2018 Employer Satisfaction Survey

Methodological Report

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1. Introduction

1.1. About this report

This methodological report describes the data collection, data processing and reporting aspects of the 2018 Employer Satisfaction Survey (ESS, 'the survey'), conducted on behalf of the Australian Government Department of Education and Training ('the department') by the Social Research Centre. This report is organised into the following sections:

- Section 1 introduces the survey background, objectives and provides a general overview.
- Section 2 describes the survey sample, including details of participating universities.
- 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 presents the various deliverables.
- Section 7 documents the final dispositions and response rates.
- Section 8 presents an analysis of response.

1.2. Background

The ESS is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the department. The ESS is the newest and most innovative component of the QILT program, it is the first national survey in Australia that directly links the experiences of graduates to the views of their direct supervisors. Data from the ESS are used to better understand the needs of businesses and how well higher education is equipping graduates for the workforce.

The ESS was originally developed and pilot tested by the Workplace Research Centre (WRC) at the University of Sydney. It was designed to measure employer perceptions of the readiness of graduates to enter the workplace. For a more detailed history of the ESS and its predecessor instruments, refer to the 2017 ESS Methodological Report.

The ESS involved two rounds of data collection with supervisors of recent graduates, commencing in November and May each year. A small supplementary round was conducted in February to support higher education institutions with trimester calendars. The collection of supervisor details occurred each round at the end of the Graduate Outcomes Survey (GOS). All graduates in employment (but not self-employed or working in a family business) were asked to provide details (name, email and/or phone number) of their current supervisor so that the supervisor could be invited to take part in the ESS.

The survey instrument deployed at each collection in the 2018 ESS cycle maintained consistency with previous years.
1.3. Objectives

The broad aim of the ESS was to collect insights and perceptions from Australian employers about the attributes of recent graduates from Australian higher education institutions including universities and non-university higher education institutions (NUHEIs). Employer views of the technical skills, generic skills and work readiness of recent graduates provide assurance about the quality of Australia’s higher education sector. The development, collection and reporting of these measures assists the department to monitor service delivery and improve higher education over time.

Specific research objectives of the ESS were to measure, help monitor and better understand:

- the specific skills and attributes employers need in their business, and
- how well higher education is equipping graduates for the workforce.

1.4. Overview

A total of 5,311 surveys were completed. This was made up of 4,993 graduates of 40 Australian universities and 318 graduates of 43 NUHEI’s (refer to Table 1 for further details).

The ESS is administered in parallel with the GOS and the first collection period for the ESS 2018 reporting year took place in November 2017, and the second in May 2018. A supplementary round occurred in February 2018 to accommodate a small number of institutions that offer trimester rather than semester study periods. The sample was drawn from graduates who were in paid employment the week prior to completing the GOS and responded to the 2018 GOS and consented to provide their supervisor’s contact details. The survey was fielded primarily via online collection, with interviewing via Computer Assisted Telephone Interviewing (CATI) a secondary mode. The survey was conducted in English only, and fieldwork dates are provided in Table 1 below. Invitations and reminders were sent by email (where available), and telephone (using CATI). Unlike the GOS and the Student Experience Survey (SES), completed telephone surveys are included in the nationally reported data. The survey asked questions on graduate preparedness for the workforce and the skills and attributes that are beneficial for employees to have.

<table>
<thead>
<tr>
<th>Table 1 ESS project overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total supervisors approached</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>2017 November</td>
</tr>
<tr>
<td>2018 February</td>
</tr>
<tr>
<td>2018 May</td>
</tr>
<tr>
<td>Out-of-scope supervisors 1</td>
</tr>
<tr>
<td>In-scope supervisors</td>
</tr>
<tr>
<td>Completed surveys 2</td>
</tr>
<tr>
<td>Overall response rate (%) 3</td>
</tr>
<tr>
<td>Data collection period</td>
</tr>
<tr>
<td>Nov 2017 – Jul 2018</td>
</tr>
<tr>
<td>Nov 2017 - Feb 2018</td>
</tr>
<tr>
<td>Feb - Apr 2018</td>
</tr>
<tr>
<td>May - Jul 2018</td>
</tr>
<tr>
<td>Data collection mode</td>
</tr>
<tr>
<td>Online and CATI</td>
</tr>
<tr>
<td>Analytic unit</td>
</tr>
<tr>
<td>Supervisor</td>
</tr>
</tbody>
</table>

1 Includes opt outs and out-of-scope surveys.
2 Excludes non HESA institutions for consistency with the GOS and ESS National Reports
3 For the purpose of QILT projects, response rate is defined as completed surveys as a proportion of ‘in-scope supervisors’, where in-scope supervisors excludes unusable sample (e.g. no contact details), out-of-scope and opted out.
1.5. Project milestones

Table 2 provides a summary of the key project milestones including tasks and dates when each occurred for each collection in the 2018 ESS cycle.

Table 2  Key project milestones

<table>
<thead>
<tr>
<th>Task</th>
<th>2017 November</th>
<th>2018 February</th>
<th>2018 May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start-up</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed final questionnaire to field (with institutions)</td>
<td>16-Oct</td>
<td>12-Feb</td>
<td>22-Apr</td>
</tr>
<tr>
<td>Agreed final questionnaire to field (DET)</td>
<td>16-Oct</td>
<td>12-Feb</td>
<td>22-Apr</td>
</tr>
<tr>
<td>Programming / testing completed</td>
<td>26-Oct</td>
<td>16-Feb</td>
<td>2-May</td>
</tr>
<tr>
<td><strong>Sample</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample verification</td>
<td>1-Nov 2017 to 29-Jan 2018</td>
<td>19-Feb to 3-Apr 2018</td>
<td>3-May to 11-Jul 2018</td>
</tr>
<tr>
<td><strong>Fieldwork</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start main online fieldwork</td>
<td>1-Nov</td>
<td>19-Feb</td>
<td>3-May</td>
</tr>
<tr>
<td>End main online fieldwork</td>
<td>31-Jan</td>
<td>4-Apr</td>
<td>13-Jul</td>
</tr>
<tr>
<td>Coding completed</td>
<td>2-Feb</td>
<td>6-Apr</td>
<td>17-Jul</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data files to DET</td>
<td>N/A</td>
<td>N/A</td>
<td>26-Sep</td>
</tr>
<tr>
<td>Institutional reports and data files to Institutions</td>
<td>N/A</td>
<td>N/A</td>
<td>14-Nov</td>
</tr>
<tr>
<td>Draft National report to DET</td>
<td>N/A</td>
<td>N/A</td>
<td>26-Nov</td>
</tr>
<tr>
<td>Final National report to DET</td>
<td>N/A</td>
<td>N/A</td>
<td>5-Dec</td>
</tr>
<tr>
<td>Technical report</td>
<td>N/A</td>
<td>N/A</td>
<td>21-Dec</td>
</tr>
</tbody>
</table>
2. Sample design

2.1. Population

The in-scope population for the ESS included workplace supervisors of higher education graduates (not self-employed or working in a family business) who completed the GOS.

2.2. Sampling frame

The Graduate Outcomes Questionnaire (GOQ) was used to create this sample frame through a recruitment module requesting supervisor contact details. The ESS recruitment module in the GOQ contains a set of items aimed at graduates who were in paid employment the week prior to their completion of the GOS. Recruitment outcomes are shown below in Table 3. As can be seen, of the graduates who responded to the request for supervisor details, approximately four in ten (38.9 per cent) indicated that they could provide supervisor details. Results were similar across all collection rounds. It should be noted that the eventual proportion of usable supervisor details was significantly lower, due to the provision of incomplete or inaccurate contact details.

Table 3 Graduate response to request for ESS supervisor details

<table>
<thead>
<tr>
<th>Response to request for supervisor details</th>
<th>2017 November</th>
<th>2018 February</th>
<th>2018 May</th>
<th>Total GOS 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>I can provide their work contact details</td>
<td>5,324</td>
<td>39.9</td>
<td>522</td>
<td>40.8</td>
</tr>
<tr>
<td>I can provide their contact information</td>
<td>152</td>
<td>1.1</td>
<td>10</td>
<td>0.8</td>
</tr>
<tr>
<td>but I wish to log out of the survey and check their details first</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can provide their contact information</td>
<td>573</td>
<td>4.3</td>
<td>47</td>
<td>3.7</td>
</tr>
<tr>
<td>but I would like you to call me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not wish to provide my supervisors details</td>
<td>207</td>
<td>1.6</td>
<td>30</td>
<td>2.3</td>
</tr>
<tr>
<td>I would like more information before I provide my supervisor's details</td>
<td>7,094</td>
<td>53.1</td>
<td>670</td>
<td>52.4</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>13,350</strong></td>
<td><strong>100.0</strong></td>
<td><strong>1279</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>No response</td>
<td>5,484</td>
<td>482</td>
<td>15,716</td>
<td>21,682</td>
</tr>
<tr>
<td><strong>Total in-scope for ESS</strong></td>
<td><strong>19,021</strong></td>
<td><strong>1,773</strong></td>
<td><strong>58,499</strong></td>
<td><strong>79,293</strong></td>
</tr>
</tbody>
</table>

All graduates who responded with 'I do not wish to provide my supervisors details' were asked the main reason for their refusal. As can be seen in Table 4, the most common reason for refusal was concern about the supervisor being too busy (20.7 per cent). The second most common reason was the graduate not having a direct supervisor (14.0 per cent), followed by not feeling comfortable about passing details along (12.9 per cent) and not knowing the contact details (12.4 per cent). For further information on contact outcomes for graduates who responded with 'I can provide their contact information but I would like you to call me' refer to Section 3.2.1.
### Table 4  Graduate reasons for refusal of ESS supervisor details

<table>
<thead>
<tr>
<th>Reason for ESS refusal</th>
<th>2017 November</th>
<th>2018 February</th>
<th>2018 May</th>
<th>Total GOS 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>I'm concerned that my supervisor does not have enough time</td>
<td>54</td>
<td>29.2</td>
<td>9</td>
<td>32.1</td>
</tr>
<tr>
<td>I do not have a direct supervisor</td>
<td>32</td>
<td>17.3</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>I don't feel comfortable passing my supervisor's details along</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I do not know the email address of my supervisor</td>
<td>8</td>
<td>4.3</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>My job is temporary only /casual only</td>
<td>28</td>
<td>15.1</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>I'm concerned about my supervisor's response</td>
<td>11</td>
<td>5.9</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>My supervisor does not have an email address</td>
<td>2</td>
<td>1.1</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Other reasons</td>
<td>50</td>
<td>27.0</td>
<td>11</td>
<td>39.3</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td>185</td>
<td>100.0</td>
<td>28</td>
<td>100.0</td>
</tr>
<tr>
<td>No response</td>
<td>22</td>
<td>2.2</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>207</td>
<td>30</td>
<td>336</td>
<td>573</td>
</tr>
</tbody>
</table>

#### 2.2.1. Data quality

Due to sample for the ESS being provided by employed graduates primarily via self-completion, there were times graduates did not provide enough contact information, provided incorrect contact information, or simply provided incorrect details as a way of refusing further contact with their supervisor. To minimise data quality errors a number of validation processes were implemented as part of the May ESS:

- Kick-box validation on email addresses collected in the supervisor recruitment module of the GOS.
- Checks on phone number, name and email address fields to ensure they did not match the graduate’s sample information.
- Standard check on phone numbers to ensure they were 10 digits.
- Verification process whereby all supervisor records collected at the end of the GOS were manually reviewed prior to being invited to participate in the ESS.

The main data quality issues were as follows:

- Incomplete contact information (e.g. missing name, email, phone, etc.).
- Graduate contact information being provided in place of supervisor contact information.
- Junk or missing contact information as a way of refusing to provide details.
- Incorrect email address due to erroneous domain name.
- Duplicate records.

These aspects will be addressed in documentation and communications for future GOS and ESS collections.
2.2.2. Cleaning

All ESS sample records created at the end of the GOS went through a manual review process to ensure data quality. Records could be accepted, rejected or flagged for further details follow up. Throughout the verification process some light cleaning was also undertaken to ensure presentation throughout the survey would not be impacted.

The main components of sample record cleaning and manipulation were as follows:

- Email cleaning, e.g. correct domain formats.
- Phone cleaning, e.g. leading zeros.
- Name cleaning, e.g. correct capitalisation and salutations.
- Business name cleaning, e.g. correct capitalisation.

2.2.3. Exclusions

As part of sample processing the following exclusions were made:

- Records without contact details (email address and phone number).
- Records where graduate contact information had been provided in place of supervisor contact information.
- Records without a graduate name attached.
- Duplicate records.
3. Survey design and procedures

3.1. Invitation to participate

All institutions who agreed to participate in the 2018 GOS were eligible to participate in the 2018 ESS.

3.1.1. Promotion of the ESS

Promoting the ESS involved reaching out to both graduates and employers through institutions and various peak bodies. A number of peak bodies including the Australian Association of Graduate Employers (AAGE), the Australian Institute for Teaching and School Leadership (AITSL) and the National Association of Graduate Careers Advisory Services (NAGCAS) were also made aware of the ESS through conferences and meetings.

3.1.2. Participating institutions

Employed graduates of institutions that took part in the 2018 GOS were eligible to provide contact information for their supervisors if they were not self-employed or working in a family business. Given this, the institutions invited to participate in the ESS were identical to participating institutions for the GOS. The November 2017 round included graduates from 40 Table A and Table B universities and 33 NUHEIs. The May 2018 round included graduates from 41 Table A and Table B universities, and 58 NUHEIs. Four Table A and Table B universities and one NUHEI participated in the supplementary February 2018 round. Please note the number of participating institutions in the ESS is lower than those reported in the GOS Methodological Report due to some institutions having no graduates provide supervisor details.

As the collection of ESS sample relied on employed graduates to give supervisor details, there were some smaller institutions where no valid supervisor details were provided by their graduates, and so participation in GOS did not necessarily mean an institution had the opportunity to participate in ESS. For a full list of institutions that had graduates provide valid supervisor details and the supervisor complete the ESS, refer to Appendix 1.

3.2. Sample maximisation activities

3.2.1. Additional telephone workflows

Throughout fieldwork for the ESS additional telephone workflows were in place to assist in handling graduate queries and following up with graduates who provided invalid details. These are outlined in more detail below.

Requested contact

To help provide a more personalised reassurance regarding graduate concerns about the provision of supervisor contact information, employed graduates had the choice of selecting the response option ‘I can provide their contact information, but I would like you to call me’ in the online survey.

During all GOS collection periods, graduates who selected this option were entered into a telephone workflow. Interviewers contacted these graduates to discuss any concerns the graduates had about providing supervisor details. Graduates requesting further information were provided the option of

1 Excludes non HESA NUHEIs for consistency with the GOS and ESS National Report
receiving an ESS fact sheet via email (refer to Appendix 3). Graduates who were willing to provide their supervisor’s contact details were able to do so over the phone. Graduates who were not willing to provide details were asked the main reason they didn’t want to provide details. Graduates who responded with reasons for refusal relating to their supervisor not having an email address, not having enough time, concern about their supervisors response, and those not comfortable passing supervisor details along were read a short script to try and avert the refusal (refer to Appendix 5).

As can be seen at Table 5, overall, a third (31.8 per cent) of those who requested contact went on to provide valid supervisor details during the follow up phone call. Results were higher than those seen in the 2017 ESS (29.0 per cent). Additional validation checks were implemented during the 2018 ESS, including further input controls being added, an increase in internal logic checks and the addition of kickbox validation for collection of email addresses (refer to Section 2.2.1). The implementation of these validation checks were found to have had a positive impact on the quality of sample collected from graduates, and will be deployed during future collections of the ESS.

