2019 Employer Satisfaction Survey

Methodological Report

January 2020
## Contents

List of figures ........................................................................................................................................ v  
List of tables ......................................................................................................................................... vi  
1. Introduction ........................................................................................................................................ 7  
   1.1. About this report .......................................................................................................................... 7  
   1.2. Background ................................................................................................................................ 7  
   1.3. Objectives .................................................................................................................................... 8  
   1.4. Overview ..................................................................................................................................... 8  
   1.5. Project milestones ....................................................................................................................... 9  
2. Sample design .................................................................................................................................... 10  
   2.1. Population ................................................................................................................................... 10  
   2.2. Institutional participation ............................................................................................................ 10  
   2.3. Sampling process overview ......................................................................................................... 10  
   2.3.1. Data quality ............................................................................................................................ 11  
   2.3.2. Sample cleaning ...................................................................................................................... 12  
   2.3.3. Provision of supervisor contact details .................................................................................. 12  
3. Survey design and procedures ........................................................................................................ 13  
   3.1. Institutional engagement ........................................................................................................... 13  
   3.1.1. Webinars and newsletters ....................................................................................................... 13  
   3.1.2. Promotion of the ESS ............................................................................................................. 13  
   3.2. Graduate and supervisor engagement ..................................................................................... 13  
   3.3. Contact strategy and procedures ............................................................................................ 14  
   3.3.1. Email invitation and reminders .............................................................................................. 14  
   3.3.2. Telephone contact protocols ................................................................................................. 17  
   3.3.3. Interviewer briefing ................................................................................................................ 17  
   3.3.4. Quality control ........................................................................................................................ 18  
   3.4. Data collection ........................................................................................................................... 18  
   3.4.1. Online survey ......................................................................................................................... 19  
   3.4.1.1. Look and feel ...................................................................................................................... 20  
   3.4.1.2. Optimisation for small screen devices ................................................................................... 21  
   3.4.1.3. Progress bar ......................................................................................................................... 22  
   3.4.1.4. Error messages ..................................................................................................................... 22  
   3.4.1.5. Saving responses ................................................................................................................ 22  
   3.4.2. CATI survey ........................................................................................................................... 22  
   3.4.3. Testing ..................................................................................................................................... 22  
   3.4.4. Quality assurance and applicable standards ........................................................................... 23  
   3.4.5. Monitoring and progress reporting ......................................................................................... 23  
   3.5. Additional workflows .............................................................................................................. 24
List of figures

Figure 1  Contact protocol................................................................................................................ 15
Figure 2  Example ESS survey invitation.......................................................................................... 16
Figure 3  Presentation of the ESS online survey on a small screen device .................................... 20
Figure 4  Grid item in desktop view ................................................................................................. 21
Figure 5  Grid item in small screen view.......................................................................................... 21
Figure 6  Out-of-scope error message.............................................................................................. 22
Figure 7  Reporting module view ..................................................................................................... 23
List of tables

Table 1  Key project statistics ........................................................................................................... 8
Table 2  Key project milestones ....................................................................................................... 9
Table 3  Graduate responses to request for supervisor’s contact details ...................................... 10
Table 4  Graduate reasons for refusal to provide supervisor’s contact details .............................. 11
Table 5  Provision of supervisor contact details ............................................................................ 12
Table 6  QILT webinars and newsletters covering the ESS ........................................................... 13
Table 7  Email send outcomes by round of activity ........................................................................ 16
Table 8  Interviewer briefing dates ................................................................................................. 18
Table 9  Workflow allocation ........................................................................................................... 19
Table 10 Changed workflow ........................................................................................................ 19
Table 11 Graduate request for contact outcomes ........................................................................... 24
Table 12 Refusal conversion outcomes .......................................................................................... 25
Table 13 GOS partial completers outcomes ............................................................................... 26
Table 14 ESS Boost outcomes ...................................................................................................... 26
Table 15 Re-invitation outcomes ................................................................................................. 27
Table 16 Enquiries to the ESS helpdesk ....................................................................................... 28
Table 17 ESS module themes ......................................................................................................... 29
Table 18 Missing data conventions ............................................................................................... 30
Table 19 Items coded and source for coding decisions ............................................................... 31
Table 20 Final survey outcomes .................................................................................................. 33
Table 21 Mode of completion ....................................................................................................... 34
Table 22 Sample yield and mode of completion by stream ......................................................... 34
Table 23 Respondents by broad field of education ..................................................................... 35
Table 24 Respondents by type of institution and course characteristics ................................... 35
Table 25 Respondents by demographic characteristics .............................................................. 36
Table 26 Respondents by labour market characteristics ............................................................. 37
1. Introduction

