirmation
PARTIALCOMP	Status	0 = not started 1 = started	Introduction
SECTIONFLAG	What section paused at	What section respondent stopped when completing online	Introduction
FFTJOB_DIM	First full time job in establishment	1=Yes 2=No	FFTJOB

SURVEYYEAR	Year of survey	1=2022	
ENTRYMODE	Mode of survey entry	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. In-field reminder call 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field reminder call	START
FINISHMODE	Mode of survey exit	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. In-field reminder call 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field reminder call	END
INTLENGTH	Interview length	10	Introduction
E943	Disability indicator	0=No disability 1=Disability	Module F: AVON items
ADDITEMFLAG	Institutions with additional items	Flag for sample records to see ADDITEMINT 1=Yes 2=No	Module F
GOS_NON_RESP	GOS non-responder	Whether respondent completed the GOS or not: 0=GOS responder 1=GOS non-responder	Module A & H

#### DERIVED VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
GRADYR2/YEAR_2	Year of establishment less two years	For example, for 2022 GOS-L, the year of establishment is 2019 less two years would be 2017.	Throughout survey
<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
<dateend>	End of week date		Module B: Labour Force
<FinalcourseA/B>	Respondent course name	Respondent correct course name	Throughout survey
<newqual>	New qualification	Completed new qualification since 2019 GOS	Module C: Further study
<FinalWorking/FI NWORK>	Employment status	Respondent corrected employment status	Throughout survey

EarlyComplete	Early completion flag	Survey technically complete prior to submission	
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**ADDITIONAL ITEMS****GENERAL PROGRAMMING NOTES**

- Text if 'SAVE' is pressed should read 'Thanks for your time so far. You can come back to complete your survey at any time before March 27<sup>th</sup>.'

\*PROGRAMMER NOTE: SHOW 'SAVE' DATE AS APRIL 10<sup>th</sup> ONCE MARCH 27<sup>th</sup> HAS PASSED.

\*SRC LOGO AND GOS-L LOGO

\*GOS-L COLOUR SCHEME (RGB: 183, 212, 50)

\*(TS 0)

\*(ONLINE)

CONFIRM Thank you for agreeing to take part in the Graduate Outcomes Survey – Longitudinal (GOS-L). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, Skills and Employment.

\*(IF GOS\_NON\_RESP=0, GOS RESPONDER)

The survey aims to get a better understanding of the longer-term outcomes of graduates and gives you the opportunity to express your views on the <course> you completed three years ago at <E306CTXT>. The GOS-L is a follow-up to the Graduate Outcomes Survey (GOS) that you completed after you finished your <course>.

\*(IF GOS\_NON\_RESP=1, GOS NON-RESPONDER)

The survey aims to get a better understanding of the longer-term outcomes of graduates and gives you the opportunity to express your views on the <course> you completed three years ago at <E306CTXT>.

\*(ALL)

Most people take approximately <INTLENGTH> minutes to complete all the questions.

If you need to take a break you can press the 'Save' 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 to continue below.

\*(GENEMP=1 AND VOCC AND VEMPLOYR ≠ BLANK, EMPLOYED LAST GOS AND VALID VOCC/VEMPLOYR)

SAMEEMP In <COLYEAR>, you told us your occupation was '<VOCC>' and your employer was '<VEMPLOYR>'.

Which one of the following statements best describes your current situation?

1. Yes, I am still at <VEMPLOYR> as <VOCC>
2. I am still at <VEMPLOYR> but in a different occupation
3. '<VOCC>' is still my occupation but I have changed employer
4. No, I am neither at <VEMPLOYR> nor working as <VOCC>

\*(TS 1 MODULE A)

**MODULE B: LABOUR FORCE**

\*(GOS\_NON\_RESP=0, GOS RESPONDER)

The last time we heard from you was as part of the <YEAR> Graduate Outcomes Survey. We are really interested to learn what you've been doing since you completed your <course> at <E306CTXT> in <GRADYR>, and your experiences of the transition from study to work and life beyond studying.

\*(GOS\_NON\_RESP=1, GOS NON-RESPONDER)

We are really interested to learn what you've been doing since you completed your <course> at <E306CTXT> in <GRADYR>, and your experiences of the transition from study to work and life beyond studying.

\*(ALL)

We understand many people have experienced disruptions to their employment due to COVID-19. The Australian Government is still interested in understanding current employment situations.

\*(DISPLAY IF GENEMP=1, EMPLOYED LAST GOS AND VALID VOCC/VEPLOYR) We would like to hear about what you are currently doing.

\*(GENEMP=0, CLASSIFIED AS UNEMPLOYED LAST GOS)  
BETWEENWRK

(DISPLAY FIRST LINE IF, WORKED#1 AND WWOPAY#1 AND AWAYWORK#1) In <COLYEAR>, following on from the completion of your <QUALNAME>, you told us you were not working. At any time in the last three years, did you do any work at all in a job, business or farm?

1. Yes
5. No
6. Permanently unable to work
7. \*(DISPLAY IF E913>64) Permanently not intending to work

\*(BETWEENWRK =1, DID WORK IN LAST THREE YEARS AT SOME POINT)

FIRSTWRK Following on from the completion of your <QUALNAME>, in what year did you first obtain employment?

1. <SURVEYYEAR-3 YEARS>
2. <SURVEYYEAR-2 YEARS>
3. <SURVEYYEAR-1 YEAR>
4. <SURVEYYEAR>
5. I have not obtained employment

\*(ALL)

\*PROGRAMMER NOTE: DO NOT PROMPT QUESTION IF BETWEENWRK=6,7. AUTO-CODE ACCORDINGLY INSTEAD

WORKED 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?

\*(DISPLAY IF BETWEENWRK=1, 5) Can you confirm whether in the **last week**, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>, you did any work **at all** in a job, business or farm?

1. Yes
5. No
6. Permanently unable to work \*PROGRAMMER NOTE: auto-code based on BETWEENWRK response
7. \*(DISPLAY IF E913>64) Permanently not intending to work \*PROGRAMMER NOTE: auto-code based BETWEENWRK response

\*(WORKED=5, NOT WORKING)

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

1. Yes
5. No
6. \*(DISPLAY IF E913>64) Permanently not intending to work

\*(WWOPAY=5, NOT WORKING WITHOUT PAY)

AWAYWORK

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

\*(DISPLAY IF ONLINE) *Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'*

1. Yes
5. No
6. \*(DISPLAY IF E913>64) Permanently not intending to work

\*(WORKED NE 6 OR 7 OR WWOPAY NE 6 OR AWAYWORK NE 6, WORKING OR INTENDING TO WORK)

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

1. Yes
5. No
6. \*(DISPLAY IF E913>64) Permanently not intending to work

\*(LOOKFTWK=1 OR 5, INTENDING TO WORK AT SOME POINT)

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

1. Yes
5. No
6. \*(DISPLAY IF E913>64) Permanently not intending to work

\*((LOOKFTWK =1 OR LOOKPTWK=1) AND (WORKED=1 OR WWOPAY=1 OR AWAYWORK =1), WORKING AND LOOKING FOR WORK)

BEGNLOOK When did you begin looking for work?