Table 5  Graduate request for contact outcomes

<table>
<thead>
<tr>
<th>I can provide their contact information but I would like you to call me (refer Table 3)</th>
<th>2017 November n=573</th>
<th>2018 February n=47</th>
<th>2018 May n=1,467</th>
<th>Total ESS 2018 n=2,087</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number provided valid supervisor details</td>
<td>179</td>
<td>13</td>
<td>471</td>
<td>663</td>
</tr>
<tr>
<td>% provided valid supervisor details</td>
<td>31.2</td>
<td>27.7</td>
<td>32.1</td>
<td>31.8</td>
</tr>
</tbody>
</table>

Entered invalid details

All supervisor details collected were subject to a verification process before they were entered into the online or CATI workflows. Each record was manually checked to confirm that valid details had been provided (e.g. phone number was not missing numbers or the area code, email addresses contained an ‘@’ sign, a domain name, and a ‘dot’ after the domain name) and that no offensive or obviously fake names had been entered, or that the graduate had submitted their own contact details.

Where invalid details had been provided, records were entered into a separate telephone workflow where an interviewer called the graduate and sought to confirm the correct details.

For cases where invalid details had been given and it was obvious the graduate did not want to give details (e.g. entered ‘Do not wish to disclose’ or similar in the ‘Supervisor name’ field), or no phone number was available, the details were rejected and not entered into the telephone workflow.

3.3. Contact protocol

Dual methodologies were utilised in the 2018 ESS; with online and CATI workflows established to support supervisor participation.

The 2018 ESS employed a limited protocol of contact attempts, including an email invitation and two email reminders. The online workflow was activated as the primary workflow for all records with a valid email address. The online and telephone workflows followed a predefined structure, with the online workflow consisting of an initial invitation no later than the business day following validation of supervisor details, an initial reminder email sent to non-responders three business days later (i.e. if sent invitation email on a Monday they would receive a reminder email on Thursday), and a final reminder email sent to non-responders seven business days later. All emails were ESS-branded, html-enabled and included a hyperlink directly to the online survey, as well as helpdesk email address and dedicated 1800 telephone number. Supervisors were able to unsubscribe by clicking a link in the
footers of the email. Supervisors who had completed a survey, those who had opted out of the survey, and those who had been disqualified from participating were removed from any further follow up activity.

If a supervisor did not respond to the email invitation or reminders, they were then entered into the CATI follow up workflow, if a phone number had been provided. In the November and February collection periods, non-respondents were entered into CATI five business days after non-response to the reminder email. For the May collection period, supervisors were entered into CATI two business days after non-response to the reminder email. The supervisor was transferred into the CATI workflow immediately if a ‘hard bounce’ outcome was recorded for the supervisor email address provided by the graduate. If the record only had a valid telephone number for the supervisor, it was entered into the CATI workflow the first business day following the provision of the contact details.

3.3.1. Email invitation and reminders

Following collection and review of supervisor contact details at the end of the GOS, the Social Research Centre sent an email survey invitation to all valid supervisor email addresses to advise of their selection in the ESS, present the survey objectives, outline privacy provisions and communicate the value of participation. The invitation and reminders included a unique link that took supervisors directly into their survey. Figure 1 illustrates the appearance of the invitation on screen for supervisors (this particular example is from the ESS-May collection).

Figure 1 Example ESS survey invitation

Dear Supervisor,

The Australian Government Department of Education and Training would like to hear from you about your thoughts on how well higher education in equipping graduates for the workforce through the Employability Outcomes Survey (EOS). Graduates provided us with your contact details after completing the Graduate Outcomes Survey so we would like to invite you to participate.

The ESS is part of the Quality Indicators for Learning and Teaching (QILT) – the first national survey that directly links the experiences of graduates to the views of their direct supervisors. The survey seeks to find out the value of work undertaken by graduates in providing valuable data about graduates' general skills, technical skills and work readiness – you can read about how the research is used in the QILT website. This information will be aggregated with other employer's opinions and reported on the QILT website. As a thank you for participating in the survey you also have a chance to elect to receive a summary of the research findings.

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

Survey link

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

The Social Research Centre is undertaking the ESS on behalf of the Australian Government Department of Education and Training. It should take approximately 7 minutes to complete and your responses will be kept confidential.

More information about the research is provided at https://www.qilt.edu.au/about-the-researcher-participation-inclusion/including-contact-information-if-you-have-any-questions-on-technical-issues-with-the-survey.

Your feedback is important. Thank you in advance for your time and feedback.

Ophelia Charlton
Executive Director

The Social Research Centre
Advisory on Quality Indicators for Learning and Teaching (QILT)

The invitation email was sent the business day after collection of valid supervisor details. The invitation email was followed by up to two email reminders (only the May collection included two reminders) to non-responding supervisors. The first reminder was sent three business days following the invitation and the second reminder was sent one week after the first reminder. Supervisors who had completed the survey, those who opted out, or those who had been disqualified from participating were also removed from the next email reminder. All emails referred to the QILT and ESS webpages for further information and contact details. An unsubscribe link was provided in the footer of each
email if supervisors no longer wanted to receive correspondence. A copy of the invitations and all reminders (for each collection in the 2018 ESS cycle) is provided at Appendix 2.

Table 6 provides a breakdown of email send outcomes by contact activity for each ESS collection. As can be seen, the email invitation open rate was highest in May (41.4 per cent) compared to November (38.4 per cent) and February (36.0 per cent). ‘Clicked on link as a per cent of opened’ was also higher for the invitation email in May (32.5 per cent) compared to November (24.9 per cent) and February (28.6 per cent). It should be noted that the sample frame for February is quite small relative to the November and May collections and the smaller base size should be considered when interpreting percentage based results.

Only a small decline in open rates and ‘clicked on link’ rates were noted in each round, with February experiencing a higher open rate for Reminder 1 than the initial invitation. As could be expected, ‘unopened’ rate generally trended upwards with each send.

The proportion of bounced records across all collections was somewhat high, indicating that the quality of contact details provided could be improved. A lower hard bounce rate for the initial invitation was noted in May (6.9 per cent) relative to November (8.7 per cent) and February (8.6 per cent) which may suggest that additional validation checks added to the May collection have helped increase sample quality.

Opt outs were less than one per cent at each send, suggesting the nature of the survey and the timing of sends were not a concern for supervisors.

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

<table>
<thead>
<tr>
<th>Total sent n</th>
<th>2017 November</th>
<th>2018 February</th>
<th>2018 May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Invite R1 R2</td>
<td>Invite R1 R2</td>
<td>Invite R1 R2</td>
</tr>
<tr>
<td>Total sent n</td>
<td>1,947 1,627 N/A 175 145 N/A</td>
<td>175 145 N/A</td>
<td>7,548 6,021 4,515</td>
</tr>
<tr>
<td>Opened %</td>
<td>38.4 34.1 N/A</td>
<td>36.0 39.3 N/A</td>
<td>41.3 39.0 33.3</td>
</tr>
<tr>
<td>Clicked on link %</td>
<td>9.6 9.6 N/A</td>
<td>10.3 18.6 N/A</td>
<td>13.4 9.9 7.0</td>
</tr>
<tr>
<td>Opt out from link %</td>
<td>0.6 0.5 N/A</td>
<td>0.6 0.7 N/A</td>
<td>0.4 0.7 0.5</td>
</tr>
<tr>
<td>Opened from link %</td>
<td>28.3 24.0 N/A</td>
<td>25.1 20.0 N/A</td>
<td>27.5 28.4 25.7</td>
</tr>
<tr>
<td>Unopened %</td>
<td>52.0 64.8 N/A</td>
<td>54.9 60.0 N/A</td>
<td>50.8 59.8 65.5</td>
</tr>
</tbody>
</table>
| Soft bounce %| 0.8 1.0 N/A   | 0.6 0.7 N/A   | 0.9 1.1 1.1  
| Hard bounce %| 8.7 0.1 N/A   | 8.6 - N/A      | 6.9 0.2 0.2 |

\[
\text{Clicked on link as % opened} = 24.9 28.3 N/A 28.6 47.4 N/A 32.5 25.3 21.2
\]

### 3.3.2. Interviewer briefing

A total of 37 interviewers were selected to work on the ESS across the three collection periods. All interviewers attended a comprehensive briefing session, delivered by the Social Research Centre project management team. Briefings were conducted on 1 November 2017, 19 February 2018 and 3 May 2018. The briefing covered the following aspects:

- survey context and background
- survey procedures (sample management protocols, response maximisation procedures)
- privacy and confidentiality issues
• a detailed examination of the survey questionnaire, with a focus on ensuring the uniform interpretation of questions and response frames, and addressing item-specific data quality issues
• targeted refusal aversion techniques
• strategies to maintain co-operation (i.e. minimise mid-survey terminations)
• approaches to get past ‘gatekeepers’ (e.g. receptionist, personal assistant)
• comprehensive practice interviewing and role play, and
• a review of key data quality issues.

The briefing slides are provided at Appendix 4 with the interviewer handout included.

3.3.3. Quality control

The in-field quality monitoring techniques applied to the telephone components of this project included the following:

• 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 data quality, consistency of interview administration, or project performance.
• Maintenance of an ‘interviewer handout’ document addressing any respondent liaison or data quality issues.
• Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.
• Maintenance of a question and answer log on the Social Research Centre’s intranet to assist with responses to queries.

Quality assurance and applicable standards is discussed further at Section 3.4.3.

3.3.4. Call procedures

Call procedures for the CATI survey, for supervisors entering the CATI workflow directly (no email address information provided) or as part of the online survey non-response follow up activity, featured:

• call attempts placed over different days of the working week and times of day
• placing a second call attempt to ‘fax / modem’ and ‘number disconnected’ outcomes (given that there are occasionally issues with internet connections and problems at the exchange), and
• providing login details if supervisors preferred to complete online, rather than complete a telephone interview.

3.4. Data collection

The 2018 ESS was a dual mode survey, with both online and CATI workflows offered to supervisors, with the understanding that many supervisors would not participate in the online survey without CATI
follow up. The ESS instrument was programmed into a data collection platform to ease data capture as well as facilitate the seamless use of CATI. This approach also supported the development and deployment of the live reporting module.

Where a valid email address was provided, the supervisor was assigned to the online workflow, on the basis that supervisors would prefer to receive information about the ESS in writing, and that they would prefer the opportunity to self-complete in their own time. Where only a phone number was provided the supervisor was assigned to the CATI workflow (refer to Section 3.3 for additional detail on the contact protocol).

Table 7 below shows the original allocation of supervisors to the online and telephone workflows, and the number and proportion of supervisor records changing workflow as a result of a ‘hard bounce’ outcome, or as a result of non-response to the online survey invitation and reminders.

Overall, while a majority of supervisor records (90.0 per cent) were initially assigned to the online workflow, a significant proportion (66.6 per cent) of those originally assigned to the online workflow, ended up in the telephone workflow. This highlights the importance of telephone activity as part of the ESS response maximisation effort.

### Table 7  Workflow across online and CATI

<table>
<thead>
<tr>
<th></th>
<th>2017 November</th>
<th>2018 February</th>
<th>2018 May</th>
<th>Total ESS 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial workflow</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total supervisors approached</td>
<td>2,209</td>
<td>208</td>
<td>8,323</td>
<td>10,740</td>
</tr>
<tr>
<td>Assigned to online workflow (email only provided)</td>
<td>273</td>
<td>29</td>
<td>1,511</td>
<td>1,813</td>
</tr>
<tr>
<td>Assigned to online workflow (email and phone provided)</td>
<td>1,674</td>
<td>146</td>
<td>6,037</td>
<td>7,857</td>
</tr>
<tr>
<td>Total assigned to online workflow</td>
<td>1,947</td>
<td>175</td>
<td>7,548</td>
<td>9,670</td>
</tr>
<tr>
<td>Assigned to telephone workflow (phone only provided)</td>
<td>262</td>
<td>33</td>
<td>775</td>
<td>1,070</td>
</tr>
<tr>
<td><strong>Changed workflow</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total changed workflow</td>
<td>1,413</td>
<td>122</td>
<td>4,902</td>
<td>6,437</td>
</tr>
<tr>
<td>Hard bounce</td>
<td>170</td>
<td>15</td>
<td>523</td>
<td>708</td>
</tr>
<tr>
<td>Online non-response (added to telephone workflow)</td>
<td>1,243</td>
<td>107</td>
<td>4,379</td>
<td>5,729</td>
</tr>
<tr>
<td>Total telephone workflow (changed workflow plus telephone)</td>
<td>1,675</td>
<td>155</td>
<td>5677</td>
<td>7,507</td>
</tr>
</tbody>
</table>

### 3.4.1. Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders (refer to Appendix 2). Clicking from the email invitation or reminder would go directly to the beginning of the survey. Unlike the SES and GOS, due to the limited ESS sample frame, there was no option to start the survey via the QILT website.

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

- optimisation for small screen devices
- inclusion of “Next” and “Previous” buttons
• input controls and internal logic checks
• presentation of a progress bar
• tailoring error messages, as appropriate
• splitting long statement batteries over several screens to remove the need for vertical scrolling
• 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 completed.

A copy of the May questionnaire in the 2018 ESS cycle is included at Appendix 5 with screenshots of the online survey included in Appendix 6. Figure 2 illustrates the look and feel of the online survey link when viewed on a mobile.

Figure 2 Presentation of the ESS online survey on a mobile

3.4.1.1. Look and feel

The survey look and feel was customised to be consistent with QILT branding guidelines, including the use of the ESS logo and colour scheme. This ensures consistency with communications such as images included in the email invitation and reminders and the QILT website. Refer to Figure 2 and Figure 3 for examples of the online survey look and feel.
3.4.1.2. Navigation buttons

Navigation buttons used were consistent with respect to the relative placement of Previous and Next buttons and colouring of the Next button (Couper, Baker, and Mechling 2011; Romano Bergstrom, Lakhe, and Erdman 2016; Wroblewski 2009).

3.4.1.3. Optimisation for small screen devices

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. Mobile optimisation was also triggered where screen width was less than 768 pixels, regardless of device type. Several elements of the survey were changed for mobile users. Grid (also known as table or matrix) items were reconfigured to ensure that they are usable on a mobile device; Figure 3 shows an example of a grid item in standard view and
Figure 4 shows the same item in mobile view. The mobile view ensures that response options on the right-hand side of the grid do not fall off-screen, leading to response error (see Couper 2008:195-96). Besides the treatment of grid items, the size and orientation of the navigation (Previous and Next) and Save buttons is changed for mobile devices. The desktop layout places the Previous button on the bottom left corner, the Next button on the bottom right corner and the Save button on the top right corner. The mobile 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 mobile view.
3.4.1.4. Progress bar

The online survey presentation included a progress bar indicating how far the respondent had progressed – this can be seen as the orange coloured horizontal bar showing “60%” at the top of the mobile screen in Figure 4.

3.4.1.5. Error messages

An error message (Figure 5) was presented to supervisors if they confirmed they had never been a work supervisor to the named graduate.

3.4.1.6. Saving responses

Responses to the survey were automatically saved each time the respondent clicked the Next button. There was also a Save button to allow the respondent to save their answers on the page. These
features enabled respondents to complete the survey in multiple sessions. Reminder emails were sent to supervisors who had not completed the survey to remind them that they could restart the survey where they left off.

3.4.2. CATI survey

The CATI ESS was administered in an identical format to the online ESS. Interviewers had an interfacing script at the front and back ends of the online survey which allowed categorisation of call outcomes. Once agreement to complete the survey was established, the interviewers initiated the online survey and recorded responses into the online survey. The non-mandatory nature of the ESS questionnaire items allowed for responses to items to be skipped if requested by the supervisor.