1.1. About this report

This methodological report describes the sample preparation, data collection, data processing and reporting aspects of the 2019 Employer Satisfaction Survey (ESS, ‘the survey’), conducted on behalf of the Australian Government Department of Education¹ (‘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 target audience and sample design.
- Section 3 documents the survey design and procedures for conducting the study.
- Section 4 outlines the questionnaire development phase and provides an overview of changes from the previous iteration including institution specific items.
- Section 5 describes the data processing procedures.
- Section 6 presents the various deliverables.
- Section 7 documents the final dispositions and response rates.
- Section 8 presents an analysis of response.
- Section 9 notes considerations for future iterations of the ESS.

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 and 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 involves three rounds of data collection each year, commencing in November, February and May, with supervisors of recent graduates. The collection of supervisor details occurs 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) are 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 round in the 2019 ESS collection cycle maintained consistency with previous years.

¹ At the time of the commencement of the 2019 ESS, the department was known as the Australian Government Department of Education and Training. It subsequently became the Department of Education after machinery of government changes following the 2019 federal election. We have preserved the name of the department in the project materials.
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, monitor and better understand:

- the specific skills and attributes employers need in their business
- how well higher education is equipping graduates for the workforce, and
- the varied employment pathways graduates are taking after completing their study.

1.4. Overview

A total of 4,689 surveys were completed. This was made up of 4,371 supervisors of graduates from 41 Australian universities and 318 supervisors of graduates from 50 NUHEI’s (refer to Table 1 for further details).

The ESS is administered in parallel with the GOS and the first collection round for the ESS 2019 reporting year took place in November 2018, the second in February 2019 and the third in May 2019. The sample was drawn from graduates who responded to the 2019 GOS, were in paid employment the week prior to completing the 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) as a secondary mode. The survey was conducted in English only, and fieldwork dates are provided in Table 1 below. Supervisors were invited to participate via email or telephone (using CATI) depending on the contact information provided by the graduate. Unlike the GOS and the Student Experience Survey (SES), completed telephone surveys are included in the nationally reported data. The ESS asked questions on graduate preparedness for the workforce and the skills and attributes that are beneficial for employees to have.

Table 1 Key project statistics

<table>
<thead>
<tr>
<th></th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total supervisors approached</td>
<td>2,772</td>
<td>279</td>
<td>7,443</td>
<td>10,494</td>
</tr>
<tr>
<td>Out of scope supervisors</td>
<td>143</td>
<td>19</td>
<td>601</td>
<td>763</td>
</tr>
<tr>
<td>In-scope supervisors</td>
<td>2,629</td>
<td>260</td>
<td>6,842</td>
<td>9,731</td>
</tr>
<tr>
<td>Completed surveys</td>
<td>1,307</td>
<td>121</td>
<td>3,261</td>
<td>4,689</td>
</tr>
<tr>
<td>Overall response rate</td>
<td>49.7%</td>
<td>46.5%</td>
<td>47.7%</td>
<td>48.2%</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 GILT 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 for each round in the 2019 ESS collection cycle.

<table>
<thead>
<tr>
<th>Task</th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start-up</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional institution items finalised (with institutions)</td>
<td>24-Oct</td>
<td>24-Jan</td>
<td>17-Apr</td>
</tr>
<tr>
<td>Core questionnaire content finalised (the department)</td>
<td>24-Oct</td>
<td>24-Jan</td>
<td>17-Apr</td>
</tr>
<tr>
<td>Programming / testing completed</td>
<td>1-Nov</td>
<td>28-Jan</td>
<td>1-May</td>
</tr>
<tr>
<td><strong>Sample</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing sample verification of supervisor contact details collected in GOS</td>
<td>1-Nov 2018 to 8-Feb 2019</td>
<td>30-Jan to 29-Mar-2019</td>
<td>1-May to 9-Aug-2019</td>
</tr>
<tr>
<td><strong>Fieldwork</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start main online fieldwork</td>
<td>2-Nov</td>
<td>31-Jan</td>
<td>2-May</td>
</tr>
<tr>
<td>End main online fieldwork</td>
<td>8-Feb</td>
<td>29-Mar</td>
<td>11-Aug</td>
</tr>
<tr>
<td>Coding completed</td>
<td>5-Apr</td>
<td>5-Apr</td>
<td>16-Aug</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data files to the department</td>
<td>N/A</td>
<td>N/A</td>
<td>30-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 the department</td>
<td>N/A</td>
<td>N/A</td>
<td>30-Oct</td>
</tr>
<tr>
<td>Final National report to the department</td>
<td>N/A</td>
<td>N/A</td>
<td>14-Nov</td>
</tr>
<tr>
<td>Methodological report to the department</td>
<td>N/A</td>
<td>N/A</td>
<td>20-Nov</td>
</tr>
</tbody>
</table>
2. Sample design