1. Enter **month** <dropdown list>
2. Enter **year** (NUMERIC RANGE 1960 – <SURVEYYEAR>)

\*(LOOKFTWK=1 OR LOOKPTWK=1, LOOKING FOR FULL-TIME OR PART-TIME WORK)

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

1. Yes
5. No

\*(STARTWK=5, COULD NOT HAVE STARTED JOB LAST WEEK)

STARTWKFU Why do you say you couldn't have started last week?

1. Because of the current situation with COVID-19
5. Some other reason

\*(LOOKFTWK=5 AND LOOKPTWK=5, NOT LOOKING FOR FULL-TIME OR PART-TIME WORK)

WAITWORK 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**?

\*PROGRAMMER NOTE: POP UP 'WORK YOU HAD ALREADY OBTAINED' = 'THIS REFERS TO **NEW TYPES** OF WORK THAT YOU HAVE ACQUIRED BUT NOT YET COMMENCED.'



1. Yes
5. No

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)  
 MORE1JOB Did you have **more than 1 job or business last week?**

\*PROGRAMMER NOTE: POP UP 'MORE THAN 1 JOB OR BUSINESS' = 'THIS INCLUDES JOBS OR BUSINESSES THAT YOU HAD EVEN IF YOU DIDN'T WORK AT ONE OR MORE OF THOSE JOBS OR BUSINESSES LAST WEEK.'

1. Yes
5. No

\*(MORE1JOB=1 OR AWAYWORK=1, HAVE MORE THAN ONE JOB OR AWAY FROM JOB)  
 INTROSELFEMPii

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

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)  
 INTROSELFEMPiii

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

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

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

1. Employer
2. Own business (GO TO ACTLHRSM)
3. Other or uncertain

\*(SELFEMP=1, WORKING FOR AN EMPLOYER)

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

1. Wage or salary
5. Other or uncertain

\*(SELFEMP=3 OR PAYMENT=5, OTHER WORK ARRANGEMENTS)

PAYARRNG What are your <working/payment> arrangements?

\*PROGRAMMER NOTE: 'IF SELFEMP = 3 THEN PAYARRNGTEXT = "WORKING". IF PAYMENT = 5 THEN PAYARRNGTEXT = "PAYMENT".'

10. Unpaid voluntary work
11. Unpaid trainee or work placement
12. Contractor or subcontractor
13. Own business or partnership
14. Commission only
15. Commission with retainer
16. In a family business without pay
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 MORE1JOB=1: <MAIN JOB>  
 IF MORE1JOB=5: <JOB>

IF SELFEMP=2 OR PAYARRNG=12, 13: <BUSINESS>

IF SELFEMP=1 OR PAYARRNG=10, 11, 14-20: <EMPLOYER AT THE PLACE YOU WORK> OR <EMPLOYER>

IF SELFEMP=BLANK AND PAYARRNG=BLANK: <JOB>

\*RESEARCHER NOTE: ALL BASES FOR THE REST OF MODULE B EXCEPT FOR CURCOUNTRY, CURPCODE, CURSTATE AND OSCOUNTRY WILL ALSO EXCLUDE PAYARRNG=10, 11 OR 16, AS THESE GRADUATES SKIP TO MODULE H

\*(MORE1JOB=1 AND WORKED=1 OR WWOPAY=1, MORE THAN ONE JOB OR BUSINESS AND WORKING, NOT AWAY FROM WORK)

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

\*PROGRAMMER NOTE: POP UP 'TIME OFF' = 'THIS INCLUDES HOURS LOST DUE TO ILLNESS, VACATION OR HOLIDAYS, PERSONAL OR FAMILY RESPONSIBILITIES, OR JOB STRIKE.'

\*PROGRAMMER NOTE: POP UP 'EXTRA HOURS' = 'THESE INCLUDE ANY HOURS WORKED DURING THE REFERENCE WEEK OVER AND ABOVE THE STANDARD OR SCHEDULED PAID HOURS WHETHER AT PENALTY OR AWARD PAY RATES.'

1. Enter hours (NUMERIC, RANGE 0-168)

\*(MORE1JOB=1, MORE THAN ONE JOB)

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

1. Enter hours (NUMERIC, RANGE 0-168)

\*(WORKED=1 OR WWOPAY=1, WORKING OR WORKING WITHOUT PAY)

ACTLHRS How many hours did you **actually** work last week less **time off** but counting any **extra hours** worked \*(DISPLAY IF MORE1JOB=1, MORE THAN ONE JOB) **in all jobs**?

1. Enter hours (NUMERIC, RANGE 0-168)

\*PROGRAMMER NOTE: POP UP 'TIME OFF' = "INCLUDES HOURS LOST DUE TO ILLNESS, VACATION OR HOLIDAYS, PERSONAL OR FAMILY RESPONSIBILITIES, OR JOB STRIKE"

\*PROGRAMMER NOTE: POP UP '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"

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

USLHRS How many hours do you **usually** work each week (\*DISPLAY IF MORE1JOB=1, MORE THAN ONE JOB) **in all your jobs**?

1. Enter hours (NUMERIC, RANGE 0-168)

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

PREFMHRSWould you prefer to work more hours than you usually work \*(DISPLAY IF MORE1JOB=1, MORE THAN ONE JOB) **in all your jobs**?

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

\*(PREFMHRS=1, PREFER WORK MORE HOURS)  
 PREFHRS How many hours a week would you like to work?

1. Enter hours (NUMERIC, RANGE 0-168)

\*PROGRAMMER NOTE: IF HOURS ENTERED LESS THAN USLHRS INSERT ERROR MESSAGE 'Preferred working hours are less than hours usually worked.'

\*(PREFMHRS=1, PREFER WORK MORE HOURS)  
 AVLMHRS Last week, were you available to work more hours than you usually work?

1. Yes
2. No

\*(TS 2 PARTIAL MODULE B)

\*(SAMEEMP=1, 2 OR 3, SAME OCCUPATION AND/OR EMPLOYER)  
 Over time occupation and employer names can change. In the next few questions we would like to confirm the most up to date information for your current <main job/job>.

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1), (WORKING OR AWAY FROM JOB OR WAITING TO START WORK))

OCC What is your occupation in your <main job/job/business>? **Please type at least 3 letters**

1. <verbatim text box>

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK))

DUTIES What are your main tasks and duties?