The majority of surveys completed by telephone occurred within the first five call attempts (78.1 per cent), in particular on the first (20.2 per cent) and second (21.0 per cent) call attempts. One in five surveys completed by telephone required six or more calls before participating in the ESS (21.9 per cent), indicating the ongoing requirement for an extended call regime when approaching supervisors to participate in the ESS.

3.4.2.1. Testing

Following programming of the survey script, dummy data was generated to produce a mock data set and enable testing of all question bases and survey sequencing. Surveys completed on the first day of fieldwork were checked for correct base sizes to ensure sequencing was functioning as intended. No issues were identified and the survey proceeded. Institutions which commissioned institution specific items were provided with a test link to their survey for viewing and checking for look, feel and correct presentation.

3.4.3. Quality assurance and applicable standards

The Social Research Centre is accredited under the ISO 20252 scheme (certification number MSR 20015, first issued by SAI Global, on 11 December 2007). All aspects of the ESS were undertaken in accordance with the Australian Market and Social Research Society (AMSRS) code of practice, ISO 20252 standards, the Australian Privacy Principles and the Privacy (Market and Social Research) Code. All senior QILT staff are full members of the Australian Market and Social Research Society or maintain professional memberships relevant to their role. The Social Research Centre is also a member of the 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

The department was provided with access to a bespoke ‘live’ online reporting module which provided an overview of supervisor detail collection rates for each institution and the total participation rates for all institutions. Results were provided in real time and included number of graduates in-scope to provide details, number of details actually collected and participation rates of supervisors (including partial completes, out-of-scopes and opt outs).
3.5. Respondent support

The Social Research Centre established a ESS 1800 helpdesk to provide supervisors an avenue to establish contact with the ESS team. This number was also available to international supervisors (with an international dialling code) and remained operational for the duration of the overall fieldwork period. The helpdesk was staffed between 9:00am and 8:30pm on weekdays and between 11:00am and 5:00pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours. In addition to the helpdesk, a ESS inbox was also available for supervisors to email with any queries throughout the fieldwork period. The ESS inbox was managed by the ESS helpdesk team and staffed for the same hours as the 1800 helpdesk.

The ESS helpdesk team was briefed on the ESS background, procedures and questionnaire to enable them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to look up caller information and survey links, as well as providing a method for logging all contacts. The helpdesk processed 696 telephone and email transactions across all ESS activity, with the primary reason for contact being to make an appointment. As can be seen at Table 8, other reasons for contacting the helpdesk included opting out, requests for general survey information, wanting to complete online or confirming survey completion.

Table 8  Enquiries to the ESS helpdesk

<table>
<thead>
<tr>
<th>Reason for contact</th>
<th>Standard ESS</th>
<th>Requested contact</th>
<th>Total</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATI appointment</td>
<td>354</td>
<td>183</td>
<td>537</td>
<td>77.2</td>
</tr>
<tr>
<td>Opt out</td>
<td>30</td>
<td>43</td>
<td>73</td>
<td>10.5</td>
</tr>
<tr>
<td>Requested general survey information</td>
<td>21</td>
<td>2</td>
<td>23</td>
<td>3.3</td>
</tr>
<tr>
<td>Wants to complete online</td>
<td>14</td>
<td>-</td>
<td>14</td>
<td>2.0</td>
</tr>
<tr>
<td>Claims to have done survey</td>
<td>13</td>
<td>2</td>
<td>15</td>
<td>2.2</td>
</tr>
<tr>
<td>Problems with URL / access / login</td>
<td>9</td>
<td>-</td>
<td>9</td>
<td>1.3</td>
</tr>
<tr>
<td>out-of-scope</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>1.0</td>
</tr>
<tr>
<td>Change of details</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>0.4</td>
</tr>
<tr>
<td>Privacy concern</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>3</td>
<td>13</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>461</strong></td>
<td><strong>235</strong></td>
<td><strong>696</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

All opt outs and refusals were removed from the reminder email and CATI sample on a daily basis to avoid future reminder emails or calls to these sample members. Sample contact details were also updated before each reminder for those requesting an update to their details.
4. Questionnaire

4.1. Development

The 2018 ESS was based on the 2017 instrument. Changes were limited to the addition of institution specific items and minor contextual wording improvements.

4.2. Overview

Table 9 outlines the thematic areas of the six main modules in the questionnaire. The core design of the ESS was modular to support a flexible and responsive approach to future implementations of the survey. Modules can be modified or retired without unduly impacting on the overall structure or flow of the Employer Satisfaction Questionnaire (ESQ). A copy of the generic survey instrument (i.e., excluding any institution-specific items) is included at Appendix 5 with screen shots of the online survey at Appendix 6.

<table>
<thead>
<tr>
<th>Module</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>Introduction and screening</td>
</tr>
<tr>
<td>Module B</td>
<td>Overall graduate preparation</td>
</tr>
<tr>
<td>Module C</td>
<td>Graduate Attributes Scale – Employer (GAS-E)</td>
</tr>
<tr>
<td>Module E</td>
<td>Institution specific items</td>
</tr>
<tr>
<td>Module F</td>
<td>Close</td>
</tr>
</tbody>
</table>

The GAS-E measures the extent to which supervisors agreed the graduate was prepared for employment across each of the GAS-E domains. Three GAS-E subscales are also administered to graduates as part of the GOS and form the basis for the Graduate Attributes Scale – Graduate (GAS-G).

4.2.1. Institution specific items

In keeping with QILT survey processes, institutions were able to add additional questions. In 2018 one institution added additional questions to the ESS. Currently, institution specific items do not fall under any data sharing arrangements and are therefore only included in the respective institution data file.
5. Data processing

5.1. Definition of the analytic unit

The analytic unit for the ESS is the course or major. The ESS data file contains one record for each of the graduate’s courses or majors to a maximum of two. Supervisors appear twice in the file if the graduate they supervised either completed a single degree with two majors, or a double degree. If a graduate had completed a single degree with two majors, the second major is included in the ESS data file but not included in National reporting.

In the 2018 ESS data set, a record was considered complete and valid if the supervisor had provided a valid response at:

- equalimp (importance of qualification to be able to do their job well)
- ecrsprep (qualification prepared graduate for the job), and
- ehire (likelihood the employer would hire another graduate with the same qualification) questions.

5.2. Data cleaning and preparation

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

- recoding value labels where required
- re-coding of ‘no answers’ to the missing values conventions
- cleaning of supervisor name and coding of occupation and further study field of education, and
- spell checking and light cleaning of email addresses, business names, ebstprep (main ways institution prepared graduate for employment), eimpprep (ways institution could have better prepared graduates for employment) and ‘other’ specify responses.

<table>
<thead>
<tr>
<th>Table 10 Missing data conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing data type</td>
</tr>
<tr>
<td>Item skipped</td>
</tr>
<tr>
<td>Don’t know</td>
</tr>
<tr>
<td>Item not applicable</td>
</tr>
<tr>
<td>Service / support not received</td>
</tr>
<tr>
<td>Not asked</td>
</tr>
</tbody>
</table>

5.3. Coding and processing of open text responses

Spell checking and light cleaning of email addresses and ‘other’ specify responses were applied to remove identifiers and expletives. Code frames were developed in conjunction with, and approved by the department, and remained largely unchanged in 2018. Table 11 summarises those items which were coded and the source code frame that was used. Coded responses for open text items were added and then a consistent missing data convention was applied.
### Table 11   Items coded and source for coding decisions

<table>
<thead>
<tr>
<th>Item coded</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>Occupation was coded using the Australian and New Zealand Standard Classification of Occupations (ANZSCO, Version 1.2, 2013, ABS catalogue number 1220.0) at the six digit level</td>
</tr>
<tr>
<td>Location of employment</td>
<td>For graduates working overseas, country of employment was coded using the Standard Australian Classification of Countries (SACC, Second edition, ABS catalogue number 1269.0). For graduates working in Australia who recorded the suburb of their employer, postcode of employment was sourced using concordances of locality and postcode maintained by the Social Research Centre, based on ABS and Australia Post products.</td>
</tr>
</tbody>
</table>
6. Deliverables

The Social Research Centre provided institutions and the department the following deliverables at the completion of the 2018 ESS cycle (unless otherwise stated):

- finalised questionnaire in MS Word (as part of each ESS iteration within the 2018 cycle)
- weekly progress reports to the department during data collection (as part of each ESS iteration within the 2018 cycle)
- data files:
  - institution data files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format
    - Includes institution specific questions (if applicable)
  - department national timeseries data file in SAS format and SPSS format, along with a national data map
  - UA timeseries data file in SPSS, CSV and data map
- data dictionary and institution data map with data changelog
- responses to open-ended questions in MS Excel to the:
  - department, and
  - institution specific responses to each respective institution.
- National Report in PDF and MS Word format, available from the QILT website
- National Report Website Tables, available from the QILT website
- Summary Excel reports at institution level
- the 2018 ESS press release, and
- methodological report.
7. Final dispositions and response rates

Table 12 summarises call outcomes for sample records in the main ESS telephone workflow, that is, it excludes calls to collect or validate supervisor contact information.

A total of 35,626 calls were placed to 9,150 sample records, with approximately three in ten (33.8 per cent) sample records resulting in a survey completed by telephone, with a further one in four (23.6 per cent) resulting in a survey completed online, either before telephone contact was initiated, or as a result of telephone follow up activity.

Telephone follow up activity generated a modest level of supervisor refusals (3.7 per cent of total records), and identified a small proportion of out-of-scope supervisors (2.2 per cent, ‘did not supervise graduate’).

Table 12 Summary of call outcomes

<table>
<thead>
<tr>
<th></th>
<th>2017 November</th>
<th>2018 February</th>
<th>2018 May</th>
<th>Total ESS 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total records</td>
<td>1,924</td>
<td>176</td>
<td>7,050</td>
<td>9,150</td>
</tr>
<tr>
<td>Survey completed by telephone</td>
<td>675</td>
<td>64</td>
<td>2,353</td>
<td>3,092</td>
</tr>
<tr>
<td>Survey completed online</td>
<td>329</td>
<td>32</td>
<td>1,795</td>
<td>2,156</td>
</tr>
<tr>
<td>Refusal</td>
<td>37</td>
<td>6</td>
<td>252</td>
<td>295</td>
</tr>
<tr>
<td>Appointment</td>
<td>90</td>
<td>6</td>
<td>239</td>
<td>335</td>
</tr>
<tr>
<td>Agreed to complete online</td>
<td>18</td>
<td>18</td>
<td>39</td>
<td>75</td>
</tr>
<tr>
<td>Did not supervise graduate</td>
<td>35</td>
<td>2</td>
<td>162</td>
<td>199</td>
</tr>
<tr>
<td>Other contact</td>
<td>67</td>
<td>8</td>
<td>300</td>
<td>375</td>
</tr>
<tr>
<td>Non contact</td>
<td>480</td>
<td>25</td>
<td>1,350</td>
<td>1,855</td>
</tr>
<tr>
<td>Unusable</td>
<td>193</td>
<td>15</td>
<td>560</td>
<td>768</td>
</tr>
<tr>
<td>Total call attempts</td>
<td>7,958</td>
<td>695</td>
<td>26,973</td>
<td>35,626</td>
</tr>
<tr>
<td>Calls per sample record not completing online</td>
<td>4.7</td>
<td>4.5</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>Calls per completed telephone survey</td>
<td>11.8</td>
<td>10.9</td>
<td>11.5</td>
<td>11.5</td>
</tr>
<tr>
<td>Average telephone interview duration (minutes)</td>
<td>12.9</td>
<td>13.3</td>
<td>13.3</td>
<td>13.2</td>
</tr>
</tbody>
</table>

Note: This table is based to all records dialled as part of telephone follow up, including those not included as part of analysis in the national report.

Despite best efforts to ‘clean’ the sample, some 8.4 per cent of sample records resulted in an ‘unusable’ outcome (number disconnected, person not known at number provided, fax / data line).

The main barrier to the achievement of a greater yield from the sample appears to be making contact with the supervisor (20.3 per cent non-contacts) and turning appointments into completed surveys (3.7 per cent residual appointments at the end of data collection period). This is not uncommon in surveys targeting businesses.

On average, 4.7 calls were placed to each sample record that did not result in an online complete, highlighting the effort that was applied to maximise the yield from the sample.

The average telephone interview duration, inclusive of time to locate and screen the supervisor, was 13.2 minutes.
8. Response analysis

8.1. Mode of completion

Approximately two-fifths (41.0 per cent) of the supervisors completing the ESS elected to complete online, supporting the case for a dual mode design. As can be seen at Table 13, the majority of those completing online (27.2 per cent of all completing, equating to 66.5 per cent of those completing online) did so in response to the initial email invitation or reminders, and did not require follow up by telephone.

Over half (59.0 per cent) of ESS surveys were completed by telephone, indicating the importance of maintaining the CATI workflow to boost response rates.

Table 13 Mode of completion

<table>
<thead>
<tr>
<th></th>
<th>2017 November</th>
<th>2018 February</th>
<th>2018 May</th>
<th>Total ESS 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Total completed</td>
<td>1,016</td>
<td>100.0</td>
<td>97</td>
<td>100.0</td>
</tr>
<tr>
<td>Total completed online</td>
<td>335</td>
<td>33.0</td>
<td>33</td>
<td>34.0</td>
</tr>
<tr>
<td>Completed online after telephone follow up</td>
<td>231</td>
<td>22.7</td>
<td>19</td>
<td>19.6</td>
</tr>
<tr>
<td>Completed online without telephone follow up</td>
<td>104</td>
<td>10.2</td>
<td>14</td>
<td>14.4</td>
</tr>
<tr>
<td>Total completed by telephone</td>
<td>681</td>
<td>67.0</td>
<td>64</td>
<td>66.0</td>
</tr>
</tbody>
</table>

Table 14 reviews sample yield and mode of completion within the stream to which the supervisor was originally assigned, based on the supervisor contact information collected during the GOS.

Overall sample yield was similar for the online stream (51.9 per cent) and the CATI stream (52.3 per cent). Approximately half the supervisors in the online stream (28.6 per cent of all supervisors assigned to the online stream, equating to 55.2 per cent of supervisors assigned to the online stream who completed), completed as a result of telephone follow up.

Table 14 Sample yield and mode of completion by stream

<table>
<thead>
<tr>
<th></th>
<th>Online</th>
<th></th>
<th>CATI</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>In-scope supervisors approached</td>
<td>9,217</td>
<td>100.0</td>
<td>1,015</td>
<td>100.0</td>
</tr>
<tr>
<td>Total completed</td>
<td>4,780</td>
<td>51.9</td>
<td>531</td>
<td>52.3</td>
</tr>
<tr>
<td>Completed online</td>
<td>2,140</td>
<td>23.2</td>
<td>36</td>
<td>3.5</td>
</tr>
<tr>
<td>Completed by phone</td>
<td>2,640</td>
<td>28.6</td>
<td>495</td>
<td>48.8</td>
</tr>
</tbody>
</table>

1 In-scope supervisors excludes unusable sample (e.g. no contact details), out-of-scope and opted out

A small proportion (3.5 per cent of all supervisors assigned to the CATI stream, equating to 6.8 per cent of supervisors assigned to the CATI stream who completed), ended up completing online.