2.1. Population

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

2.2. Institutional participation

Employed graduates (not self-employed or working in a family business) who took part in the 2019 GOS were invited to provide contact information for their supervisors. The November 2018 ESS round included the supervisors of graduates from 41 universities and 29 NUHEIs. The May 2019 round included graduates from 41 universities, and 43 NUHEIs. Eleven universities and five NUHEIs participated in the February 2019 round. Please note the number of participating institutions in the ESS may be lower than those reported in the GOS Methodological Report due to some institutions having no graduates who provided valid supervisor details.

For a full list of institutions that had graduates provide valid supervisor details and supervisors complete the ESS, refer to Appendix 1.

2.3. Sampling process overview

The Graduate Outcomes Questionnaire (GOQ) was used to create the ESS sample frame through a recruitment module requesting supervisor contact details. The ESS recruitment module in the GOQ contained a set of items aimed at graduates who were in paid employment the week prior to their completion of the GOS.

Initial recruitment outcomes, before additional workflows described in Section 3.5, are shown in Table 3. As can be seen, of the graduates who responded to the request for supervisor details, approximately one in twelve (8.1 per cent) indicated they could provide contact details for their supervisor. Results were similar across the November and February rounds, with a slight decline in May.

Table 3 Graduate responses to request for supervisor’s contact details

<table>
<thead>
<tr>
<th>Response to request for supervisor details</th>
<th>November 2018 n</th>
<th>November 2018 %</th>
<th>February 2019 n</th>
<th>February 2019 %</th>
<th>May 2019 n</th>
<th>May 2019 %</th>
<th>Total n</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can provide their work contact details</td>
<td>2,400</td>
<td>9.6</td>
<td>211</td>
<td>9.9</td>
<td>3,760</td>
<td>7.3</td>
<td>6,371</td>
<td>8.1</td>
</tr>
<tr>
<td>I can provide their contact information but I wish to log out of the survey and check their details first</td>
<td>110</td>
<td>0.4</td>
<td>11</td>
<td>0.5</td>
<td>296</td>
<td>0.6</td>
<td>417</td>
<td>0.5</td>
</tr>
<tr>
<td>I can provide their contact information but I would like you to call me</td>
<td>169</td>
<td>0.7</td>
<td>28</td>
<td>1.3</td>
<td>459</td>
<td>0.9</td>
<td>656</td>
<td>0.8</td>
</tr>
<tr>
<td>I do not wish to provide my supervisors details</td>
<td>21,923</td>
<td>87.3</td>
<td>1,822</td>
<td>85.7</td>
<td>45,681</td>
<td>88.4</td>
<td>69,426</td>
<td>88.0</td>
</tr>
<tr>
<td>I would like more information before I provide my supervisor's details</td>
<td>506</td>
<td>2.0</td>
<td>54</td>
<td>2.5</td>
<td>1,486</td>
<td>2.9</td>
<td>2,046</td>
<td>2.6</td>
</tr>
<tr>
<td>Total responses</td>
<td>25,108</td>
<td>100.0</td>
<td>2,126</td>
<td>100.0</td>
<td>51,682</td>
<td>100.0</td>
<td>78,916</td>
<td>100.0</td>
</tr>
<tr>
<td>No response</td>
<td>397</td>
<td>32</td>
<td>668</td>
<td>1,097</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in-scope for ESS</td>
<td>25,505</td>
<td>2,158</td>
<td>52,350</td>
<td>80,013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Excludes non HESA NUHEIs for consistency with the GOS and ESS National Report.
It should be noted that despite the number of graduates agreeing to provide details decreasing from around one in four in 2018, the eventual proportion of usable supervisor details was significantly higher in 2019, due to the introduction of an explicit response option to refuse to provide details when initially approached.