1. <verbatim text box>

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

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

\*PROGRAMMER NOTE: POP UP NAME OF YOUR <EMPLOYER/BUSINESS> = 'REFERS TO THE NAME OF THE COMPANY OR BUSINESS THAT YOU WORK FOR'

1. <verbatim text box>

\*PROGRAMMER NOTE: TWO INDUSTRY CHECKS NEED TO BE UNDERTAKEN PRIOR TO DISPLAY OF INDUSTRY. THESE CHECKS SHOULD BE RUN IN THE STATED ORDER AND INDCHECK2 SHOULD BE SKIPPED IF THERE IS A PRE-CODED INDUSTRY ASSOCIATED WITH OCCUPATION AT INDCHECK1:

INDCHECK1	IF THE PRE-CODED OCCUPATION SELECTED AT OCC IS ASSOCIATED WITH A PRE-CODED INDUSTRY IN LOOKUP LIST <a href="#">HERE</a> , DISPLAY ASSOCIATED PRE-CODED INDUSTRIES AT INDUSTRY, WITH A SPECIFIED OTHER OPTION.
INDCHECK2	IF THE EMPLOYER CAPTURED AT EMPLOYER IS ON THE LOOKUP LIST <a href="#">HERE</a> (I.E. MAPPED TO ANZSIC) AUTOFILL INDUSTRY AND DO NOT ASK INDUSTRY

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, (WORKING OR AWAY FROM JOB OR WAITING TO START WORK))

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

\*PROGRAMMER NOTE: POP UP 'BUSINESS OR SERVICE' = 'THIS REFERS TO THE INDUSTRY YOUR WORK FALLS UNDER; FOR EXAMPLE, RETAIL, CONSTRUCTION, EDUCATION.'

\*PROGRAMMER NOTE: FOR OCCUPATIONS WITH ASSOCIATED ANZSIC CODE SHOW RADIO BUTTONS WITH MATCHED INDUSTRIES TO ANZSCO FROM LOOKUP LIST [HERE](#) WITH CODE FOR OTHER SPECIFY. FOR OCCUPATIONS NOT ASSOCIATED WITH PRE-CODED INDUSTRY AND WHERE EMPLOYER IS NOT ASSOCIATED WITH INDUSTRY, COLLECT INDUSTRY IN LEGACY WAY.

1. Enter business or service: <text box>
90. Other (Please specify)

**\*\*EMPLOYER MOVED BEFORE INDUSTRY**

\*PROGRAMMER NOTE: IF INDUSTRY CODE IS EQUAL TO ANZSIC 7510, 7520 OR 7530 AUTOFILL SECTOR TO 1. PUBLIC OR GOVERNMENT AND DO NOT DISPLAY SECTOR.

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK)  
SECTOR In what sector are you wholly or mainly employed?

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

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)  
INAUST Are you working in Australia?

1. Yes
2. No
3. Not sure

\*(INAUST=1, WORKING IN AUSTRALIA)  
EMPSTATE In which state or territory is your <employer/business> currently located?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

\*(INAUST=1, WORKING IN AUSTRALIA)  
LOCATION And what is the postcode or suburb of your <employer/business>?

1. Enter postcode or suburb \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

\*(INAUST=2, WORKING OR AWAY FROM JOB AND WORKING OUTSIDE AUSTRALIA)  
COUNTRYX In which country is your <employer/business> mainly based?

1. <Predictive text verbatim text box> \*PROGRAMMER NOTE: USE SACC COUNTRY LIST

\*\*\*RESEARCHER NOTE: CURCOUNTRY

\*(ALL)

CURCOUNTRY Do you currently live in Australia or overseas?

1. Australia
2. Overseas

\*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURSTATE In which state or territory do you currently live?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

\*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURPCODE What is the postcode or suburb where you currently live?

1. <verbatim text box> \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

\*(CURCOUNTRY=2, LIVES OVERSEAS)

OSCOUNTRY In which country do you currently live?

1. <Predictive text verbatim text box> \*PROGRAMMER NOTE: USE SACC COUNTRY LIST

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

EMP12 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

\*(EMP12=5, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)

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

1. Enter number of months (NUMERIC - NUMERIC, RANGE 1-12)

\*(EMP12=1, WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS)

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

1. Enter number of years (NUMERIC, RANGE 1-49)

\*((SELFEMP=1 OR PAYARRNG=14, 15, 17-20) AND EMP12=5 AND (USLHRS>=35 OR ACTLHRS>=35) AND FFTJOB\_DIM#1 OR 2, WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED AND NOT ALREADY ANSWERED IN ESTABLISHMENT GOS)

FFTJOB Is this your first full-time job?

1. Yes
2. No

\*PROGRAMMER NOTE: SHOW SALARYA AND SALARYC ON THE SAME PAGE WHEN MORE1JOB=1, WITH SALARYB AND SALARYD APPEARING AS DROP-DOWN QUESTIONS WHEN THE FILTER IS MET

\*PROGRAMMER NOTE: ERROR MESSAGE TO REPLACE '(ITEM SKIPPED)' (9) CANNOT BE COMBINED WITH OTHER ANSWERS = 'PLEASE ALSO SELECT THE BUTTON AGAINST THE AMOUNT ENTERED'

\*PROGRAMMER NOTE: IF USLHRS IS BLANK AND SALARYA CODE 1 IS WITHIN RANGE, GO TO SALARYB

\*(INAUST=1, WORKING IN AUSTRALIA)

SALARYA 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. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

\*PROGRAMMER NOTE: POP UP 'ALL YOUR JOBS' = 'THIS REFERS TO THE COMBINED INCOME RECEIVED FROM ALL JOBS.'

\*PROGRAMMER NOTE: SHOW LIVE CALCULATION OF ANNUAL SALARY IN BOLD WITH ANNUAL SALARY: BEFORE IT – THIS SHOULD UPDATE AS SOMEONE TYPES INTO CODES 1 THRU 6 BELOW

(SINGLE RESPONSE)

1. Amount per **hour** (please specify) (NUMERIC, RANGE 1-250) \*PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK
2. Amount per **day** (please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (please specify) (NUMERIC, RANGE 1-4,000)
4. Amount each **fortnight** (please specify) (NUMERIC, RANGE: 1-8,000)
5. Amount each **month** (please specify) (NUMERIC, RANGE: 1-17,500)
6. Amount each **year** (please specify) (NUMERIC, RANGE: 1-250K)
7. No earnings
98. Don't know

\*(INAUST=1 AND SALARYA=1 THRU 6 BUT NOT IN RANGE, WORKING IN AUSTRALIA AND OUT OF RANGE SALARY ENTERED)

SALARYB \*(DISPLAY IF ONLINE) 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 <\*(DISPLAY IF MORE1JOB=5) this job/\*(DISPLAY IF MORE1JOB=1) **all your jobs**>, per annum before tax or anything else was taken out?