As noted above, this reiterates the importance of a dual mode design for the ESS.
8.2. Response bias analysis

The tables that follow compare the course, demographic and labour market characteristics of employed graduate respondents to the GOS, with the characteristics of graduates whose supervisors responded to the ESS to detect possible bias in the ESS. That is, these tables identify the extent to which the ESS departs from being a representative survey of employers of recent graduates. Employed graduate respondents to the GOS were asked to provide contact details of their supervisors and as such represent the population frame for the ESS.

Comparison of employed graduates with supervisor responses by field of education shows that Education and Health graduates are overrepresented in the ESS achieved sample, while Management and Commerce and Society and Culture are underrepresented, as shown at Table 15.

Table 15 Respondents by broad field of education 2018

<table>
<thead>
<tr>
<th>Field of Education</th>
<th>Employed graduates</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>6,982</td>
<td>7.3</td>
</tr>
<tr>
<td>Information Technology</td>
<td>3,680</td>
<td>3.9</td>
</tr>
<tr>
<td>Engineering and Related Technologies</td>
<td>5,674</td>
<td>6.0</td>
</tr>
<tr>
<td>Architecture and Building</td>
<td>2,093</td>
<td>2.2</td>
</tr>
<tr>
<td>Agriculture and Environmental Studies</td>
<td>1,513</td>
<td>1.6</td>
</tr>
<tr>
<td>Health</td>
<td>20,109</td>
<td>21.1</td>
</tr>
<tr>
<td>Education</td>
<td>10,062</td>
<td>10.6</td>
</tr>
<tr>
<td>Management and Commerce</td>
<td>19,044</td>
<td>20.0</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>20,184</td>
<td>21.2</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>5,755</td>
<td>6.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>95,121</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 16 suggests there is a slight overrepresentation of non-university responses to the survey. While employers of NUHEI graduates report lower satisfaction, since they represent a small fraction of responses, this is expected to lead to only a very small downward bias in reported overall satisfaction.

There is a disproportionately higher level of response from supervisors of external graduates in the ESS by 4.7 percentage points as seen in Table 15.

Supervisors of postgraduate coursework and postgraduate research graduates are somewhat over-represented by 2.8 and 2.4 percentage points respectively while undergraduates are underrepresented by 5.2 percentage points. Since employers report lower satisfaction with postgraduate coursework graduates this is anticipated to lead to a downward bias in reported employer satisfaction. This would be offset, in part, by overrepresentation of postgraduate research graduates who report higher employer satisfaction. However, the population of postgraduate research graduates is much smaller, likely resulting in smaller bias.
Table 16: Respondents by type of institution and course characteristics, 2018

<table>
<thead>
<tr>
<th>Type of institution: University</th>
<th>Employed graduates</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>89,539</td>
<td>94.1</td>
</tr>
<tr>
<td>Type of institution: NUHEI</td>
<td>5,582</td>
<td>5.9</td>
</tr>
<tr>
<td>Mode: Internal</td>
<td>77,794</td>
<td>81.8</td>
</tr>
<tr>
<td>Mode: External</td>
<td>17,219</td>
<td>18.1</td>
</tr>
<tr>
<td>Course level: Undergraduate</td>
<td>53,288</td>
<td>56.0</td>
</tr>
<tr>
<td>Course level: Postgraduate coursework</td>
<td>36,610</td>
<td>38.5</td>
</tr>
<tr>
<td>Course level: Postgraduate research</td>
<td><em>5,223</em></td>
<td>5.5</td>
</tr>
</tbody>
</table>

Table 17 compares the demographic characteristics of employed graduate respondents to the GOS with the demographic characteristics of graduates whose supervisors actually responded to the ESS. Supervisors of male graduates are overrepresented in the ESS by around 4.3 percentage points. However, differences in employer satisfaction with male and female graduates are not significant so the overrepresentation of employers of male graduates is unlikely to materially impact on reported overall satisfaction.

Supervisors of graduates aged 30 years and over are overrepresented in the ESS by 10.8 percentage points. This is consistent with the overrepresentation of supervisors of postgraduate coursework graduates as shown in Table 15. Employers of older graduates reported lower overall satisfaction, so the overrepresentation of older graduates is likely to lead to a downward bias in reported overall satisfaction. However, note there was no significant difference in employers’ overall satisfaction between younger and older graduates.

Table 17: Respondents by demographic characteristics, 2018

<table>
<thead>
<tr>
<th>Gender: Male</th>
<th>Employed graduates</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>36,415</td>
<td>38.3</td>
</tr>
<tr>
<td>Gender: Female</td>
<td>58,604</td>
<td>61.6</td>
</tr>
<tr>
<td>Age: 30 years or under</td>
<td>65,922</td>
<td>69.3</td>
</tr>
<tr>
<td>Age: Over 30 years</td>
<td>29,199</td>
<td>30.7</td>
</tr>
<tr>
<td>Indigenous: Indigenous</td>
<td>851</td>
<td>0.9</td>
</tr>
<tr>
<td>Indigenous: Not Indigenous</td>
<td>94,270</td>
<td>99.1</td>
</tr>
<tr>
<td>Home language: English</td>
<td>81,594</td>
<td>85.8</td>
</tr>
<tr>
<td>Home language: other than English</td>
<td>13,527</td>
<td>14.2</td>
</tr>
<tr>
<td>Disability: Reported disability</td>
<td>4,208</td>
<td>4.4</td>
</tr>
<tr>
<td>Disability: No disability</td>
<td>90,855</td>
<td>95.5</td>
</tr>
</tbody>
</table>

As seen in Table 18, supervisors of graduates working in Professional occupations are overrepresented by 8.1 percentage points in the ESS. Supervisors of graduates working in Professional occupations reported higher overall satisfaction. All other things equal, this would lead to an upward bias in the reported overall satisfaction in the 2018 ESS.

Supervisors of graduates employed full-time are overrepresented in the ESS by 5.6 percentage points. Supervisors of graduates who have worked in their current job for between three months and one year are over-represented in the 2018 ESS by around 4.4 percentage points. Satisfaction with
this group was significantly higher than for those who had been employed for under three months and so their overrepresentation may lead to an upward bias in employer satisfaction.

In summary, over-representation of responses from employers of graduates in Education and Health courses, graduates working in Professional occupations and graduates employed between 3 months and one year, is likely to lead to an upward bias in reported employer satisfaction. On the other hand, over-representation of the supervisors of postgraduate coursework and external graduates is likely to lead to a downward bias in reported employer satisfaction.

Table 18  Respondents by labour market characteristics, 2018

<table>
<thead>
<tr>
<th></th>
<th>Employed graduates</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Occupation: Managers</td>
<td>8,066</td>
<td>8.8</td>
</tr>
<tr>
<td>Occupation: Professionals</td>
<td>54,759</td>
<td>59.6</td>
</tr>
<tr>
<td>Occupation: Technicians and trades workers</td>
<td>2,829</td>
<td>3.1</td>
</tr>
<tr>
<td>Occupation: Community and personal service workers</td>
<td>8,583</td>
<td>9.3</td>
</tr>
<tr>
<td>Occupation: Clerical and administrative workers</td>
<td>7,890</td>
<td>8.6</td>
</tr>
<tr>
<td>Occupation: Other workers</td>
<td>9,782</td>
<td>10.6</td>
</tr>
<tr>
<td>Occupation: Total</td>
<td>91,909</td>
<td>100.0</td>
</tr>
<tr>
<td>Employment status: full-time</td>
<td>64,787</td>
<td>68.1</td>
</tr>
<tr>
<td>Employment status: part-time</td>
<td>30,334</td>
<td>31.9</td>
</tr>
<tr>
<td>Employment status: Total</td>
<td>95,121</td>
<td>100.0</td>
</tr>
<tr>
<td>Duration of job with current employer*: Less than 3 months</td>
<td>11,877</td>
<td>13.3</td>
</tr>
<tr>
<td>Duration of job with current employer*: 3 months to &lt; 1 year</td>
<td>36,008</td>
<td>40.2</td>
</tr>
<tr>
<td>Duration of job with current employer*: 1 year or more</td>
<td>41,688</td>
<td>46.5</td>
</tr>
<tr>
<td>Total</td>
<td>89,573</td>
<td>100.0</td>
</tr>
</tbody>
</table>
9. Summary of issues for future surveys

As the ESS is still in its infancy there is scope to refine a number of aspects of project execution, based on issues arising from the 2018 implementation, including:

- Consideration of additional email reminder activity prior to switching to telephone follow up activity.
- Increased engagement with institutions to normalise supervisor details provision during their awareness raising activities with graduates.
- Further review and implementation of functionality in the GOS which seeks to convert refusals at the ESS bridge and/or at the point where supervisor contact information is requested. An example of this is targeted refusal conversion with graduate respondents.
- It is also proposed that the ‘Bridge’ section be moved from the GOS to a stand-alone project. Currently if a graduate completes the GOS but then stops at the Bridge they are considered an incomplete survey in GOS for the purpose of reporting the number of operational completes. Having the Bridge as a separate project provides a clearer line of sight to completed GOS outcomes and they would not be diluted by those who stop at the Bridge.

Consideration may also be given to:

- Engagement of professional associations and graduate employer groups, with a view to raising awareness of the ESS amongst supervisors, and creating an expectation of being contacted by email or phone to participate in the ESS.
- Furthering the development and content of relevant support materials for graduates and employers.
### List of abbreviations and terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAGE</td>
<td>Australian Associate of Graduate Employers</td>
</tr>
<tr>
<td>ABS</td>
<td>Australian Bureau of Statistics</td>
</tr>
<tr>
<td>AITSL</td>
<td>Australian Institute for Teaching and School Leadership</td>
</tr>
<tr>
<td>AMSRS</td>
<td>Australian Market and Social Research Society</td>
</tr>
<tr>
<td>AMSRO</td>
<td>Association of Market and Social Research Organisations</td>
</tr>
<tr>
<td>ANZSCO</td>
<td>Australian New Zealand Standard Classification of Occupations</td>
</tr>
<tr>
<td>CATI</td>
<td>Computer Assisted Telephone Interviewing</td>
</tr>
<tr>
<td>DET</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>ESS</td>
<td>Employer Satisfaction Survey</td>
</tr>
<tr>
<td>ESQ</td>
<td>Employer Satisfaction Questionnaire</td>
</tr>
<tr>
<td>GAS-E</td>
<td>Graduate Attributes Scale – Employer</td>
</tr>
<tr>
<td>GAS-G</td>
<td>Graduate Attributes Scale – Graduate</td>
</tr>
<tr>
<td>GOS</td>
<td>Graduate Outcomes Survey</td>
</tr>
<tr>
<td>GOS-L</td>
<td>Graduate Outcomes Survey - Longitudinal</td>
</tr>
<tr>
<td>GOQ</td>
<td>Graduate Outcomes Questionnaire</td>
</tr>
<tr>
<td>ISO</td>
<td>International Standards Organisation</td>
</tr>
<tr>
<td>NAGCAS</td>
<td>National Association of Graduate Careers Advisory Services</td>
</tr>
<tr>
<td>NHMRC</td>
<td>National Health and Medical Research Council</td>
</tr>
<tr>
<td>NUHEI</td>
<td>Non-University Higher Education Institute</td>
</tr>
<tr>
<td>QILT</td>
<td>Quality Indicators for Learning and Teaching</td>
</tr>
<tr>
<td>SACC</td>
<td>Standard Australian Classification of Countries</td>
</tr>
<tr>
<td>SES</td>
<td>Student Experience Survey</td>
</tr>
<tr>
<td>SRC</td>
<td>Social Research Centre</td>
</tr>
<tr>
<td>WRC</td>
<td>Workplace Research Centre</td>
</tr>
</tbody>
</table>
Appendix 1  Participating institutions
<table>
<thead>
<tr>
<th>Universities</th>
<th>NUHEIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>Academy of Information Technology</td>
</tr>
<tr>
<td>Bond University</td>
<td>ACAP and NCPS</td>
</tr>
<tr>
<td>Central Queensland University</td>
<td>Adelaide College of Divinity</td>
</tr>
<tr>
<td>Charles Darwin University</td>
<td>Alphacrucis College</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>Australian College of Theology</td>
</tr>
<tr>
<td>Curtin University</td>
<td>Australian Institute of Business</td>
</tr>
<tr>
<td>Deakin University</td>
<td>Avondale College of Higher Education</td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td>Box Hill Institute</td>
</tr>
<tr>
<td>Federation University Australia</td>
<td>Christian Heritage College</td>
</tr>
<tr>
<td>Flinders University</td>
<td>Collarts</td>
</tr>
<tr>
<td>Griffith University</td>
<td>Eastern College Australia</td>
</tr>
<tr>
<td>James Cook University</td>
<td>Endeavour College of Natural Health</td>
</tr>
<tr>
<td>La Trobe University</td>
<td>Excelsia College</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>Holmesglen Institute</td>
</tr>
<tr>
<td>Monash University</td>
<td>Holmes Institute</td>
</tr>
<tr>
<td>Murdoch University</td>
<td>Health Education &amp; Training Institute</td>
</tr>
<tr>
<td>Queensland University of Technology</td>
<td>Insearch</td>
</tr>
<tr>
<td>RMIT University</td>
<td>International College of Hotel Management</td>
</tr>
<tr>
<td>Southern Cross University</td>
<td>International College of Management, Sydney</td>
</tr>
<tr>
<td>Swinburne University of Technology</td>
<td>Kaplan Business School</td>
</tr>
<tr>
<td>The Australian National University</td>
<td>Kaplan Higher Education Pty Ltd</td>
</tr>
<tr>
<td>The University of Adelaide</td>
<td>King's Own Institute</td>
</tr>
<tr>
<td>The University of Melbourne</td>
<td>LCI Melbourne</td>
</tr>
<tr>
<td>The University of Notre Dame Australia</td>
<td>Le Cordon Bleu Australia</td>
</tr>
<tr>
<td>The University of Queensland</td>
<td>Macleay College</td>
</tr>
<tr>
<td>The University of Sydney</td>
<td>Marcus Oldham</td>
</tr>
<tr>
<td>The University of Western Australia</td>
<td>Melbourne Institute of Technology</td>
</tr>
<tr>
<td>Torrens University</td>
<td>Melbourne Polytechnic</td>
</tr>
<tr>
<td>University of Canberra</td>
<td>Moore Theological College</td>
</tr>
<tr>
<td>University of Divinity</td>
<td>National Art School</td>
</tr>
<tr>
<td>University of New England</td>
<td>North Metropolitan TAFE</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>Perth Bible College</td>
</tr>
<tr>
<td>University of Newcastle</td>
<td>SAE Institute and Qantm College</td>
</tr>
<tr>
<td>University of Southern Queensland</td>
<td>Tabor College of Higher Education</td>
</tr>
<tr>
<td>University of Tasmania</td>
<td>TAFE NSW Higher Education</td>
</tr>
<tr>
<td>University of Technology Sydney</td>
<td>TAFE Queensland</td>
</tr>
<tr>
<td>University of the Sunshine Coast</td>
<td>The Australian College of Physical Education</td>
</tr>
<tr>
<td>University of Wollongong</td>
<td>The Australian Institute of Music</td>
</tr>
<tr>
<td>Victoria University</td>
<td>The Cairnmillar Institute</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>The College of Law</td>
</tr>
<tr>
<td></td>
<td>The MIECAT Institute</td>
</tr>
<tr>
<td></td>
<td>Think Education Group</td>
</tr>
<tr>
<td></td>
<td>William Angliss Institute</td>
</tr>
</tbody>
</table>
Appendix 2  Survey invitations and reminders
2018 Employer Satisfaction Survey (ESS) Email Plan: Invitation and reminders text

Table of Contents

Employer Satisfaction Survey (ESS) Email Plan: Invitation and reminders text ............... 1
Invitation .................................................................................................................................. 2
Reminder 1 ............................................................................................................................... 3
Reminder 2 ............................................................................................................................... 4
Brochure Request .................................................................................................................... 5
CATI to Online request ........................................................................................................... 6
Dear %name**Supervisor**%,

The Australian Government Department of Education and Training would like to hear from you about your thoughts on how well higher education is equipping graduates for the workforce through the Employer Satisfaction Survey (ESS). %E403%%E402%% provided us with your contact details after completing the Graduate Outcomes Survey so we could invite you to participate.