All graduates who responded with ‘I do not wish to provide my supervisor’s details’ were asked the main reason for their refusal. As seen in Table 4, the most common reason for refusal was not feeling comfortable about passing on their supervisors’ contact details (30.7 per cent). The second most common reason was concern that the supervisor was too busy (19.2 per cent), followed by the graduate’s job not being related to the study they did (15.4 per cent) and not having a direct supervisor (12.6 per cent).

Table 4  Graduate reasons for refusal to provide supervisor's contact details

<table>
<thead>
<tr>
<th>Reason for ESS refusal</th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't feel comfortable passing on my supervisor's details</td>
<td>6,771</td>
<td>489</td>
<td>13,659</td>
<td>20,919</td>
</tr>
<tr>
<td>I'm concerned that my supervisor does not have enough time</td>
<td>3,979</td>
<td>271</td>
<td>8,799</td>
<td>13,049</td>
</tr>
<tr>
<td>My job is not related to the study I did</td>
<td>3,673</td>
<td>371</td>
<td>6,447</td>
<td>10,491</td>
</tr>
<tr>
<td>I do not have a direct supervisor</td>
<td>2,374</td>
<td>257</td>
<td>5,986</td>
<td>8,617</td>
</tr>
<tr>
<td>My job is temporary only / casual only</td>
<td>2,289</td>
<td>180</td>
<td>5,028</td>
<td>7,497</td>
</tr>
<tr>
<td>I do not know the contact details of my supervisor</td>
<td>509</td>
<td>60</td>
<td>1,356</td>
<td>1,925</td>
</tr>
<tr>
<td>I'm concerned about my supervisor's response</td>
<td>218</td>
<td>24</td>
<td>405</td>
<td>647</td>
</tr>
<tr>
<td>My supervisor does not have an email address</td>
<td>14</td>
<td>1</td>
<td>28</td>
<td>43</td>
</tr>
<tr>
<td>Other reasons</td>
<td>1,700</td>
<td>142</td>
<td>3,096</td>
<td>4,938</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>21,527</strong></td>
<td><strong>1,795</strong></td>
<td><strong>44,804</strong></td>
<td><strong>68,126</strong></td>
</tr>
<tr>
<td>No response</td>
<td>396</td>
<td>27</td>
<td>877</td>
<td>1,300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,923</strong></td>
<td><strong>1,822</strong></td>
<td><strong>45,681</strong></td>
<td><strong>69,426</strong></td>
</tr>
</tbody>
</table>

2.3.1. Data quality

Due to sample for the ESS being provided by employed graduates (not self-employed or working in a family business) primarily via self-completion, there were occasions where graduates did not provide sufficient contact information, provided incorrect contact information, or simply provided incorrect details as a way of refusing further contact with their supervisor.

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.
- Poor quality or missing contact information as a way of refusing to provide details.
- Incorrect email addresses due to erroneous domain names.
- Duplicate records.

These issues will be further addressed via enhanced validation processes, documentation and communications for future GOS and ESS collections to improve overall data quality.
To minimise data quality errors a number of validation processes were implemented as follows:

- Validation on email addresses (via the ‘Kick Box’ platform) 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 the supervisor being invited to participate in the ESS.

2.3.2. Sample cleaning

As noted in Section 2.3.1, all ESS sample records created at the end of the GOS passed through a manual review process to ensure data quality. Records could be accepted, rejected or flagged for further details follow up. The majority (99.1 per cent) of records were accepted, with a minority (less than 1 per cent) rejected or flagged for follow up.

Light cleaning was undertaken throughout the manual review process to ensure optimal presentation of sample information throughout the survey.

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.

2.3.3. Provision of supervisor contact details

Table 5 provides a summary of the type of valid supervisor contact details provided by graduates for the 2019 ESS.

The proportion of records with a valid email address was similar in each round at 90.5 per cent overall.