\*PROGRAMMER NOTE: ALLOW RESPONSES TO BE ENTERED OUTSIDE OF RANGE

\*PROGRAMMER NOTE: SALARYB NEEDS TO ONLY SHOW WHEN SALARYA=BELOW OR ABOVE RANGE ALLOWED OR USLHRS=BLANK AND SALARYA=1

\*PROGRAMMER NOTE: POP UP 'ALL YOUR JOBS' = 'THIS REFERS TO THE COMBINED INCOME RECEIVED FROM ALL JOBS.'

(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
98. Don't know

\*(INAUST=1 AND MORE1JOB=1 OR 99, WORKING IN AUSTRALIA MORE THAN ONE JOB)

SALARYC 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. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

\*PROGRAMMER NOTE: POP UP 'MAIN JOB' = 'THIS REFERS TO THE JOB THAT YOU WORK THE MOST HOURS.'

\*PROGRAMMER NOTE: ALLOW RESPONSES TO BE ENTERED OUTSIDE OF RANGE

\*PROGRAMMER NOTE: IF USLHRSM IS BLANK AND SALARYC CODE 1 IS WITHIN RANGE, GO TO SALARYD

\*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

\*PROGRAMMER NOTE: SHOW LIVE CALCULATION OF ANNUAL SALARY IN BOLD WITH ANNUAL SALARY: BEFORE IT – THIS SHOULD UPDATE AS SOMEONE TYPES INTO CODES 1 THRU 6 BELOW

(SINGLE RESPONSE)

1. Amount per **hour** (please specify) (NUMERIC, RANGE 1-250) \*PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK
2. Amount per **day** (please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (please specify) (NUMERIC, RANGE 1-4,000)
4. Amount each **fortnight** (please specify) (NUMERIC, RANGE: 1-8,000)
5. Amount each **month** (please specify) (NUMERIC, RANGE: 1-17,500)
6. Amount each **year** (please specify) (NUMERIC, RANGE: 1-250K)
7. No earnings
98. Don't know

\*((SALARYC=BELOW OR ABOVE RANGE ALLOWED) OR (USLHRS=BLANK AND SALARYC=1), MORE THAN ONE JOB AND OUT OF RANGE SALARY ENTERED)

SALARYD \*(DISPLAY IF ONLINE) Sorry but the salary you entered doesn't fit with 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?

\*PROGRAMMER NOTE: POP UP 'MAIN JOB' = 'THIS REFERS TO THE JOB THAT YOU WORK THE MOST HOURS.'

\*PROGRAMMER NOTE: SALARY LOGIC CALCULATION IF MORE1JOB=1

(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
- 98. Don't know

1. IF RESPONDED TO BOTH SALARYA AND SALARYB, OR SALARYC AND SALARYD TAKE SALARYB OR SALARYD FOR THIS CALCULATION
2. CALCULATE ANNUAL SALARY FOR SALARY A AND SALARYC. SAS CALCULATION:

IF SALARYA =1 THEN SALARYA = USLHRS\*365.25/7;  
 ELSE IF SALARYC =1 THEN SALARYC= USLHRSM\*365.25/7;  
 ELSE IF SALARYA OR SALARYC =2 THEN SALARYA/SALARYC= 5\*365.25/7;  
 ELSE IF SALARYA OR SALARYC =3 THEN SALARYA/SALARYC=365.25/7;  
 ELSE IF SALARYA OR SALARYC =4 THEN SALARYA/SALARYC=365.25/14;  
 ELSE IF SALARYA OR SALARYC =5 THEN SALARYA/SALARYC=\*12;  
 ELSE IF SALARYA OR SALARYC =6 THEN SALARYA/SALARYC=6  
 ELSE IF SALARYA OR SALARYC =7 THEN SALARYA/SALARYC=0;

3. TAKE LOWEST VALUE IN THE RANGE SELECTED AT SALARYB AND SALARYD
4. CALCULATE:
  - A. IF SALARYC > SALARYA GO TO SALCONF1
  - B. IF SALARYD MINIMUM > SALARYA GO TO SALCONF1
  - C. IF SALARYC > SALARYB MAXIMUM GO TO SALCONF1
  - D. IF SALARYD MINIMUM > SALARYB MINIMUM GO TO SALCONF1

\*PROGRAMMER NOTE: SHOW SALCONF1 AND SALCONF2 ON THE SAME PAGE

PROGRAMMER NOTE: IF SALCONF1 > SALCONF2 SHOW ERROR MESSAGE:  
 'PLEASE ENSURE YOUR EARNINGS FOR ALL YOUR JOBS IS HIGHER THAN YOUR SALARY FOR YOUR MAIN JOB'.

\*PROGRAMMER NOTE: ERROR MESSAGE TO REPLACE '(ITEM SKIPPED)' (9)  
 CANNOT BE ENTERED WITH OTHER ANSWERS = 'PLEASE ALSO SELECT THE BUTTON AGAINST THE AMOUNT ENTERED'

\*((SALARYC OR SALARYD)>(SALARYA OR SALARYB), SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

SALCONF1 Sorry but the salary you entered for you **main job** is higher than the salary you entered for **all your jobs**. 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.

\*PROGRAMMER NOTE: POP UP 'main job' = 'This refers to the job that you work the most hours.'

'all your jobs' = 'This refers to the combined income received from all jobs.'

\*PROGRAMMER NOTE: POP UP 'main job' = 'This refers to the job that you work the most hours.'

'all your jobs' = 'This refers to the combined income received from all jobs.'

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
98. Don't know

\*((SALARYC OR SALARYD)>(SALARYA OR SALARYB), SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

SALCONF2 And which of the following would you usually earn in **all your jobs**, per annum before tax or anything else was taken out?

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
98. Don't know

\*(INAUST=2, WORKING OUTSIDE AUSTRALIA)

SALARYOS 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. Enter gross annual salary <text box> (NUMERIC)

\*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

\*(SALARYOS=OTHER SPECIFY, OTHER CURRENCY)

SALARYOS\_OTH Please specify the currency you referred to.

1. <verbatim text box>

\*(EMP12=5 AND (SELFEMP=1 OR PAYARRNG=12, 14, 15, 17-20), WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)

FINDJOB How did you first find out about this job?

1. University of college careers service
2. Careers fair of information session
3. Other university of 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 (e.g. LinkedIn)
13. An employer promotional event
14. Graduate program / internship / work placement
90. Other (please specify) <text box>

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

SPOQ The following statements are about your skills, abilities and education.  
Please indicate the extent to which you agree or disagree with each of these statements.

(STATEMENTS)

\*(DISPLAY FULL GRID)

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

\*PROGRAMMER NOTE: SPOQ CALCULATION IF 6 VALID RESPONSES AT SPOQ  
OTHERWISE SKIP

CALCULATE THE AVERAGE RATING ACROSS ALL THE ITEMS SOMEONE  
ANSWERS - RANGE 1 TO 5 AS PER CODEFRAME. NOTE: SCORES FOR  
F38A/SPOQD. IS REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5

EXAMPLE: AVERAGE =  $(3 + 4 + 4 + 4 + 4 + 2 + 2 + 4) / 8 = 27 / 8 = 3.375$

WE CALCULATE AN AVERAGE FOR EACH VALID RESPONSE, SO IF THEY SKIP AN  
ITEM (DK/REF/NO ANSWER) WE EXCLUDE THAT FROM THE AVERAGE.