The ESS is part of the Quality Indicators for Learning and Teaching (QILT) – the first national survey that directly links the experiences of graduates to the views of their direct supervisors. The information you provide will contribute to positive changes in Australian higher education by providing valuable data about graduates’ generic skills, technical skills and work readiness – you can read about how the research is used in this brochure.

This information will be aggregated with other employer’s opinions and reported on the QILT website. **As a thank you for participating in the survey you also have a chance to elect to receive a summary of the research findings.**

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

%%srvylink%%

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

The Social Research Centre is undertaking the ESS on behalf of the Australian Government Department of Education and Training. It should take approximately 7 minutes to complete and your responses will be kept confidential.

More information about the research is provided at https://www.qilt.edu.au/about-this-site/employer-satisfaction including contact information if you have any queries or technical issues with the survey.

Your ideas and opinions are important to me. Thank you in advance for your time and feedback.

Graham Challice
Executive Director, Major Projects
The Social Research Centre
Reminder 1

Dear %name**Supervisor**,

I recently invited you to provide feedback about how well higher education is equipping graduates for the workforce through the Employer Satisfaction Survey (ESS). Don't forget to let me know what you have to say about how well %E306C**their institution**% prepared %E403% %E402% for the workforce.

As a thank you for participating in the survey you also have a chance to elect to receive a summary of the research findings once the study is complete. The ESS is the only source of national data on employer satisfaction with higher education. By contributing your views and providing information about the quality of education provided at Australian institutions, you can help the Australian Government improve higher education and benefit other graduates and employers in the future.

There is more information about how the research is used in this brochure.

If you have started already, please click the link below to continue the survey from where you left off:

%srvylink%

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

The Australian Government Department of Education and Training has commissioned the Social Research Centre to undertake the ESS. It should only take around 7 minutes to complete and your responses will be kept confidential.

More information about the research is provided at https://www.qilt.edu.au/about-this-site/employer-satisfaction including contact information if you have any queries or technical issues with the survey.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director, Major Projects
The Social Research Centre
Reminder 2

Dear %name**Supervisor**%,

The Employer Satisfaction Survey (ESS) is closing soon, don’t miss your chance to provide feedback on how well higher education is equipping graduates for the workforce. It should only take around 7 minutes to complete and your responses will be kept confidential.

If you have started already, please click the link below to continue the survey from where you left off: %srvylink%

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

The information you provide will contribute to positive changes in Australian higher education by providing valuable data about graduates’ generic skills, technical skills and work readiness – you can read more about how the research is used in this brochure. **As a thank you for participating in the survey you also have a chance to elect to receive a summary of the research findings.**

The Australian Government Department of Education and Training has commissioned the Social Research Centre to undertake the ESS.

More information about the research is provided at [https://www.qilt.edu.au/about-this-site/employer-satisfaction](https://www.qilt.edu.au/about-this-site/employer-satisfaction) including contact information if you have any queries or technical issues with the survey.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director, Major Projects
The Social Research Centre
Brochure Request

Dear %E403**graduate%%,

We recently spoke to you on the phone about providing your work supervisor’s details, so they can participate in the Employer Satisfaction Survey (ESS) for the Australian Government Department of Education and Training.

As requested, you can read more about how the research is used in this brochure. We will call you in a couple of days to see if you have any further questions and to collect your supervisor’s details.

The ESS is the only source of national data on employer satisfaction with higher education. By providing your supervisor’s details and enabling them to contribute their views about the quality of education provided at Australian institutions, you can help the Australian Government improve higher education and benefit other graduates and employers in the future.

The Social Research Centre is undertaking the ESS on behalf of the Australian Government Department of Education and Training.

More information about the research is provided at https://www.qilt.edu.au/about-this-site/employer-satisfaction.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director, Major Projects
The Social Research Centre
Dear %name**Supervisor**%,

We recently spoke to you on the phone about completing the Employer Satisfaction Survey (ESS) for the Australian Government Department of Education and Training. Thank you for agreeing to take part. It should take approximately 7 minutes to complete and your responses will be kept confidential.

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

%%%srvylink%%

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

The ESS is the only source of national data on employer satisfaction with higher education – you can read more about how the research is used in this [brochure](https://www.qilt.edu.au/about-this-site/employer-satisfaction). By contributing your views and providing information about the quality of education provided at Australian institutions, you can help the Australian Government improve higher education and benefit other graduates and employers in the future. **As a thank you for participating in the survey you also have a chance to elect to receive a summary of the research findings.**

[The Social Research Centre](https://www.qilt.edu.au/about-this-site/employer-satisfaction) is undertaking the ESS on behalf of the Australian Government Department of Education and Training.

More information about the research is provided at [https://www.qilt.edu.au/about-this-site/employer-satisfaction](https://www.qilt.edu.au/about-this-site/employer-satisfaction) including contact information if you have any queries or technical issues with the survey.

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director, Major Projects  
The Social Research Centre
Appendix 3  Fact sheets – Graduate and Supervisor
What is the Employer Satisfaction Survey (ESS)?

Thank you for completing the Graduate Outcomes Survey (GOS) – your contribution means that institutions have the data to review their course offerings and improve student services. Employability skills required by graduates to get into the workforce and thrive are constantly changing and the challenge for higher education institutions is to respond appropriately. Your views are one important piece of the overall picture and for the next part of the study we would like to hear from your work supervisor about their perceptions of your institution and higher education broadly. Remember, this is an opportunity for your supervisor to talk about their perceptions of your institution, not an assessment of you.

Like the GOS, the ESS is part of the Quality Indicators for Learning and Teaching (QILT) – the first set of national surveys that speak to both graduates and employers about higher education.

The 2017 ESS represented the largest survey of its kind, reporting the views of over 4,000 employers about Australian higher education institutions. We’re looking to build on this in 2018.

Why should my supervisor take part?

The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:

- The specific skills and attributes needed in business today
- How well higher education is equipping graduates for the workforce.

By taking part in the ESS, your supervisors’ insights will benefit other employers through enhancements to Australian higher education policy and tertiary curricula.

All employer respondents who take part in the ESS have the option to receive first access to the study findings.

What is needed of my supervisor?

Just 7 minutes of your supervisors time will help improve higher education in Australia.

Your supervisors participation is their choice and any information they provide will remain confidential and will only be used for research purposes. Research data will be aggregated with other employer’s opinions when reported to preserve anonymity.

What happens next?

The Australian Government Department of Education and Training has commissioned the Social Research Centre to undertake the ESS.

We hope that you understand the value of providing your supervisors’ contact details. Your supervisor can complete the survey online with a link sent to them or over the phone.

For more information about the study please contact the ESS research team at ess@srcentre.com.au, free call 1800 055 818 or visit QILT at www.qilt.edu.au/.

Latest data show that up to 90% of employers are satisfied with graduates. While this result is high we also know that there is scope to improve the education experience for students.

2016 Employer Satisfaction Survey
What is the Employer Satisfaction Survey (ESS)?

The Australian Government Department of Education and Training has commissioned the Social Research Centre to undertake the Employer Satisfaction Survey (ESS).

The 2017 ESS represented the largest survey of its kind, reporting the views of over 4,000 employers about the attributes of recent graduates from Australian higher education institutions. We’re looking to build on this in 2018.

The ESS is part of the Quality Indicators for Learning and Teaching (QILT) – the first national survey that directly links the experiences of graduates to the views of their direct supervisors.

Employability skills required by employees are constantly changing and the challenge for higher education policy and institutions is to respond appropriately. The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:

- The specific skills and attributes you need in your business
- How well higher education is equipping graduates for the workforce.

This isn’t an assessment of the graduate but an opportunity for you to talk about your perceptions of higher education.

Why should I take part?

Employer views of the technical skills, generic skills and work readiness of recent graduates provide assurance about the quality of Australia’s higher education sector. By taking part in the ESS, your insights will benefit other employers through enhancements to Australian higher education policy and tertiary curricula.

All employer respondents who take part in the ESS have the option to receive first access to the study findings.

What is needed of me?

Just 7 minutes of your time will help improve Australian graduate preparedness for the workforce. The information you provide will contribute to positive changes in Australian higher education by providing valuable data about graduates’ generic skills, technical skills and work readiness.

Although we value your views and would very much like your input and feedback, you do not have to take part in this research; it is your choice.

Any information you provide will remain confidential and will only be used for research purposes. Research data will be aggregated with other employer’s opinions when reported to preserve anonymity.

Latest data show that up to 90% of employers are satisfied with graduates. While this result is high we also know that there is scope to improve the education experience for students. 2016 Employer Satisfaction Survey

Why are you contacting me?

The ESS is undertaken on a systematic basis by asking employed graduates who participated in the Graduate Outcomes Survey (GOS), four months after graduation, to provide the contact details of their supervisor for follow up.

A recent graduate of an Australian higher education institution nominated you as their work supervisor and they provided us with your contact details so we could invite you to participate.

What happens next?

The Social Research Centre has been commissioned to undertake all aspects of the ESS. You can complete the survey online with the link sent to you or over the phone – just call us on free call 1800 055 818.

For more information about the study please contact the ESS research team at ess@scentre.com.au, free call 1800 055 818 or visit QILT at www.qilt.edu.au/.

2016 Employer Satisfaction Survey
Appendix 4  Briefing slides and interviewer handout
ESS18 May collection
Briefing slides

Quality Indicators for Learning and Teaching (QILT)
Briefing overview

- ESS background
- Privacy and confidentiality
- Housekeeping

**ESSx**
- Project overview
- Ops performance
- Survey procedures
- Answering questions
- Engagement techniques
- Refusal aversion

**ESS**
- Project overview
- Ops performance
- Liaison techniques
- Questionnaire
- Data quality issues
- Refusal aversion
ESS background

- The Employer Satisfaction Survey (ESS) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education and Training.
- The ESS is part of the Quality Indicators for Learning and Teaching (QILT) – the first national survey that directly links the experiences of graduates to the views of their direct supervisors.
- The ESS is conducted 3 times a ‘year’ in line with the GOS
  - November collection
  - February collection (this one is just for trimester institutions)
  - May collection
- At the end of GOS employed respondents are asked for their supervisor details so we can approach the supervisor to conduct a short survey
ESS background cont.

• The 2017 ESS represented the largest survey of its kind, reporting the views of over 4,000 employers about the attributes of recent graduates from Australian higher education institutions.

• The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:
  • The specific skills and attributes employers need in their businesses
  • How well higher education is equipping graduates for the workforce

• The ESS has two separate projects:
  • 2080 – This is the ESS, or survey proper
  • 2080x – This is for the collection of supervisor details that feeds into the ESS
Privacy and confidentiality

- All records for GOS are provided by the institutions themselves and all records for the ESS are provided by GOS respondents.
- No identifying information forms part of the final data. Only aggregated data will appear on the QILT website.
- The survey is completely voluntary.
- Please contact the Project Coordinator (Josh) if there are any queries or concerns.
- General information about the Employer Satisfaction Survey can be found here:

  https://www.qilt.edu.au/about-this-site/employer-satisfaction
Housekeeping

• As there will be the ESS and ESSx projects in field at once, please keep track of which one you are rostered to work on each shift

• Different project numbers are used for various iterations of ESS
  • Make sure you’re working on the project you have been assigned to
  • Make sure your timesheet is correctly entered
ESSx – 2080x
Collection of supervisor details
Project overview

- Project number: **2080x**
- Purpose: to collect supervisor details to feed into the ESS proper
- Fieldwork dates:
  - **7 May – 29 June** (Starts one week after the GOS online fieldwork and finishes just before close of ESS online)
- There are four reasons for sample being added to the ESSx:
  1. Respondents providing *inadequate supervisor details* in the GOS
  2. Respondents willing to give supervisor details but *wanting to be called first*
  3. Respondents with *a question* re: provision of supervisor details
  4. Respondents who *stopped at the ESS bridge* (added towards end of fieldwork)
Ops performance

• Overall response rate for ESSx May in 2017 was 93.0%

• Of the 1,030 sample records initiated:
  • 41.3% resulted in a contact
  • 41.3% resulted in collection of a supervisor’s email
  • Of those cases where supervisor details were collected, 32.0% went on to complete the ESS survey

• CATI Performance:
  • Total Contacts – n=425
  • CATI Rate – 4.1 p/hr
  • Interview length – 4.2 mins
  • Response Rate – 93.0%
Survey procedures

• We are NOT leaving answering machine messages
• No LOTEs
• Multinum will be on – need to dial ALL numbers starting with mobiles
• Very short calls so avoid making appointments where possible – aim to collect up to date contact information and end call
• Some sample records may have international numbers. Be mindful of time zones when calling
  • All records will have a country in participant info that corresponds to the supplied telephone number(s)
  • Records will automatically be set to the correct time zone
  • When making appointments, use the dropdown box in Appointments window in Dimensions if a new time zone for respondent is identified
Survey procedures

• Vital we are collecting current and accurate supervisor details – important to read the email back and confirm spelling where needed
• We would prefer you to spend a minute or two longer on the phone to reassure graduates if they have concerns about providing supervisor details or to gain support through aversion techniques than rush the call
• True measure of success is how many calls translate into collection of valid supervisor details
Answering graduate questions

- There is an ‘INFO’ screen that provides some general information on ESS, there are also FAQs on your handout which should be used when providing a response to graduate questions.
- We will also use a Q&A log on the Hub where common questions and answers can be recorded and viewed.
- If you need further assistance, make an appointment, seek an answer from your supervisor and then follow-up.
- If still unable to respond, details will be passed to the QILT team so they can develop an appropriate response.
Engagement techniques

• Try to avoid accepting a refusal – important to explain purpose of the ESS and try to convert unwilling graduates on the spot
• Can also explain the survey is voluntary for their supervisor, so if we could just collect details and then the supervisor can choose whether to participate
• The ESS is not “checking up” on the graduate, rather we are assessing the usefulness of their tertiary education in their current work place
• Emphasising that we know supervisors enjoy the opportunity to provide their opinions on employees work readiness
Refusal aversion

- We have five refusal aversion scripts in the survey
- These respond to common reasons for graduates refusing to provide details
  - Supervisor does not have email
  - Job is only temporary
  - Supervisor does not have enough time
  - Said they are concerned about supervisor’s response
  - Don’t feel comfortable passing details along
- Full scripts are provided in your interviewer handout for reference
ESS – 2080
Employer Satisfaction Survey
Project overview

- Project number: 2080
- Purpose: this is the ESS proper to conduct the survey with supervisors
- Fieldwork dates
  - **Online:** 3 May – 29 June
  - **CATI:** 9 May – 30 June (Starts one week after ESS online fieldwork and finished a day before online fieldwork closes)
- There are two pathways to the ESS job
  1. **Via GOS** - Usable supervisor details were provided by GOS respondents
  2. **Via ESSx** – Respondents who stopped at the ESS bridge, wanted to be contacted before providing details or gave inadequate details are moved into the ESSx job. This job aims to collect valid supervisor details, after which they are moved into the main ESS collection.
- When a valid supervisor email has been provided, CATI will commence after an invitation and 1 reminder email has been sent
- If no email was provided for the supervisor, CATI commences immediately
- No LOTEs
Ops performance

• Overall response rate for ESS May in 2017 was 93.4%

• CATI Performance:
  • Total Contacts – n=1,536
  • CATI Rate – 2.0 p/hr
  • Interview length – 13.1 mins
  • Response Rate – 93.4%
Liaison techniques

• We have already attempted to invite and remind the supervisor to self-complete online
• This is not a reminder call!
• We need your best efforts to get the supervisor into the survey on the first call
• Survey links can be sent via email – but this should be used as a last ditch effort to avert a refusal – they have had ample opportunity to complete
Questionnaire

Module A: Screening and confirmation
- Establishing the relationship between the supervisor and the graduate

Potential challenges to resolve:
- What if the named respondent claims to have never been graduate’s supervisor?
  - Confirm the graduate’s name (displayed on the CATI screen)
  - Has anyone else in the organisation ever supervised graduate?
  - Can only change QR if named person has never supervised graduate

Module B: Overall graduate preparation
Module C: Graduate attributes scale
- Grids, alternating response sets

Module F: Close
- Feedback, acknowledgement and follow-up
Data quality issues

Things to be mindful of in the questionnaire:

• No refused/don’t know options for most questions. ‘Item skipped’ is there if need be for either option.