<table>
<thead>
<tr>
<th>Valid supervisor details</th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Valid email</td>
<td>2,498</td>
<td>90.1</td>
<td>245</td>
<td>87.8</td>
</tr>
<tr>
<td>Valid telephone</td>
<td>1,766</td>
<td>63.7</td>
<td>176</td>
<td>63.1</td>
</tr>
<tr>
<td>Valid email and valid telephone</td>
<td>1,492</td>
<td>53.8</td>
<td>142</td>
<td>50.9</td>
</tr>
</tbody>
</table>

Note: categories in this table are not mutually exclusive.

A decrease in the provision of telephone contacts was observed in the May collection with only 49.4 per cent of records having a valid telephone number, compared to 63.7 per cent in November. This decline in the provision of valid telephone numbers contributed to a reduction in the proportion of records with both a valid email and valid telephone number (40.2 per cent in May).

In response to the change in provision of telephone numbers in the May round, additional sample maximisation workflows were introduced (refer to Section 3.5.3) in an attempt to boost response.
3. Survey design and procedures

3.1. Institutional engagement

3.1.1. Webinars and newsletters

As part of institutional engagement, a series of webinars and newsletters was provided to institutions before and throughout fieldwork. Across 2018 and 2019, three webinars and one newsletter showcased the ESS. The sessions advised institutions of key milestones and awareness raising activities throughout fieldwork. Table 6 summarises all relevant communications covering the ESS.

Table 6 QILT webinars and newsletters covering the ESS

<table>
<thead>
<tr>
<th>Month</th>
<th>Title</th>
<th>ESS Topics covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webinars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24-Oct-18</td>
<td>2019 GOS November ’18 preparations</td>
<td>ESS launch date</td>
</tr>
<tr>
<td>23-Jan-19</td>
<td>Final preparations for 2019 GOS-February</td>
<td>2018 ESS data release and change to ESS bridge text</td>
</tr>
<tr>
<td></td>
<td>Longitudinal</td>
<td></td>
</tr>
<tr>
<td>8-May-19</td>
<td>2019 GOS May launch</td>
<td>Encourage institutions to raise awareness of ESS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>among new employees and supervising staff</td>
</tr>
<tr>
<td>Newsletters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-May-19</td>
<td>N/A</td>
<td>ESS launch</td>
</tr>
</tbody>
</table>

3.1.2. 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.

3.2. Graduate and supervisor engagement

Brochures were made available to graduates and supervisors as part of engagement materials and on a request basis. Two versions of the brochure were produced, one aimed at graduate queries and the other for supervisors. Both versions of the brochure provided additional context for the ESS, including benefits of participating, how survey data is used, contact details provision, requirements to complete and how to access further information about the study.

An ESS website (www.qilt.edu.au/ess) was also made available and included links to previous years' results and reports.

All correspondence provided the ESS or QILT email address and phone number for the purpose of contacting the Social Research Centre if there were any queries.
3.3. Contact strategy and procedures

Dual methodologies were utilised in the 2019 ESS; with online and CATI workflows established to support supervisor participation. The online workflow was the primary workflow for all records with a valid email address. Records with only a valid telephone number (i.e. no email address) for the supervisor, were entered into the CATI workflow.

Supervisors with both a valid email address and telephone number were initially entered into the online workflow. In the November and February rounds, supervisors who had not responded to the email (i.e. completed or unsubscribed) were entered into the CATI workflow six business days following non-response to the invitation email. For the May round, supervisors were entered into the CATI workflow sixteen business days after non-response to the invitation email. Supervisors with a valid email address and telephone number continued to receive email reminders throughout telephone follow-up until the record was resolved.

Supervisors in the CATI workflow had the option of completing the survey via telephone or online. If a supervisor requested to complete the survey online at the time of the call, their preferred email address was collected and an email invitation with a link to complete the survey was sent within the day. Supervisors choosing this option remained in the CATI workflow. If the supervisor had not completed the survey or unsubscribed within seven days further telephone follow-up was conducted to try and resolve the record.

Supervisors could transfer workflows via a number of methods. Supervisors in the online workflow were transferred into the CATI workflow in the following conditions:

- If the supervisor did not respond to the email invitation or reminders and a valid telephone number was available.
- If a ‘hard bounce’ outcome was recorded for the supervisor email address provided by the graduate and a valid telephone number was available.

If a supervisor transferred from the online to CATI workflow, they continued to receive email reminders as per the email engagement protocol (refer to Section 3.3.1).

3.3.1. Email invitation and reminders

The 2019 ESS employed a limited protocol of email communications. The November and February rounds included an email invitation and up to two email reminders. The May round trialled an extended contact protocol with up to an additional two email reminders making four reminder emails in total (refer to Section 3.5.3.2).