\*(SPOQCL >=3.5, PERCEIVED OVER QUALIFIED FOR CURRENT JOB)

RSOVRQ 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?

*Please select only one answer.*

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
14. Not enough work experience
4. Considered to be too young by employers
5. Considered to be too old by employers
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. I'm satisfied with my current job
23. For financial reasons
27. I had to change jobs due to COVID-19
90. Other (please specify)

\*(USLHRS<35 AND PREFMHR=5, USUALLY WORKING LESS THAN 35 HOURS AND NOT  
LOOKING FOR MORE HOURS)

## RSNOMORE

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

*Please select only one answer.*

1. No suitable job in my local area
5. Considered to be too old by employers
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
13. Lifestyle choice / work-life balance
16. Pursuing other interests / commitments in spare time
10. Studying
11. I'm satisfied with the number of hours I work
12. No more hours available in current position
19. Work has been reduced/shutdown due to COVID-19
90. Other (Please specify)

\*(USLHRS<35 AND PREFMHRS=1, WORKING LESS THAN 35 HOURS AND LOOKING FOR MORE HOURS)

RSMORE 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?

*Please select only one answer.*

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
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
13. Due to other commitments outside of main job
11. No more hours available in current position
18. Work has been reduced/shutdown due to COVID-19
90. Other (Please specify) <text box>

\*PROGRAMMER NOTE: SPOQSCL CALCULATION IF 6 VALID RESPONSES OTHERWISE SKIP. CALCULATE THE AVERAGE RATING ACROSS ALL OF THE ITEMS SOMEONE ANSWERS – RANGE 1 TO 5 AS PER CODEFRAME.

\*PROGRAMMER NOTE: SCORES FOR SPOQ4 ARE REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5.

EXAMPLE: AVERAGE=(3+4+4+4+4+2+2+4)/8=27/8=3.375

WE CALCULATE AN AVERAGE FOR EACH VALID RESPONSE, SO IF THEY SKIP AN ITEM (DK/REF/NO ANSWER) WE EXCLUDE THAT FROM THE AVERAGE

\*(TS 3 MODULE B)

\*PROGRAMMER NOTE: CREATE <EarlyComplete> VARIABLE

\*((WORKED AND WWOPAY AND AWAYWORK AND LOOKFTWK AND LOOKPTWK AND WAITWORK) = (5 OR BLANK), (NOT WORKING OR INTENDING TO WORK OR LOOKING FOR WORK OR WAITING TO START WORK OR WORKING STATUS UNKNOWN))

UNEMP What is the main reason you are currently not working or looking for work?

1. <text box>

## MODULE H: EMPLOYMENT HISTORY

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GENEMP=0))

OR

((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GENEMP=1) AND (SAMEEMP=1))

OR

((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GOS\_NON\_RESP=1)),

((CURRENTLY WORKING OR WORKING WITHOUT PAY OR ON LEAVE OR SICK) AND (PREVIOUSLY NOT WORKING))

OR

((CURRENTLY WORKING OR WORKING WITHOUT PAY OR ON LEAVE OR SICK) AND (PREVIOUSLY WORKING) AND (SAME OCCUPATION AND EMPLOYER))

OR

((CURRENTLY WORKING OR WORKING WITHOUT PAY OR ON LEAVE OR SICK) AND (GOS NON-RESPONDER))

OTHWORKi Aside from your current role(s) have you worked anywhere else since <YEAR>?

\*((WORKED AND WWOPAY AND AWAYWORK≠1) AND (GENEMP=1), (NOT CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND (PREVIOUSLY WORKING))

OTHWORKii

Aside from your <VOCC> role at <VEMPLOYR>(IF VEMPLOYR=BLANK,'your <COLYEAR> employer'), have you worked anywhere else since <YEAR>?

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GENEMP=1) AND (SAMEEMP≠1), (CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND ((PREVIOUSLY WORKING) AND (NOT SAME OCCUPATION AND EMPLOYER))

OTHWORKiii

Aside from your <VOCC> role at <VEMPLOYR> and your current occupation(s), have you worked anywhere else since <YEAR>?

\*PROGRAMMER NOTE: POP UP 'occupation' = 'This refers to any permanent, contract, casual or self-employed occupation in which you were paid a wage, salary, commission or any payment on kind.'

1. Yes
2. No

\*((WORKED AND WWOPAY AND AWAYWORK≠1) AND (GOS\_NON\_RESP=1), (NOT CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND (GOS NON-RESPONDER))

OTHWORKiiii

Have you worked at all since <YEAR>?

1. Yes
2. No

\*(OTHWORKi/ii/iii=2, NOT WORKED ANYWHERE ELSE)

OTHOCC Have you changed occupations within the same business since <YEAR>?

An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.

1. Yes
2. No

\*(OTHWORKE/ii/iii/iiii=1 OR EH9/OTHOCC=1, WORKED ELSEWHERE OR CHANGED OCCUPATION)

NUMOCC How many other occupations \*(IF WORKING SHOW: excluding your current occupation) have you performed since <YEAR>? If you changed occupations within the same business, please include each occupation separately.  
An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.

1. Enter number of occupations (NUMERIC, RANGE 0-30)

\*(TS 4 MODULE H)

### MODULE C: FURTHER STUDY

\*(ALL)

FQUALi The next few questions are about qualifications you may have completed between <YEAR> and now.

Since you completed your <QUALNAME> have you completed another **qualification**?

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

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

\*(FQUALi=1, 2, STUDIED)

FQLOC Where did you complete this **qualification**?

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Australia
2. Overseas

\*(FQUALi=1, 2, STUDIED)

VFQUAL What is the full title of the most recent **qualification** you completed?

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Qualification title <text box>

\*(FQUALi=1, 2, STUDIED)

FQFOE What was your major field of education for this **qualification**?

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science)
2. Information Technology
3. Engineering and Related Technologies

4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health (incl. Nursing, Veterinary, Pharmacy)
7. Education
8. Management and Commerce (incl. Accounting, Business, Finance, Marketing)
9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences)
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
90. Other (please specify)

\*(FQUALi=1,2, STUDIED)

FQLEV What was the level of this qualification?

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging and Enabling course
15. Certificate I-IV
16. Other (\*DISPLAY IF FS7/FQLOC=2)

\*(FQUALi=1, 2, STUDIED)

VFQINST And the institution where you completed this qualification?

**Please type at least 3 letters**

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. <look up list> \*PROGRAMMER NOTE: USE FURINST LOOKUP LIST

\*(ALL)

FURSTUD The following questions are about qualifications you are currently studying.