• For questions where there is a refused or NA option, there is no ‘Item skipped’.

• It is important that there is a consistent “story” in the respondents’ answers. If anything seems odd or conflicts with a previous response, please make sure you probe this and correct any data entry mistakes, if necessary.
Data quality issues cont.

- The supervisor must provide an answer to at least one of the items below for their data to be used:
  - QOP2/equalimp - To what extent is it important for Tash to have a Bachelor of Arts or similar qualification to be able to do the job well?
  - QOP3/ecrsprep - Overall, how well did Tash’s Bachelor of Arts prepare him/her for their job?
  - QS11/ehire – Based on your experience with Tash, how likely are you to consider hiring another Bachelor of Arts graduate from RMIT University, if you had a relevant vacancy?
  - For QS11/ehire try to obtain a valid response before accepting ‘Don’t know/Unsure’
Open ended questions

- For open ended responses – duties, industry etc, please collect as much detail as possible as these responses have to be coded to a very detailed code frame.
- All verbatims should be recorded in the first person and in the respondent’s own words.
- The coding team will be removing any names or other personal identifiers from verbatim responses. If possible, interviewers shouldn’t record names and instead record the person’s relationship to the respondent (i.e. subordinate etc.)
Refusal aversion

• Treat this like a business job – remember we’re asking to speak with supervisor’s, often while they’re at work.
• Respect the supervisor’s time and be as flexible as possible:
  • If they seem busy, be succinct & offer to call back – always ask for the most suitable time to do this to avoid multiple appointments
  • Be proactive in offering appointments to avoid refusal
  • “We can do the interview now, by appointment, or break it up into two or more sessions if you prefer”
  • Mostly day work but appointments can be made for weekends or evenings
  • Can offer to send a brochure – ‘7 minutes to better work preparedness for Australia’ which presents the benefits of participation and responds to FAQs
Refusal aversion cont.

• Tips for converting busy supervisor’s
  • It is very short – will only take 7 minutes of your time
  • Remind them how valuable their feedback is
  • This is a chance to have their say on how well higher education is preparing graduates for the workforce – this was heavily represented in the press earlier this year with release of the 2017 ESS report.

“The information you provide will help institutions better prepare graduates for the workplace. This may reduce costs associated with training etc.”

“The ESS is the largest and only study of its kind in Australia”
Refusal aversion - Gatekeepers

- ‘Gatekeepers’ may answer the phone and we will need to be passed on to the named supervisor
  - Be flexible with your approach
  - Listen for and mirror their language

“When does their calendar open up?”
“I realise [name] is busy, can I book a time with him/her through you?”
“I only need to talk to him/her for a few minutes and then we can finish off by appointment at a time convenient to him/her”
“I understand he/she must be very busy, can we schedule a time
Thank you

Any questions?

PO Box 13328
Law Courts Victoria 8010

03 9236 8500
2080 ESS18 May Interviewer handout

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## Key performance indicators

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<table>
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<tbody>
<tr>
<td>CATI rate</td>
<td>2.0</td>
</tr>
<tr>
<td>Expected response rate</td>
<td>93.4%</td>
</tr>
<tr>
<td>Interview length</td>
<td>13.1 minutes</td>
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## General overview

| **In Field Dates** | ESS CATI: 9th May – 29th June  
ESS Online: 3rd May – 30th June |
<table>
<thead>
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<tr>
<td><strong>Project number</strong></td>
<td>2080</td>
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<tr>
<td><strong>Client</strong></td>
<td>Australian Government Department of Education and Training</td>
</tr>
<tr>
<td><strong>Geographical Area</strong></td>
<td>Nationwide and International</td>
</tr>
<tr>
<td><strong>Sample Source</strong></td>
<td>Provided by respondents of the GOS</td>
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<tr>
<td><strong>LOTEs</strong></td>
<td>No</td>
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<tr>
<td><strong>In-scope</strong></td>
<td>People who are or have previously supervised the graduate who provided their details</td>
</tr>
<tr>
<td><strong>Emails sent</strong></td>
<td>Supervisors will have received 1 invitation and at least 1 reminder email if an email address was provided by the graduate</td>
</tr>
</tbody>
</table>

## Key contact numbers / info

| **QILT hotline** | 1800 055 818 (from within Australia)  
+61 3 8327 1951 (from outside Australia) |
<table>
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<tr>
<td><strong>ESS inbox</strong></td>
<td><a href="mailto:ess@srcentre.com.au">ess@srcentre.com.au</a></td>
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<tr>
<td><strong>SRC 1800 number</strong></td>
<td>1800 023 040</td>
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<tr>
<td><strong>QILT website</strong></td>
<td><a href="http://www.qilt.edu.au">www.qilt.edu.au</a></td>
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<td><strong>ESS information</strong></td>
<td><a href="https://www.qilt.edu.au/about-this-site/employer-satisfaction">https://www.qilt.edu.au/about-this-site/employer-satisfaction</a></td>
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</table>
ESS project background

- The Employer Satisfaction Survey (ESS) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education and Training
- The ESS is part of the Quality Indicators for Learning and Teaching (QILT) – the first national survey that directly links the experiences of graduates to the views of their direct supervisors
- The ESS is conducted 3 times a ‘year’ in line with the GOS
  - November collection
  - February collection (this one is just for trimester institutions)
  - May collection
- At the end of GOS employed respondents are asked for their supervisor details so we can approach the supervisor to conduct a short survey
- The 2017 ESS represented the largest survey of its kind, reporting the views of over 4,000 employers about the attributes of recent graduates from Australian higher education institutions
- The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:
  - The specific skills and attributes employers need in their businesses
  - How well higher education is equipping graduates for the workforce
- The ESS has two separate projects:
  - 2080 – This is the ESS, or survey proper
  - 2080x – This is for the collection of supervisor details that feeds into the ESS
CATI

Project overview

- Project number: 2080
- Reminder activity to date: Invitation email and at least 1 reminder emails where a valid supervisor email address was available
- No LOTEs
- Online data collection for the ESS is still open

Liaison techniques

- We have already attempted to invite the supervisor to self-complete online
- We need your best efforts to get the supervisor into the survey on the first call
- Survey links can be sent again via email – but this should be used as a last-ditch effort to avert a refusal – they have already had opportunity to complete

Refusal aversion

- Treat this like a business job – remember we’re asking to speak with supervisor’s, often while they’re at work.
- Respect the supervisor’s time and be as flexible as possible:
  - If they seem busy, be succinct & offer to call back – always ask for the most suitable time to do this to avoid multiple appointments
  - Be proactive in offering appointments to avoid refusal
  - “We can do the interview now, by appointment, or break it up into two or more sessions if you prefer”
  - Mostly day work but appointments can be made for weekends or evenings
  - Can direct them to the website where there is a brochure – ‘7 minutes to better work preparedness for Australia’ which presents the benefits of participation [https://www.qilt.edu.au/about-this-site/employer-satisfaction](https://www.qilt.edu.au/about-this-site/employer-satisfaction)

- Tips for converting busy supervisors:
  - It is very short – will only take 7 minutes of your time
  - Remind them how valuable their feedback is
  - This is a chance to have their say on how well higher education is preparing graduates for the workforce – this was heavily represented in the press earlier this year with release of the 2017 ESS report.
  - “The information you provide will help institutions better prepare graduates for the workplace. This may reduce costs associated with training etc.”
  - “The ESS is the largest and only study of its kind in Australia”
Gatekeepers

- ‘Gatekeepers’ may answer the phone number we have and will need to be passed on to the named supervisor
  - Be flexible with your approach
  - Listen for and mirror their language
  - “I realise [name] is busy, can I book a time with him/her through you?”
  - “I only need to talk to him/her for a few minutes and then we can finish off by appointment at a time convenient to him/her”
Data quality issues

- No refused or don’t know option for most questions. ‘Item skipped’ is available should you need it
- For questions where there is a refused or NA option, there is no ‘Item skipped’
- Try to avoid item level refusals
- It is important that there is a consistent “story” in the respondents’ answers. If anything seems odd or conflicts with a previous response, please make sure you probe this and correct any data entry mistakes, if necessary
- The supervisor must provide an answer to at least one of the items below for their data to be used:
  - QOP2/equalimp - To what extent is it important for Tash to have a Bachelor of Arts or similar qualification to be able to do the job well?
  - QOP3/ecrsprep - Overall, how well did Tash’s Bachelor of Arts prepare him/her for their job?
  - QS11/ehire – Based on your experience with Tash, how likely are you to consider hiring another Bachelor of Arts graduate from RMIT University, if you had a relevant vacancy?
- For QS11/ehire try to obtain a valid response before accepting ‘Don’t know/Unsure’

Open ended questions

- For open ended responses – occupation, duties, tasks, etc, please collect as much detail as possible as these responses have to be coded to a very detailed code frame
- All verbatims should be recorded in the first person and in the respondent’s own words
- The coding team will be removing any names or other personal identifiers from verbatim responses. If possible, interviewers shouldn’t record names and instead record the person’s relationship to the respondent (i.e. subordinate, etc.)
Privacy and confidentiality

- All records are provided by graduates themselves and their supervisors can choose to take part in the survey
- No identifying information forms part of the final data. Only aggregated data will appear on the QILT website
- The survey is completely voluntary
- Please contact the Project Coordinator (Josh) if there are any queries or concerns
- General information about the Employer Satisfaction Survey can be found here: https://www.qilt.edu.au/about-this-site/employer-satisfaction
International dialling

- Some of sample records have international numbers. Be mindful of time zones when calling
  - All records will have a country in participant info that corresponds to the supplied telephone number(s)
  - Records will automatically be set to the correct time zone if they only have an international number so there shouldn’t be any issues about calling at an appropriate time
  - When making appointments, use the dropdown box in Appointments window in Dimensions if a new time zone for respondent is identified
Multi-num

- We need to dial **every number** in the multi-num dialler box (this should pop up when you click the green phone).

![Multi-Number Dialer](image)

- In the appointment notes, we need to make clear **which** numbers we’ve called and the **outcome** of each
  - We do this by referring to each number by its Key number (K1, K2…etc.)
  - App notes should looks similar to this:
    - SOFT. **K1** = ST M NQR. F QR NA ATOC. Said to try MOB (K2).
    - **K2** = ST F QR. Busy ATOC. Asked for CB now. **K3** = Not dialled.
- The only time we won’t call every number is when we’ve already spoken to the QR or the appointment notes specifically say not to call that number. (e.g. K1= Wrong number).
- If you call through all numbers and **don’t** speak to anyone just code as the outcome of key 1 on the side bar (after calling all alternative numbers).
  - So if the first number listed is a no answer and the second an AM, code the whole record as a ‘no answer’ on the ‘Call Outcomes’ side bar.
- **Do** still edit the notes to specify when a number is disconnected/business number/wrong number etc. even if we don’t speak to anyone e.g. K1 = Disconnected, keep calls to K2
  - This is important info for interviewers to avoid calling numbers needlessly

If you have any questions about this see your Team Leader or Supervisor. Thanks!
Total Survey Error paradigm and measurement error

- TSE is an overarching framework or paradigm. The framework provides a holistic structure for guiding our approach to designing and undertaking surveys and analysing and interpreting the results.
- It also provides a lens through which to view the interviewing team’s influence on TSE
- Interviewers can impact on non-response error and measurement error
- Ways to minimise error:
  - Read the whole question as scripted
  - Repeat the question / code frame as required
  - Take care recording responses at ‘numeric’ questions
  - Probe as per on-screen instructions
  - Neutral, non-leading probing
  - Attempt to avoid item level refusals (using the on-screen scripts, as appropriate)
FAQ's

What is the Employer Satisfaction Survey?

The ESS is the first national survey that directly links the experiences of graduates to the views of their direct supervisors. The ESS is undertaken on a systematic basis by asking employed graduates who participated in the Graduate Outcomes Survey (GOS) four months after graduation to provide the contact details of their supervisor for follow up.

The survey provides information about the quality of education provided at Australian institutions, by asking supervisors to provide feedback about the generic skills, technical skills and work readiness of the graduate employed in their workplace. For more information about how 7 minutes of your time can lead to better work preparedness for Australia, please click here.

Why am I being asked to participate in this research?

Employer views of the technical skills, generic skills and work readiness of recent graduates provide assurance about the quality of Australia’s higher education sector. By taking part in the ESS, your insights will benefit other employers through enhancements to Australian higher education policy and tertiary curricula.

Your experience as a supervisor of a recent graduate is valuable to us. This survey provides employers and industry with an opportunity to provide feedback and input into the ongoing improvement of higher education.

Who is undertaking the research?

The survey is coordinated by The Social Research Centre, and is funded by the Australia Government Department of Education and Training.

What is the purpose of the research?

The Employer Satisfaction Survey provides the only national measure of the extent to which higher education institutions in Australia are meeting employer needs. Specifically, this survey gathers employer feedback on the extent to which students are being taught the right mix of generic and technical skills to be prepared for the workforce. The research aims to ensure that institutions are responsive to labour market and industry needs.

Who can complete the survey?

Only supervisors whose details have been provided by a respondent of the GOS.

What does the research involve, and how much time will it take?

Just 7 minutes of your time will help improve Australian graduate preparedness for the workforce.

What sort of questions will be asked?

The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:

- The specific skills and attributes you need in your business
- How well higher education is equipping graduates for the workforce.

This isn't an assessment of the graduate but an opportunity for you to talk about your perceptions of higher education.
Are my answers confidential?

Any information you provide will remain confidential and will only be used for research purposes. Research data will be aggregated with other employer's opinions when reported to preserve anonymity.

What happens if I do not wish to participate?

Although we value your views and would very much like your input and feedback, you do not have to take part in this research; it is your choice. To remove your name from our list please contact the Social Research Centre on 1800 055 818 or via https://www.qilt.edu.au/about-this-site/employer-satisfaction

What happens if I do not complete the survey?

If we do not hear from you, we will send weekly emails to provide a gentle reminder about the survey. These reminder emails will contain the unique link that will enable you to enter the survey directly. Once we receive your completed survey, your name will be removed from our follow up reminder process.

Do I have to complete all the survey questions?

All questions on the ESS are voluntary. You are not obligated to answer any question that you are uncomfortable with. Simply ignore the question and move on to the next one.

Who can I contact for further information?