As shown in Figure 1, email invitations were sent the business day following validation of supervisor details. The first email reminder was sent four business days following the invitation (i.e. if an invitation email was sent on Monday the supervisor would receive the reminder on Friday). The second email reminder was sent seven business days following the first reminder.

As noted, the May round trialled an extended email schedule with a third and fourth email reminder sent to non-responders (refer to Section 3.5.3.1). The third email reminder was sent three weeks prior to the end of fieldwork, with the fourth reminder sent one week prior to end of fieldwork. It is important to note that reminder emails were not sent to supervisors who had completed the survey, been disqualified from participating (i.e. screened out because they were not eligible) or had unsubscribed.
The email invitation was sent to all valid supervisor email addresses to advise supervisors 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. All emails also referred to the QILT and ESS webpages for further information and contact details. Further, in line with the Australian Communications and Media Authority (ACMA) Spam Act, each email contained an ‘unsubscribe’ facility if supervisors no longer wanted to receive contact for the 2019 ESS. A copy of the email invitation and all reminders (from all rounds) is provided at Appendix 2.

Figure 2 illustrates the appearance of the invitation on screen for supervisors (this particular example is from the ESS May round). A copy of the email invitation and all reminders (from all rounds) is provided at Appendix 2.
Table 7 provides a breakdown of email send outcomes by standard contact activity for each round in the 2019 ESS collection cycle. Note that outcomes for email reminders three and four from the May round are not shown at Table 7. Refer to Section 3.5.3.1 for more details of this additional engagement activity.

As can be seen, the email invitation open rate was highest in May (45.2 per cent) compared to November (43.4 per cent) and February (37.1 per cent). ‘Clicked on link as a per cent of opened’ was also higher for the invitation email in May (40.6 per cent) compared to November (32.8 per cent) and February (31.9 per cent). It should be noted that the sample frame for February is quite small relative to the November and May rounds and the smaller base size should be considered when interpreting the percentage-based results.
A decline in open rates and ‘clicked on link’ rates were noted in each round as email activity progressed. As could be expected, ‘unopened’ rate generally trended upwards with each send.

The proportion of bounced records across all rounds was relatively low, except for the invitation sends in each round. This suggests the quality of contact information provided by graduates could be improved. A higher hard bounce rate for the initial invitation was noted in May (10.9 per cent) relative to November (6.4 per cent) and February (9.8 per cent).

Opt-outs were one per cent or less at each send for the November and February rounds, suggesting the nature of the survey and the timing of sends were not a concern for supervisors. The May round saw an increase in opt-outs which may be as a result of trialling a one-click unsubscribe function instead of a ‘confirm email to unsubscribe’ process. This was trialled in an attempt to reduce burden on supervisors trying to unsubscribe, however was stopped later in the May email schedule due to ‘false’ unsubscribes caused by security software that clicks all links in emails before releasing to inboxes.

3.3.2. Telephone contact protocols

If a 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 contact details. Call procedures for supervisors entering the CATI workflow directly (that is, where no email address was provided by the graduate) or as part of the online survey non-response follow up activity, featured the following:

- Call attempts placed over different days of the working week and times of day. Up to ten call attempts were made on landlines and eight on mobiles in cases where contact had been made. The maximum consecutive non-contacts allowed was six for landlines and four for mobiles.
- 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).
- Providing login details if supervisors preferred to complete online, rather than complete a telephone interview.

3.3.3. Interviewer briefing

A total of 72 interviewers were selected to work on the ESS telephone workflows across the three rounds. All interviewers attended a comprehensive briefing session, delivered by the Social Research Centre project management team. The briefings covered:

- 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.
Table 8 provides the interviewer briefing dates.

<table>
<thead>
<tr>
<th>Task</th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefing</td>
<td>2-Nov-2018</td>
<td>31-Jan-2019</td>
<td>2-May-2019</td>
</tr>
</tbody>
</table>

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

### 3.3.4. Quality control

In field quality monitoring techniques as they 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 survey administration, or project performance.
- Maintenance of an ‘interviewer handout’ document addressing any sample member 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 are discussed further at Section 3.4.4.