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

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

\*(ALL)

TECHCOMP Technical complete calculation

IF WORKED IS NOT MISSING OR FURSTUD IN (1:2) THEN FLAG AS TECHNICAL COMPLETE

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

FURLOC Where are you completing this **qualification**?

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you are currently studying.'

1. Australia
2. Overseas

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

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

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you are currently studying.'

1. Enter qualification title <text box>

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

FURFOE What is your main field of education for this **qualification**?

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you are currently studying.'

1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science)
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health (incl. Nursing, Veterinary, Pharmacy)
7. Education
8. Management and Commerce (incl. Accounting, Business, Finance, Marketing)
9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences)
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
90. Other (please specify)

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

FURLEV What is the level of this qualification?

1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
17. Associate Degree
11. Diploma
12. Non-award course
13. Bridging and Enabling course

14. Certificate I-IV
15. Other (\*DISPLAY IF FS7/FQLOC2=2)

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

VFURINST And the institution where you are currently studying?

**Please type at least 3 letters**

1. <look up list> \*PROGRAMMER NOTE: USE FURINST LOOKUP LIST

\*(TS 5 MODULE C)

#### MODULE D: GRADUATE ATTRIBUTES

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

GAS \*(DISPLAY IF ONLINE) For each of the following skills or attributes, to what extent do you agree or disagree that your <QUALNAME> from <E306CTXT> prepared you for your current job?

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

\*PROGRAMMER NOTE: RANDOMISE STATEMENTS WITHIN CATEGORIES. DO NOT DISPLAY CATEGORY HEADINGS. REPEAT ITEM ON EACH PAGE

(STATEMENTS)

Foundation skills

FOUNDATION1/GFOUND1

FOUNDATION2/GFOUND2

FOUNDATION3/GFOUND3

FOUNDATION4/GFOUND4

FOUNDATION5/GFOUND5

FOUNDATION6/GFOUND6

FOUNDATION7/GFOUND7

FOUNDATION8/GFOUND8

Oral communication skills

Written communication skills

Numeracy skills

Ability to develop relevant knowledge

Ability to develop relevant skills

Ability to solve problems

Ability to integrate knowledge

Ability to think independently about problems

Adaptive skills and attributes

ADAPTIVE1/GADAPT1

ADAPTIVE2/GADAPT2

ADAPTIVE3/GADAPT3

ADAPTIVE4/GADAPT4

ADAPTIVE5/GADAPT5

ADAPTIVE6/GADAPT6

Broad general knowledge

Ability to develop innovative ideas

Ability to identify new opportunities

Ability to adapt knowledge in different contexts

Ability to apply skills in different contexts

Capacity to work independently

Teamwork and interpersonal skills

COLLAB1/GCOLLAB1

COLLAB2/GCOLLAB2

COLLAB3/GCOLLAB3

tasks

COLLAB4/GCOLLAB4

COLLAB5/GCOLLAB5

multicultural backgrounds

Working well in a team

Getting on well with others in the workplace

Working collaboratively with colleagues to complete

Understanding of different points of view

Ability to interact with co-workers from different or

(RESPONSE FRAME)

1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree
6. Not applicable

\*(TS 6 MODULE D)



**MODULE E: GRADUATE PREPARATION**

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

FORMREQ Is a <QUALNAME> or similar qualification a formal requirement for you to do your current <main job/job>?

\*PROGRAMMER NOTE: POP UP 'main job' = 'This refers to the job that you work the most hours.'

1. Yes
2. No

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

QUALIMP To what extent is it important for you to have a <QUALNAME>, to be able to do your <main job/job>?

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

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

CRSPREP Overall, how well did your <QUALNAME> prepare you for your <main job/job>?

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

\*PROGRAMMER NOTE: DISPLAY BESTPREP/VPREP AND IMPROVEPREP/VBETTER ON THE SAME PAGE

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

VPREP What are the main ways that <E306CTXT> prepared you for employment in your organisation?

1. <text box>

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

VBETTER What are the main ways <E306CTXT> could have better prepared you for employment in your organisation?

1. <text box>

\*(ALL)

STCHOICE Thinking about your original decision to complete your <QUALNAME> between <GRADYR2/YEAR\_2> and early <YEAR>, if you had to make this choice again, would you study...

*Please select one answer.*

1. The same qualification at the same institution
2. The same qualification at a different institution
3. The same subject area(s) at the same institution
4. The same subject area(s) at a different institution

5. Something completely different at the same institution
6. Something completely different at a different institution
7. I wouldn't study at all

\*(STCHOICE#1, IF NOT 1 AT STCHOICE)

VCHOICE What is the main reason you say that?

1. <text box>

\*(TS 7 MODULE E)

## MODULE F: ADDITIONAL ITEMS

## MODULE G: CONTACT DETAILS

\*(ALL)

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

1. Yes
2. No

\*(ALL)

ALUMNI Do you consent to your contact information being passed on to your institution for them to update your details?

*Note: <E306CTXT> may provide your contact information to Alumni services or invite you to participate in other research and industry activities. Examples include consultation on new and existing courses, accreditation activities and student placements. Contact information will not be shared outside of <E306CTXT> without your express consent.*

1. Yes
2. No

\*(CONTACT=1 OR ALUMNI=1, CONSENT TO FURTHER RESEARCH)

EMAIL We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: <email>

1. Permanent email address is as above
2. Enter new permanent email address [email box] \*PROGRAMMER NOTE: Kickbox validation required
3. Don't have a permanent email address
4. Do not wish to be re-contacted by email

\*((CONTACT=1 OR ALUMNI=1) AND ADDFLAG=1, CONSENT TO FURTHER RESEARCH AND ADDRESS IN SAMPLE FILE)

ADDRESS The postal address we have for you is:

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

Is this correct?

\*PROGRAMMER NOTE: DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY

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

\*((CONTACT=1 OR ALUMNI=1) ADDFLAG=0, CONSENT TO FURTHER RESEARCH AND ADDRESS MISSING)

ADDRESS2

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

\*(TS 11 MODULE G)

\*(ALL)

NOTIFY Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?

1. Yes
2. No

\*((CONTACT=2 AND ALUMNI=2) AND NOTIFY=1, DECLINED FURTHER RESEARCH AND ALUMNI AND CONSENT TO RECEIVE RESULTS)

NTFEMAIL What is the best email address to send the notification to?

<email>

1. Address as above
2. Enter new email address

\*(ALL)

END

\*(DISPLAY IF ONLINE)

Thank you for your responses.