For more information about the study please contact the ESS research team at ess@scentre.com.au, free call 1800 055 818 or visit QILT at www.qilt.edu.au.
Appendix 5    Questionnaire instrument
# 2080 ESS May mixed mode questionnaire

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SAMPLE VARIABLES

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<th>Questionnaire Variable name</th>
<th>Brief description</th>
<th>Detailed description (if applicable)</th>
<th>Key use points</th>
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<td>Employer ID</td>
<td>SRC assigned ID</td>
<td>To identify supervisor in sample</td>
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<tr>
<td>GOSID</td>
<td>Graduate ID</td>
<td>SRC assigned ID in GOS sample</td>
<td>To match back to graduate</td>
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<tr>
<td>E403</td>
<td>Graduate’s first name</td>
<td>Sourced from GOS sample</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>E402</td>
<td>Graduate’s last name</td>
<td>Sourced from GOS sample</td>
<td>Module A</td>
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<td>E306C</td>
<td>Graduate’s institution</td>
<td>Sourced from GOS sample</td>
<td>Throughout survey</td>
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<td>Qualfinal</td>
<td>Graduate’s qualification</td>
<td>Sourced from GOS output</td>
<td>Throughout survey</td>
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<tr>
<td>supemail</td>
<td>Supervisor email address</td>
<td>Sourced from GOS output</td>
<td>Module F</td>
</tr>
<tr>
<td>Double</td>
<td>Double degree flag</td>
<td>1 = Yes 2 = No</td>
<td>Module B</td>
</tr>
<tr>
<td>apprch</td>
<td>Approach type</td>
<td>1 = Email follow-up 2 = CATI initial approach</td>
<td>CATI introduction</td>
</tr>
<tr>
<td>partialcomp</td>
<td>‘Status’</td>
<td>0 = not started 1 = started</td>
<td>CATI introduction</td>
</tr>
<tr>
<td>minutes</td>
<td>How many minutes left if partial=1</td>
<td>Section A=13 minutes Section B=11 minutes Section C=9 minutes Section F=2 minutes</td>
<td>CATI Introduction</td>
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<td>Supervisor’s name</td>
<td>Full sup name</td>
<td>CATI introduction</td>
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<td>TransferDate</td>
<td>Date of transfer to web</td>
<td>Date of transfer to web</td>
<td>INTRO2</td>
</tr>
</tbody>
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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 June 30th.’
- Only QS1 and C5 to be mandatory, all other questions are optional.
- All questions past QS1 should have ‘Item skipped’ (99) for CATI
- Respondent facts: Monitoring and recording allowed

*SRC LOGO AND GOS LOGO *(TIMESTAMP 1)

ONLINE INTRODUCTION

*(ONLINE) INTRO Thank you for agreeing to take part in the Employer Satisfaction Survey. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education and Training. The information gathered from you will contribute to positive changes in Australian higher education by providing valuable data about graduates’ general ability, technical skills and work readiness.

Most people take approximately 7 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 below to continue

**CATI INTRODUCTION**

*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI*

*(CATI)*

**WELCOME SCREEN**

Good afternoon/evening my name is <NAME> and I’m calling on behalf of The Australian Government Department of Education and Training from the Social Research Centre.

May I please speak to <SUPNAME>?

INTERVIEWER NOTE: If supervisor name is missing or <SUPNAME> is unknown, please ask: May I please speak to the supervisor of <E403> <E402>?

*(TRANSFERDATE=BLANK, DO NOT KNOW IF THERE HAS BEEN PREVIOUS PHONE CORRESPONDENCE)*

**INTRO**

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I’m calling on behalf of The Australian Government Department of Education and Training from The Social Research Centre.

*(DISPLAY IF APPRCH=2) I’m calling because you have been invited to complete a short survey about how well higher education is equipping graduates for the workforce. <E403> <E402> provided us with your contact details after completing the Graduate Outcomes Survey so we could invite you to participate.

*(DISPLAY IF APPRCH=1) I’m calling to follow up on an email that we recently sent you inviting you to participate in a short online survey about how well higher education is equipping graduates for the workforce.

*(DISPLAY IF PARTIAL=0) We are seeking feedback on how well <E306C> contributed to <E403> <E402>’s general ability, technical skills and work readiness. The information you provide will contribute to positive changes in Australian higher education. Your feedback is very important and we would appreciate your participation. The survey will take approximately 13 minutes.

*(DISPLAY IF PARTIAL=1) It looks like you’ve already started the survey and, based on the section you are up to, it should only take <minutes> minutes from here.

Participation in this study is voluntary and you can stop the interview at any time. Do you have time now to complete the survey?

(IF NEEDED:) All information will be used for research purposes only, will remain completely confidential and it will not identify you in any way.

(IF NECESSARY:) Your telephone number was provided to us under strict privacy provisions by <E403> <E402> and will be used only for this research. Information about our privacy policy can be found at [https://www.srcentre.com.au/research-participants/privacy](https://www.srcentre.com.au/research-participants/privacy)

1. Continue
2. Wants to complete online
3. Household refusal
4. Respondent refusal
5. Language difficulty

*(TRANSFERDATE=NOT BLANK, KNOW DATE OF PREVIOUS CALL)*
INTRO2

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306C> and The Australian Government Department of Education and Training from The Social Research Centre.

We spoke to you on <TransferDate> and you said you would like to complete the survey online yourself. It doesn’t look like it’s been completed yet so we were calling back to see if you’d like to finish it off over the phone?

*(DISPLAY IF PARTIAL=1) Based on the section you are up to, it should only take <minutes> from here.

Participation in this study is voluntary and you can stop the interview at any time. Do you have time now to complete the survey?

IF NEEDED: All information will be used for research purposes only, will remain completely confidential and it will not identify you in any way.

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <E403> <E402> and will be used only for this research. Information about our privacy policy can be found at www.srcentre.com.au/ESS

1. Continue

*(INTRO=2 OR INTRO2=2, EMPLOYERS WHO WANT TO COMPLETE THE SURVEY ONLINE)

EM1 I can send you an email with the link to the survey. Can I please confirm your email address?

   Email address: <email1>

1. Email address shown is correct
2. Email address: (Please specify)

*(INTRO=2 OR INTRO2=2, EMPLOYERS WHO WANT TO COMPLETE THE SURVEY ONLINE)

SUPNAME And may I confirm your name?

1. <verbatim text box> *PROGRAMMER NOTE FILL WITH SUPERVISOR NAME IF AVAILABLE

*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER_TO_WEB

*(INTRO OR INTRO2=5, EMPLOYERS WHO ARE HAVING LANGUAGE DIFFICULTIES)

LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic
7. Lebanese
8. Turkish
9. Other language (Please specify)
10. Language not identified

*(INTRO=1 OR INTRO2=1, CONTINUING WITH SURVEY)

MOB
INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

*(MOB=1, EMPLOYER ON MOBILE)
SAFE May I just check whether it is safe for you to take this call at the moment?
1. Safe to take call
2. Not safe to take call (MAKE APPOINTMENT) (GO BACK TO INTRO)

*(ALL)
MON This call may be monitored or recorded for quality assurance purposes. Is that okay?
1. Yes
2. No

MODULE A: SCREENING AND CONFIRMATION

*(ALL)
QS1/esuper First, we have a few questions about your role and \(<E403> <E402>\)'s role, so we can understand your relationship to \(<E403>\).

Just to check, do you currently supervise \(<E403>\)?
By supervisor, we mean a person who has the authority to direct someone to do certain tasks and who has a good idea of the work that the person does in their job.

*PROGRAMMER NOTE: MANDATORY
1. Yes
2. No, but I used to be their supervisor
3. No, I have never been their supervisor (GO TO TERM)

*(QS1=1 OR 2, IS CURRENTLY OR USED TO SUPERVISE GRADUATE IN QS1)
QS2/esuplong And how long *(IF QS1/esuper=1: \(<have you been>/ IF QS1/esuper=2: \(<were you>/\<E403>\)'s supervisor?

*PROGRAMMER NOTE: IF CATI DISPLAY ‘READ OUT’
1. Less than 1 month
2. At least 1 month but less than 3 months
3. At least 3 months but less than 1 year
4. 1 year or more

*(ALL)
QS3/eknwinst Before today, were you aware that \(<E403>\) completed a qualification from \(<E306C>\)?
1. Yes
2. No

*(ALL)
QS4/eknwqual And, before today, were you aware that the qualification \(<E403>\) completed was a \(<E308>\)?
1. Yes
2. No

*(ALL)
QS5/egrdocc What is \(<E403>\)'s occupation in your business? *(DISPLAY IF CATI) Please type at least 3 letters.
*(ALL)
QS6/egdduty What are the main tasks that they usually perform in their job?
<verbatim text box>

*(ALL)
QS7/eempocc What is your occupation in your business? *(DISPLAY IF CATI) Please type at least 3 letters.
<verbatim text box>

*(ALL)
QS8/eempduty What are the main tasks that you usually perform in this job?
<verbatim text box>

*(TIMESTAMP 2)

**MODULE B: OVERALL GRADUATE PREPARATION**

*(ALL)
QSPREOP The next set of questions asks about the skills and attributes you think are important for recent graduates to have when coming into your organisation. Please answer them in relation to the job currently performed by <E403>.

*(QUALNUM_S=2, STUDENTS WITH DOUBLE DEGREES)
QSPREOP1 We understand that <E403> graduated from <E306C> with a <E308> Please answer the following questions based on both qualifications in general.

*(ALL)
QOP1/eformreq Is a <E308> or similar qualification a formal requirement for <E403> to do their job?
1. Yes
2. No

*(ALL)
QOP2/equalimp To what extent is it important for <E403> to have a <E308> or similar qualification to be able to do the job well?
Is it...

"PROGRAMMER NOTE: IF CATI DISPLAY ‘READ OUT’"
1. Not at all important
2. Not that important
3. Fairly important
4. Important
5. Very important

*(ALL)
QOP3/ecrsprep Overall, how well did <E403>’s <E308> prepare him/her for their job?

"PROGRAMMER NOTE: IF CATI DISPLAY ‘READ OUT’"
1. Not at all
2. Not well
3. Well
4. Very well
5. Don’t know / Unsure

*(ALL)
QOP4/ebstprep What are the MAIN ways that <E306C> prepared <E403> for employment?
<verbatim text box>
1. Don’t know / Unsure

*(ALL)
QOP5/eimpprep And what are the MAIN ways that <E306C> could have better prepared <E403> for employment?
<verbatim text box>
1. Don’t know / Unsure

*(ALL)
QS11/ehire Based on your experience with <E403>, how likely are you to consider hiring another <E308> graduate from <E306C>, if you had a relevant vacancy?
Would you say…
*PROGRAMMER NOTE: IF CATI DISPLAY ‘READ OUT’
1. Very unlikely to consider
2. Unlikely to consider
3. Neither unlikely nor likely to consider
4. Likely to consider
5. Very likely to consider
6. Don’t know / Unsure

*(TIMESTAMP 3)

MODULE C: GRADUATE ATTRIBUTES SCALE (GAS-E)

*(ALL)
GAS_Info The following questions ask about specific skills and attributes that may be important for employees to have in your organisation.

*(ALL)
GAS For each skill or attribute, to what extent do you agree or disagree that <E403>’s <E308> from <E306C> prepared them for their job?
If the skill is not required by <E403> in their role, you can answer ‘Not applicable’.
*PROGRAMMER NOTE: IF CATI DISPLAY ‘READ OUT’
*PROGRAMMER NOTE: RANDOMISE DISPLAY OF STATEMENTS WITHIN GROUPS

(STATMENTS)

Foundation skills

egfound Oral communication skills
egfound2 Written communication skills
egfound3 Working with numbers
egfound Ability to develop relevant knowledge
egfound5 Ability to develop relevant skills
egfound6 Ability to solve problems
egfound7 Ability to integrate knowledge
egfound8 Ability to think independently about problems
Adaptive skills and attributes

egadapt1  Broad background knowledge
egadapt2  Ability to develop innovative ideas
egadapt3  Ability to identify new opportunities
egadapt4  Ability to adapt knowledge to different contexts
egadapt5  Ability to apply skills in different contexts
egadapt6  Capacity to work independently

Teamwork and interpersonal skills

egcollb1  Working well in a team
egcollb2  Getting on well with others in the workplace
egcollb3  Working collaboratively with colleagues to complete tasks
egcollb4  Understanding different points of view
egcollb5  Ability to interact with co-workers from different or multicultural backgrounds

Technical and professional skills

egtech1  Applying professional knowledge to job tasks
egtech2  Using technology effectively
egtech3  Applying technical skills in the workplace
egtech4  Maintaining professional standards
egtech5  Observing ethical standards
egtech6  Using research skills to gather evidence

Employability and enterprise skills

egemply1  Ability to work under pressure
egemply2  Capacity to be flexible in the workplace
egemply3  Ability to meet deadlines
egemply4  Understanding the nature of your business or organisation
egemply5  Demonstrating leadership skills
egemply6  Demonstrating management skills
egemply7  Taking responsibility for personal professional development
egemply8  Demonstrating initiative in the workplace

(RESPONSE FRAME)

1.   Strongly disagree
2.   Disagree
3.   Neither disagree nor agree
4.   Agree
5.   Strongly agree
9.   Not applicable

*(TIMESTAMP 4)

MODULE E: INSTITUTION SPECIFIC ISSUES

*(TIMESTAMP 5)

MODULE F: CLOSE

*(ALL) CQ Thank you for your assistance with this survey. We would like to provide some feedback to participants about the outcomes of the study. We anticipate finishing the study in mid-2018.

*(ALL) C1 Would you like to receive a one page summary of the outcomes of the study?
1.   Yes
2. No

*(ALL)

C3 Would you like to be notified when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?

1. Yes
2. No

*(ALL)

C4 Would you like your organisation to be acknowledged on the QILT website for supporting this important research? If you are unsure please select yes, as you will be able to opt out of this during our follow up with you.

1. Yes
2. No

*(TIMESTAMP 6)

*(IF C1=1 OR C3=1 OR C4=1, EMPLOYERS WHO WOULD LIKE TO BE CONTACTED REGARDING RESEARCH SUMMARIES OR WISH TO BE ACKNOWLEDGED ON THE QILT WEBSITE)

C2 Can we confirm the best email address to contact you on?

*PROGRAMMER NOTE: IF ONLINE

1. *(DISPLAY IF SUPEMAIL≠BLANK) My email address is <supemail>
2. *(DISPLAY IF SUPEMAIL≠BLANK) The best email address to contact me on is: <verbatim text box>
3. *(DISPLAY IF SUPEMAIL=BLANK) My email address is: <verbatim text box>

*PROGRAMMER NOTE: IF CATI

*PROGRAMMER NOTE: DISPLAY IF SUPEMAIL≠BLANK <SUPEMAIL>

1. *(DISPLAY IF SUPEMAIL=BLANK) Above email correct
2. *(DISPLAY IF SUPEMAIL=BLANK) My email address is: <verbatim text box>

*(C4=1, EMPLOYERS WHO WANT TO BE ACKNOWLEDGED ON THE QILT WEBSITE)

C5 So that we can properly acknowledge your business on the QILT website, can you please confirm your business name as you would like it to appear on the site?

*PROGRAMMER NOTE: MANDATORY

My business name is:

<verbatim text box>

*(CATI ONLY)

INT

DO NOT ASK: INTERVIEWER PLEASE RECORD
Was the interview conducted on a domestic number or international number?

1. Domestic number
2. International number

*(ALL)
*(IF ONLINE): Thank you for your time today and support in ensuring that graduates are well equipped to meet the needs of organisations like yours. If you would like further information about the ESS, including previous year’s results you can go to https://www.qilt.edu.au/about-this-site/employer-satisfaction

*(IF CATI): Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. If you would like further information, I can give you the details of some websites if you like:

https://www.qilt.edu.au/about-this-site/employer-satisfaction
www.gos.edu.au

Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education and Training.