### 3.4. Data collection

The main reason that the 2019 ESS involved online and CATI workflows, that is, dual mode, was due to the importance of telephone follow up as a response maximisation strategy in a business survey context. The ESS instrument was programmed into a unified data collection platform to ease online data capture as well as facilitate the seamless use of CATI. This approach also supported the development and deployment of the live reporting module (refer to Section 3.4.5).

Where a valid supervisor email address was provided by the graduate, 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 strategy and procedures).

Table 9 shows the proportion of supervisors allocated to the online and telephone workflows. As can be seen, the majority (90.5 per cent) of supervisor records were assigned to the online workflow, with a minority (9.5 per cent) initially assigned to the telephone workflow due to only providing a phone number.
Table 9  Workflow allocation

<table>
<thead>
<tr>
<th>Workflow</th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Total supervisors approached</td>
<td>2,772</td>
<td>100.0</td>
<td>279</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>7,443</td>
<td>100.0</td>
<td></td>
<td>10,494</td>
</tr>
<tr>
<td>Total assigned to online workflow</td>
<td>2,489</td>
<td>89.8</td>
<td>245</td>
<td>87.8</td>
</tr>
<tr>
<td></td>
<td>6,759</td>
<td>90.8</td>
<td></td>
<td>9,502</td>
</tr>
<tr>
<td>Email only provided</td>
<td>1,006</td>
<td>36.3</td>
<td>103</td>
<td>36.9</td>
</tr>
<tr>
<td></td>
<td>3,765</td>
<td>50.6</td>
<td></td>
<td>4,874</td>
</tr>
<tr>
<td>Email and phone provided</td>
<td>1,492</td>
<td>53.8</td>
<td>142</td>
<td>50.9</td>
</tr>
<tr>
<td></td>
<td>2,994</td>
<td>40.2</td>
<td></td>
<td>4,628</td>
</tr>
<tr>
<td>Total assigned to telephone workflow</td>
<td>1,417</td>
<td>51.1</td>
<td>150</td>
<td>53.8</td>
</tr>
<tr>
<td>Phone only provided</td>
<td>274</td>
<td>9.9</td>
<td>34</td>
<td>12.2</td>
</tr>
<tr>
<td></td>
<td>684</td>
<td>9.2</td>
<td></td>
<td>992</td>
</tr>
<tr>
<td>Changed to telephone workflow</td>
<td>1,143</td>
<td>41.2</td>
<td>116</td>
<td>41.6</td>
</tr>
<tr>
<td></td>
<td>2,294</td>
<td>30.8</td>
<td></td>
<td>3,553</td>
</tr>
</tbody>
</table>

Table 10 shows 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. Approximately eight in ten (76.8 per cent) supervisors changed from the online to telephone workflow as a result of a hard bounce email outcome or online non-response.

Overall, while a majority of supervisor records (90.5 per cent) were initially assigned to the online workflow, approximately two-fifths (37.4 per cent) of those originally assigned to the online workflow, moved to the telephone workflow. This highlights the importance of telephone activity as part of the ESS response maximisation effort.

Table 10  Changed workflow

<table>
<thead>
<tr>
<th>Changed workflow</th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Eligible for workflow change</td>
<td>1,492</td>
<td>100.0</td>
<td>142</td>
<td>100.0</td>
</tr>
<tr>
<td>Total changed workflow</td>
<td>1,143</td>
<td>76.6</td>
<td>116</td>
<td>81.7</td>
</tr>
<tr>
<td>Hard bounce</td>
<td>72</td>
<td>4.8</td>
<td>8</td>
<td>5.6</td>
</tr>
<tr>
<td>Online non-response</td>
<td>1,071</td>
<td>71.8</td>
<td>108</td>
<td>76.1</td>
</tr>
<tr>
<td>Total unchanged workflow</td>
<td>349</td>
<td>23.4</td>
<td>26</td>
<td>18.3</td>
</tr>
</tbody>
</table>

1 Only records with an email and phone provided were eligible for workflow change.
2 Hard bounce and Online-non-response added to telephone workflow.
3 Total unchanged workflow are those who had completed, screened out or unsubscribed prior to trigger for changing workflow.

3.4.1. Online survey

The online survey could be accessed by clicking on the link in the email invitation or email reminders (refer to Appendix 2). Clicking from the email invitation or email 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
- consistent presentation and placement of ‘Next’ and ‘Previous’ buttons
- input controls and internal logic/validation 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 on a desktop
- sizing the panels for free text responses commensurate with the level of detail required in the response
- automatically 'saving' with progression to the next screen, and
- the capacity to save and return to finish off at another time, resuming at the last question viewed.