Please click '**Submit**' to finalise your survey and be redirected to our homepage.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14

\*PROGRAMMER NOTE: FOR ONLINE, SUBMIT BUTTON LINKS TO:

<https://www.qilt.edu.au/surveys/graduate-outcomes-survey---longitudinal/thank-you>

\*(ALLTERM)

		Detailed outcome	Summary outcome
1	SUBMIT	Completed interview	Interview
2	QET	Terminated midway	Refusal

## Appendix 6      Survey screenshots

# 2022 Graduate Outcomes Survey - Longitudinal (GOS-L) – Survey screenshots

This appendix provides examples of the different item styles displayed in the online survey.

## Introduction



Save

Thank you for agreeing to take part in the Graduate Outcomes Survey – Longitudinal (GOS-L). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, Skills and Employment.

The survey aims to get a better understanding of the longer-term outcomes of graduates and gives you the opportunity to express your views on the course you completed three years ago at the Social Research Centre. The GOS-L is a follow-up to the Graduate Outcomes Survey (GOS) that you completed after you finished your course.

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

If you need to take a break you can press the 'Save' 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 to continue below.

Next

---

### Yes/No item with radio buttons



---

Save

Aside from your current role(s) have you worked anywhere else since 2018?

- ☐ Yes  
☐ No

Previous

Next

---

### Multiple response item with radio buttons



---

Save

The following questions are about qualifications you are currently studying.

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

- ☐ Yes – full-time  
☐ Yes – part-time  
☐ No

Previous

Next

---

Grid item



Save

The following statements are about your skills, abilities and education.  
Please indicate the extent to which you agree or disagree 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

### Free text response item



Save

What are your main tasks and duties?

Enter main tasks and duties:

Previous

Next

### Spin box response item



Save

How many hours do you **usually** work each week?

Enter hours

Previous

Next



## Predictive text response item



Save

What is your occupation in your **job**?

Please type at least 3 letters.

Resea

Agricultural Research Scientist

Aquaculture Research Scientist

Cyber Security Researcher or Vulnerability Researcher

Cyber Vulnerability Researcher

Environmental Research Scientist

Fisheries Research Scientist

Law Researcher

Legal Researcher

Market Research Analyst

Market Research Interviewer

Market Research Manager

Music Researcher

Nurse Researcher

Operations Research Analyst

Research Agronomist

Research and Development Manager

Research and Evaluation Analyst

Drop down response item



Save

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

Please select currency from the dropdown list.

Currency

Er

<----- Please select ----->

<----- Please select ----->

AUD - Australian Dollar

BDT - Bangladeshi Taka

BWP - Botswana Pula

CAD - Canadian Dollar

CNY - Chinese yuan

EUR - Euro

GBP - British Pound

HKD - Hong Kong Dollar

IDR - Indonesian Rupiah

INR - Indian Rupee

JPY - Japanese Yen

KES - Kenyan Shilling

KRW - South Korean Won

LKR - Sri Lankan Rupee

MUR - Mauritian Rupee

MYR - Malaysian Ringgit

NZD - New Zealand Dollar

PKR - Pakistani Rupee

SEK - Swedish Krona

Close screen



---

Thank you for your responses.

Please click '**Submit**' to finalise your survey and be redirected to our homepage.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14

**Submit**

---

## **Appendix 7      Small screen optimisation**

# Small screen optimisation

This appendix outlines key design decisions relating to the presentation of the online survey for the 2022 GOS-L and the QILT suite of surveys more broadly. Online survey presentation was informed by the literature and accessibility guidelines.

## Small screen optimisation principles

Some of the device effects associated with completing online surveys via small screen devices, as reported in Callegaro et al. (2015), include longer questionnaire completion times, but quicker response times, higher break off rates, shorter answers to open ended questions, increased primacy effects and increased use of responses that appear on the screen without the need for vertical or horizontal scrolling. Small screen optimisation is the term used to try and mitigate some of these potential device effects. For the QILT suite of surveys, the Social Research Centre had sought to ensure that the surveys were optimised for small screen devices. Based on Callegaro, et al., (2015), the Social Research Centre adopted a set of basic guidelines for designing online surveys for completion on small screen devices. These included:

- Keeping the subject, content and survey link short in the email invitation, as long subject lines will create multiple lines of text requiring the respondent to scroll.
- Removing or reducing all non-essential, non-question content in question pages as these take longer to load. Information such as the Social Research Centre's privacy statement, and survey frequently asked questions, were made available as links at the bottom of email invitations and reminders and were not presented on screen by default.
- Minimising the use of grid / table format for questions as tables require respondents to zoom and scroll horizontally just to read the text. The current iteration of the survey had all grid statements presented as a set of items on small screen devices, so respondents only had to scroll vertically and were not required to zoom or scroll horizontally.
- Optimising the size and orientation of the navigation (Previous and Next) and Save buttons for small screen devices. The small screen layout stacked the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons were also increased to assist with selection and reduce the need for scrolling.
- Drag and drop format questions (as often used for ranking) may not work well on a small screen device and are best avoided. There were no drag and drop format questions in the 2022 GOS-L questionnaire, but this is a consideration for the future.
- Consider splitting long bipolar scales into two questions, first the two main options (satisfied or dissatisfied) and then the level within each option (e.g. extremely, very, somewhat), particularly for scales with 7 or more points (this was not applied to items used for the QILT suite of surveys indicators to date).
- Continuing to avoid videos and large pictures wherever possible as they can be problematic and take a long time to load.

## Optimisation within the GOS-L

Small screen users were classified using a JavaScript function that returned details from the respondent's browser, including browser name and version, device type and operating system and version. Small screen device optimisation was also triggered where screen width was less than 768 pixels, regardless of device type.

Several elements of the online survey were changed for small screen users. The size of pictures (such as the GOS-L logo) were scaled for optimal display on small screens and grid items were optimised to ensure response options on the right-hand side of the grid do not fall off-screen, leading to response error. The size and orientation of the navigation (Previous and Next) and Save buttons was also changed for small screen devices. The small screen layout stacks the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons is also increased in the small screen view.

Font types and sizes were customised for small screen display and there were subtle differences in the user interface between touchscreen and non-touch enabled devices. For touchscreen devices proportionally larger buttons were used to reduce margin of error for selecting a response option, with the software being able to determine which response option was intended to be selected where a user had touched near, but not perfectly on the response option.

Grid (also known as table or matrix) items were reconfigured to display over multiple screens (navigated by vertical scrolling) on a small screen device. See Figure 1 and Figure 2 for comparison of small screen and desktop grid item display.

**Figure 1 Grid item display on small screen device**



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

Please indicate the extent to which you agree or disagree with each of these statements.

**My job requires less education than I have**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**I have more job skills than are required for this job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Agree

Strongly agree

**Someone with less education than myself could perform well on my job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**My previous training is being fully utilised on this job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**I have more knowledge than I need in order to do my job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**My education level is above the level required to do my job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**Someone with less work experience than myself could do my job just as well**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**I have more abilities than I need in order to do my job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**Next**

**Previous**

**Save**

Figure 2 Grid item display on desktop device



Save

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

Please indicate the extent to which you agree or disagree 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



## References

Callegaro, M., Manfreda, K. L., & Vehovar, V. (2015). *Web survey methodology*. Los Angeles: SAGE.