*PROGRAMMER NOTE: FOR ONLINE, SUBMIT BUTTON LINKS TO:
http://www.qilt.edu.au/ess

*(TIMESTAMP 7)

*(QS1=3, NEVER BEEN SUPERVISOR)
TERM

*(IF ONLINE): Thank you for your willingness to complete the Employer Satisfaction Survey (ESS). You have indicated that you are not the supervisor of <E403>. If you incorrectly selected this option or your workplace still wishes to take part with another supervisory person please call The Social Research Centre’s helpdesk on 1800 023 040. You can also email us at ess@srcentre.com.au.

*(IF CATI) Thank you for your willingness to complete the Employer Satisfaction Survey (ESS). Unfortunately, that’s all we need from you as we can only speak to the supervisor of <E403>.

*(TIMESTAMP 8)

*(INTRO OR INTRO2 = 3 OR 4, HOUSEHOLD OR RESPONDENT REFUSAL)
RR1 OK, that’s fine, no problem, but could you just tell me the main reason you do not want to participate, because that’s important information for us?

1. No comment/just hung up
2. Too busy
3. Not interested
4. Too personal/intrusive
5. Don’t like subject matter
6. Don’t believe surveys are confidential/privacy concerns
7. Don’t trust surveys/government
8. Never do surveys
9. Survey is too long
10. Get too many calls for surveys / telemarketing
11. Silent number
12. Other (Please specify)

*(REFUSED)
RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back
2. Possible conversion

*(EM1=1 OR 2)

TERM1 Thank you so much for being willing to take part in the survey, you will receive the survey via email in the next hour or so. Your feedback plays a significant role in enhancing Australian higher education.

*(ALL LOTE)

TERM2 No worries, thanks very much for your help anyway.

*(ALLTERM)

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<th>#</th>
<th>Detailed outcome</th>
<th>Summary outcome</th>
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</thead>
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<tr>
<td>1</td>
<td>SUBMIT Completed interview</td>
<td>Interview</td>
</tr>
<tr>
<td>2</td>
<td>INTRO OR Household refusal</td>
<td>Refusal</td>
</tr>
<tr>
<td></td>
<td>INTRO2=3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>INTRO OR Respondent refusal</td>
<td>Refusal</td>
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<td>INTRO2=4</td>
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<tr>
<td>4</td>
<td>INTRO OR Language difficulty</td>
<td>Other contacts</td>
</tr>
<tr>
<td></td>
<td>INTRO2=5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>EM=1 OR 2 Agreed to complete online</td>
<td>Other contacts</td>
</tr>
<tr>
<td>6</td>
<td>QS3=1 Never supervised graduate</td>
<td>Screen outs</td>
</tr>
<tr>
<td>7</td>
<td>QET Terminated midway</td>
<td>Refusal</td>
</tr>
</tbody>
</table>
Appendix 6    Questionnaire screen shots
Thank you for agreeing to take part in the Employer Satisfaction Survey. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education and Training. The information gathered from you will contribute to positive changes in Australian higher education by providing valuable data about graduates’ general ability, technical skills and work readiness.

Most people take approximately 7 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 below to continue.

---

First we have a few questions about your role and Task Wickers’ role, so we can understand your relationship to Task.

---

Just to check, do you currently supervise Task?

By supervisor, we mean a person who has the authority to direct someone to do certain tasks and who has a good idea of the work that the person does in their job.

- Yes
- No, but I used to be their supervisor
- No, I have never been their supervisor
And, how long have you been Tash's supervisor?

- Less than 1 month
- At least 1 month but less than 3 months
- At least 3 months but less than 1 year
- 1 year or more

Before today, were you aware that Tash completed a qualification from James Cook University?

- Yes
- No

And, before today, were you aware that the qualification Tash completed was a Graduate Diploma of Midwifery?

- Yes
- No
What is Tash's occupation in your business?

What are the main tasks that they usually perform in their job?

What is your occupation in your business?
What are the main tasks that you usually perform in this job?

The next set of questions asks about the skills and attributes you think are important for recent graduates to have when coming into your organisation. Please answer them in relation to the job currently performed by Task.

Is a Graduate Diploma of Midwifery or similar qualification a formal requirement for Task to do their job?

- Yes
- No
To what extent is it important for Tash to have a Graduate Diploma of Midwifery or similar qualification to be able to do the job well?

Is it...

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

Overall, how well did Tash's Graduate Diploma of Midwifery prepare him/her for their job?

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

What are the MAIN ways that James Cook University prepared Tash for employment?

- Don't know / Unsure
And what are the **MAIN** ways that James Cook University could have better prepared Tash for employment?

- Don't know / Unsure

---

Based on your experience with Tash, how likely are you to consider hiring another Graduate Diploma of Midwifery graduate from James Cook University, if you had a relevant vacancy?

Would you say...

- Very unlikely to consider
- Unlikely to consider
- Neither unlikely nor likely to consider
- Likely to consider
- Very likely to consider
- Don’t know / Unsure

---

The following questions ask about specific skills and attributes that may be important for employees to have in your organisation.
For each skill or attribute, to what extent do you agree or disagree that Tash’s Graduate Diploma of Midwifery from James Cook University prepared them for their job?

If the skill is not required by Tash in their role, you can answer ‘Not applicable’.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to think independently about problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication skills</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Written communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to develop relevant skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to integrate knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to develop relevant knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

For each skill or attribute, to what extent do you agree or disagree that Tash’s Graduate Diploma of Midwifery from James Cook University prepared them for their job?

If the skill is not required by Tash in their role, you can answer ‘Not applicable’.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to develop innovative ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity to work independently</td>
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<td></td>
<td></td>
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<tr>
<td>Ability to apply skills in different contexts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to adapt knowledge to different contexts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broad background knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to identify new opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For each skill or attribute, to what extent do you agree or disagree that Tash’s Graduate Diploma of Midwifery from James Cook University prepared them for their job?
If the skill is not required by Tash in their role, you can answer 'Not applicable'.

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to interact with co-workers from different or multicultural backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting on well with others in the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding different points of view</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working well in a team</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working collaboratively with colleagues to complete tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

73%

For each skill or attribute, to what extent do you agree or disagree that Tash’s Graduate Diploma of Midwifery from James Cook University prepared them for their job?
If the skill is not required by Tash in their role, you can answer 'Not applicable'.

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using technology effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using research skills to gather evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing ethical standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintaining professional standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying professional knowledge to job tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying technical skills in the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For each skill or attribute, to what extent do you agree or disagree that Tash’s Graduate Diploma of Midwifery from James Cook University prepared them for their job?
If the skill is not required by Tash in their role, you can answer ‘Not applicable’.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating initiative in the workplace</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to work under pressure</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Capacity to be flexible in the workplace</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Demonstrating leadership skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Taking responsibility for personal professional development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Understanding the nature of your business or organisation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to meet deadlines</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Demonstrating management skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

80%

Thank you for your assistance with this survey. We would like to provide some feedback to participants about the outcomes of the study. We anticipate finishing the study in mid-2019.

53%

Would you like to receive a one page summary of the outcomes of the study?

○ Yes
○ No
Would you like to be notified when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?

- Yes
- No

Would you like your organisation to be acknowledged on the QILT website for supporting this important research?

If you are unsure please select yes, as you will be able to opt out of this during our follow up with you.

- Yes
- No

Thank you for your time today and support in ensuring that graduates are well equipped to meet the needs of organisations like yours. If you would like further information about the ESS, including previous year’s results you can go to https://www.qt.edu.au/about-this-site/employer-satisfaction
Appendix 7  Supervisor recruitment script
Thank you for your time so far. For the next part of the study we would like to hear from your work supervisor about their perceptions of your Institution. The survey only takes around 7 minutes – can you provide the best contact details for your supervisor?

*(IF ONLINE) Some other things to note about the survey:
*(IF CATI) IF NECESSARY:

- By providing your supervisor’s details, you will be helping future students know how an institution prepares its graduates for the workplace. Latest data show that up to 90% of employers are satisfied with graduates – while this result is high we also know that there is scope to improve the education experience for students.
- We are keen to hear from your supervisor about how well your course prepares graduates for the workforce. We know that supervisors really appreciate the opportunity to have a say about higher education
- Even if you are not yet in your career job, there is still value in your supervisor taking part as it covers work preparedness generally
- The survey is not an assessment of you, but an assessment of how well your institution and course prepares graduates for the workforce
- Your supervisor’s participation is voluntary, and they are free to withdraw at any time
- For more information about the ESS (such as why the survey is important, the types of questions that will be asked and how the results will be reported), please go to: https://www.qilt.edu.au/about-this-site/employer-satisfaction

*PROGRAMMER NOTE: DISPLAY ESS BRIDGE RESPONSE FRAME (ESSRESP) AT THE BOTTOM OF ESSBRIDGE

ESSRESP
(RESPONSE FRAME)

1. I can provide their contact work details *(GO TO SUPCONTACT)
2. I can provide their contact information but I wish to log out of the survey and check their details first *(GO TO ESSCLINFO SCREEN, SUPPRESS FOR CATI)
3. I can provide their contact information but I would like you to call me *(GO TO RESPCONTACT, SUPPRESS FOR CATI)
4. I do not wish to provide my supervisor’s details *(AVOID) *(SHOW FOR CATI ONLY)
5. I would like more information before I provide my supervisor’s details *(GO TO ESSFAC'T SHOW FOR ONLINE ONLY)

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

*PROGRAMMER NOTE: POP UP = ‘WORK SUPERVISOR’ = ‘THIS IS THE PERSON YOU MOSTLY REPORT TO IN YOUR MAIN PAID JOB FOR DIRECT WORK TASKS AND GUIDANCE. YOUR MAIN PAID WORK IS THE EMPLOYMENT IN WHICH YOU ARE WORKING THE MOST HOURS. IF YOU ARE WORKING EQUAL HOURS IN DIFFERENT BUSINESSES PLEASE SELECT THE EMPLOYER YOU CONSIDER TO BE YOUR MAIN PAID WORK’
*(ESSRESP=1, CAN SUPPLY SUPERVISOR DETAILS)
SUPCONTACT

(RESPONSE FRAME)

*PROGRAMMER NOTE: CHECK SUPEMAIL AND SUPPHONE NUMBER PROVIDED DO NOT MATCH RESPONDENT SAMPLE INFORMATION
*PROGRAMMER NOTE: IF CATI SHOW (required) AT SUPNAME, SUPEMAIL AND SUPPHONE

Supname  Name of current work supervisor (required) <verbatim text box>
INTERVIEWER NOTE: work supervisor = this is the person you mostly report to in your MAIN PAID job for direct work tasks and guidance. Your main paid work is the employment in which you are working the most hours. If you are working equal hours in different business please select the employer you consider to be your main paid work.

Supemail  Work email address of current work supervisor <email box> ]
*PROGRAMMER NOTE: Kickbox validation required

INTERVIEWER NOTE: work supervisor = this is the person you mostly report to in your MAIN PAID job for direct work tasks and guidance. Your main paid work is the employment in which you are working the most hours. If you are working equal hours in different business please select the employer you consider to be your main paid work.

Supphone  Phone number <domestic/international drop down and phone number text box, validation required if domestic number, no validation on international numbers possible>
INTERVIEWER NOTE: Please include country code for international number, or area code for domestic Australian number. Please enter numbers only, and DO NOT include any whitespace or symbols, e.g. + or ()

*(ESSRESP=2, CHECKING SUPERVISOR DETAILS)
ESSCLINFOThanks for double checking your supervisor's details. You can log straight back into your survey by clicking the link in your email invitation.

*(ESSRESP=4, REFUSED TO SUPPLY SUPERVISOR DETAILS)
Essrefuse/ESSREFUSE Could you please tell us the main reason you chose not to provide your supervisor's details?
(MULTIPLE RESPONSE)
1. I do not have a direct supervisor
2. I do not know the contact details of my supervisor
3. My supervisor does not have an email address
4. My job is temporary only/casual only
5. I'm concerned that my supervisor does not have enough time
6. I'm concerned about my supervisors' response
7. I don't feel comfortable passing my supervisors' details along
8. Other (Please specify)
9. I CAN provide their contact work email *(GO BACK TO SUPCONTACT)

*PROGRAMMER NOTE: SHOW QUESTIONS BELOW ON NEW SCREEN WHEN REFUSE REASON IS SELECTED

*(REFUSE=3, SAID SUPERVISOR DOES NOT HAVE EMAIL)
REFAV1  Just to let you know, we can still contact your supervisor by phone and would be keen to hear from them about how well your course prepares graduates for the workforce. Would you be willing to provide your supervisor’s details?
1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT
2. Respondent refusal (GO TO C4)
*(REFUSE=4, SAID JOB IS TEMPORARY)*

REFAV2 Just to let you know, we would still like to hear from you and your supervisor’s feedback is still valuable as the survey covers work preparedness generally. Would you be willing to provide your supervisor’s details?

1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT*
2. Respondent refusal (GO TO C4)

*(REFUSE=5, SAID SUPERVISOR DOES NOT HAVE ENOUGH TIME)*

REFAV3 Just to let you know, the survey only takes 7 minutes and is completely voluntary, so your supervisor can choose not to participate. Would you be willing to provide your supervisor’s details?

1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT*
2. Respondent refusal(GO TO C4)

*(REFUSE=6, CONCERNED ABOUT SUPERVISORS RESPONSE)*

REFAV4 Just to let you know, the survey is not an assessment of you as an employee, we are seeking to get your supervisor’s thoughts on how well your Institution prepared you for the workforce. Would you be willing to provide your supervisor’s details?

1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT*
2. Respondent refusal (GO TO C4)

*(REFUSE=9, DON’T FEEL COMFORTABLE PASSING DETAILS ALONG)*

REFAV5 Your supervisor’s information will only be used for research purposes and their feedback would help provide information about the quality of education provided at Australian institutions. For more information about how personal information is collected and used please refer to [https://www.qilt.edu.au/privacy](https://www.qilt.edu.au/privacy). Would you be willing to provide your supervisor’s details?

1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT*
2. Respondent refusal (GO TO C4)

*(ESSRESP=5, ASKED FOR MORE INFO)*

ESSFACT During May and June we are contacting supervisors of employed graduates who complete the GOS, asking the supervisors to complete the Employer Satisfaction Survey (ESS). The ESS provides employers and industry with an opportunity to provide feedback and input into the ongoing improvement of higher education.

For more information about the ESS (such as why the survey is important, the types of questions that will be asked and how the results will be reported), please click here.


(RESPONSE FRAME)

1. I know their contact work details *(GO TO SUPCONTACT)*
2. I wish to log out of the survey and check their details first before I provide their contact information *(GO TO ESSCLINFO SCREEN)*
3. I have a question before I provide their details *(GO TO RESPCONTACT)*

*(ESSRESP=3 OR ESSFACT=3, CAN PROVIDE DETAILS BUT WOULD LIKE TO RECIEVE CALL FIRST OR HAS A QUESTION)*

Respcontact Please fill in the best phone number to call you on and we’ll give you a call soon.

Phone1 <Enter 10 digit phone number>
*PROGRAMMER NOTE: DOMESTIC/INTERNATIONAL TEXT BOX AND PHONE NUMBER TEXT BOX, VALIDATION REQUIRED IF DOMESTIC NUMBER, NO VALIDATION ON INTERNATIONAL NUMBERS POSSIBLE.