## Appendix 8      Response by institution

# 2022 Graduate Outcomes Survey - Longitudinal (GOS-L) – Response by institution

Universities Institution name	Total approached	Final in- scope	Completed	Response rate (%)
Australian Catholic University	2,061	1,859	887	47.7
Avondale University	104	96	69	71.9
Bond University	499	434	210	48.4
Central Queensland University	1,481	1,328	608	45.8
Charles Darwin University	555	492	270	54.9
Charles Sturt University	3,137	2,775	1,384	49.9
Curtin University	2,235	1,984	984	49.6
Deakin University	4,316	3,866	2,034	52.6
Edith Cowan University	1,769	1,618	936	57.8
Federation University Australia	833	739	386	52.2
Flinders University	2,037	1,932	909	47
Griffith University	2,940	2,628	1,334	50.8
James Cook University	1,291	1,188	619	52.1
La Trobe University	2,573	2,332	1,182	50.7
Macquarie University	3,126	2,820	1,177	41.7
Monash University	5,740	5,151	2,681	52
Murdoch University	987	898	480	53.5
Queensland University of Technology	1,747	1,652	877	53.1
RMIT University	3,519	3,163	1,412	44.6
Southern Cross University	945	841	406	48.3
Swinburne University of Technology	1,798	1,568	750	47.8
The Australian National University	1,611	1,491	835	56
The University of Adelaide	2,335	2,126	1,050	49.4
The University of Melbourne	6,918	6,272	3,323	53
The University of Notre Dame Australia	795	713	312	43.8
The University of Queensland	4,224	3,937	2,152	54.7
The University of South Australia	2,014	1,821	828	45.5
The University of Sydney	4,050	3,689	1,748	47.4
The University of Western Australia	1,966	1,782	860	48.3
Torrens University	1,061	915	368	40.2
University of Canberra	1,190	1,055	541	51.3
University of Divinity	197	166	105	63.3
University of New England	1,809	1,636	958	58.6
University of New South Wales	3,365	2,995	1,362	45.5
University of Newcastle	2,254	2,058	934	45.4
University of Southern Queensland	1,591	1,443	797	55.2
University of Tasmania	2,928	2,687	1,491	55.5
University of Technology Sydney	3,380	2,987	1,277	42.8
University of the Sunshine Coast	1,241	1,131	557	49.2
University of Wollongong	1,678	1,529	657	43
Victoria University	1,174	1,009	521	51.6
Western Sydney University	2,887	2,553	956	37.4
<b>All Universities</b>	<b>92,361</b>	<b>83,359</b>	<b>41,227</b>	<b>49.5</b>

Non-University Higher Education Institutions Institution name	Total approached	Final in- scope	Completed	Response rate (%)
Academies Australasia Polytechnic Pty Limited	15	14	<5	28.6
Academy of Information Technology	46	32	10	31.3
Adelaide Central School of Art	20	19	13	68.4
Adelaide College of Divinity	10	8	5	62.5
Alphacrucis College	104	74	38	51.4
Asia Pacific International College	160	138	25	18.1
Australian Academy of Music and Performing Arts	10	8	5	62.5
Australian College of Applied Professions	291	255	130	51.0
Australian College of Christian Studies	<5	<5	0	0.0
Australian College of Nursing	145	125	73	58.4
Australian College of Theology Limited	94	85	62	72.9
Australian Institute of Business Pty Ltd	956	820	405	49.4
Australian Institute of Higher Education	25	22	9	40.9
Australian Institute of Management Education & Training	46	44	25	56.8
Australian Institute of Professional Counsellors	10	10	5	50.0
Box Hill Institute	39	31	14	45.2
Campion College Australia	11	11	8	72.7
Canberra Institute of Technology	<5	<5	<5	100.0
Chisholm Institute	7	6	<5	33.3
Christian Heritage College	80	73	41	56.2
CIC Higher Education	86	82	27	32.9
Collarts (Australian College of the Arts)	46	41	14	34.1
Eastern College Australia	13	13	10	76.9
Elite Education Institute	62	53	19	35.8
Endeavour College of Natural Health	196	167	92	55.1
Excelsia College	29	25	13	52.0
Health Education & Training Institute	27	22	10	45.5
Holmes Institute	855	746	221	29.6
Holmesglen Institute	95	83	38	45.8
ICHM	33	30	16	53.3
Institute of Health & Management Pty Ltd	23	21	10	47.6
International College of Management, Sydney	158	131	41	31.3
ISN Psychology Pty Ltd	8	8	6	75.0
Jazz Music Institute	<5	<5	<5	50.0
Kaplan Business School	251	220	83	37.7
Kaplan Higher Education Pty Ltd	180	144	63	43.8
Kent Institute Australia	53	45	10	22.2
King's Own Institute	351	311	104	33.4
LCI Melbourne	18	16	8	50.0
Le Cordon Bleu Australia	52	43	21	48.8
Leo Cussen Centre for Law	127	115	52	45.2
Macleay College	45	32	8	25.0
Marcus Oldham College	59	51	25	49.0
Melbourne Institute of Technology	182	155	41	26.5
Melbourne Polytechnic	74	69	33	47.8
Montessori World Educational Institute (Australia)	16	13	5	38.5
Moore Theological College	48	46	40	87.0
Morling College	8	8	6	75.0
Nan Tien Institute	12	11	10	90.9

Non-University Higher Education Institutions Institution name	Total approached	Final in- scope	Completed	Response rate (%)
National Art School	43	38	18	47.4
Perth Bible College	12	12	9	75.0
Photography Studies College (Melbourne)	24	22	12	54.5
SAE Institute	212	176	64	36.4
SP Jain School of Management	8	8	<5	25.0
Stott's College	16	14	6	42.9
Study Group Australia Pty Limited	33	31	7	22.6
Sydney College of Divinity	92	84	46	54.8
Tabor College of Higher Education	71	63	44	69.8
TAFE NSW	70	63	34	54.0
TAFE Queensland	32	28	18	64.3
TAFE South Australia	9	9	5	55.6
The Australian College of Physical Education	24	17	<5	17.6
The Australian Institute of Music	109	96	46	47.9
The Cairnmillar Institute	38	34	19	55.9
The College of Law Limited	854	743	379	51.0
The MIECAT Institute	7	5	<5	40.0
Think Education	196	163	66	40.5
UOW College	20	18	<5	22.2
UTS College	347	306	53	17.3
VIT (Victorian Institute of Technology)	54	49	12	24.5
Wentworth Institute of Higher Education	31	26	6	23.1
William Angliss Institute	42	33	14	42.4
<b>All NUHEIs</b>	<b>7,526</b>	<b>6,519</b>	<b>2,772</b>	<b>42.5</b>