A copy of the May questionnaire in the 2019 ESS cycle is included at Appendix 5 with screen shots of the online survey included in Appendix 6.

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 3 and Figure 4 for examples of the online survey look and feel.

Figure 3  Presentation of the ESS online survey on a small screen device
3.4.1.2. 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. Small screen device optimisation was also triggered where screen width was less than 768 pixels, regardless of device type. Several elements of the survey were changed for small screen users. Grid (also known as table or matrix) items were reconfigured to ensure that they were usable on a small screen device. Figure 4 shows an example of a grid item in standard desktop view, and Figure 5 show how the size and positioning of the response options, ‘Previous’, ‘Next’, and ‘Save’ buttons varied between survey presentation in desktop and small screen devices.
3.4.1.3. Progress bar

The online survey presentation included a progress bar indicating how far the respondent had progressed – this can be seen as the coloured horizontal bar showing ‘60%’ at the top of the small screen view in Figure 5.

3.4.1.4. Error messages

An error message (Figure 6) was presented to supervisors if they confirmed they had never been a work supervisor to the named graduate.

Figure 6 Out-of-scope error message

3.4.1.5. 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 survey was administered in an identical format to the online ESS noting some modifications to facilitate telephone data capture. Interviewers had an interfacing script at the front and back end of the online survey which allowed categorisation of call outcomes. Once agreement to complete the survey by telephone was established, the interviewers initiated the online survey and recorded telephone 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 (74.3 per cent) – in particular on the first (19.6 per cent) and second (17.8 per cent) call attempts. One in four surveys completed by telephone required six or more calls to the supervisor (25.7 per cent), indicating the ongoing requirement for an extended call regime when approaching supervisors to participate in the ESS.

3.4.3. Testing

The survey was thoroughly tested before fieldwork to ensure the look and feel, and logic aligned with the questionnaire design. The survey was tested to check the layout, wording, question type and respondent experience. Dummy data was generated and checked to enable testing of all question bases and survey sequencing.
Institutions with specific items (refer to Section 4.4) were sent online survey test links to enable their review of these additional questionnaire items. Institutions were asked to conduct final testing on the items and provide client sign off prior to field launch.

The survey was soft launched with a small component of the total population and surveys completed on the day of the soft launch were checked for correct base sizes to ensure sequencing was functioning as intended. No issues were identified, and the survey proceeded to full launch. Data was again reviewed following the main launch.

### 3.4.4. 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 Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Australian Market and Social Research Society’s (AMSRS) Code of Professional Practice, and ISO 20252 standards. All senior QILT staff are full members of the AMSRS or maintain professional membership relevant to their role and 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.

### 3.4.5. 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 the number of in-scope graduates who agreed to provide details, the number of details actually collected and participation rates of supervisors (including partial completes, out-of-scoops and opt-outs). An example of the national reporting module is shown at Figure 7.

#### Figure 7 Reporting module view
3.5. Additional workflows

Throughout fieldwork for the ESS a number of additional telephone workflows were developed to assist in handling graduate queries, build sample, and maximise sample for the ESS. These are outlined in more detail below.

3.5.1. CATI follow up to request for supervisor details

3.5.1.1. Requested contact

To help provide a more personalised reassurance regarding graduate concerns about the provision of supervisor contact information, employed graduates (not self-employed or working in a family business) 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 rounds, 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 receiving an ESS brochure 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 having a temporary or casual job, not being comfortable passing supervisor details along, having a job not related to their study, concern about their supervisor’s response, their supervisor not having an email address, or their supervisor not having enough time, were read a short script to try and avert the refusal (refer to Appendix 5).

As can be seen at Table 11, almost three in ten (28.0 per cent) graduates who requested contact went on to provide valid supervisor details during the follow up phone call.

<table>
<thead>
<tr>
<th></th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided valid supervisor details (n)</td>
<td>15</td>
<td>8</td>
<td>161</td>
<td>184</td>
</tr>
<tr>
<td>Provided valid supervisor details (%)</td>
<td>8.9</td>
<td>28.6</td>
<td>35.1</td>
<td>28.0</td>
</tr>
</tbody>
</table>

1 Provided valid supervisor details as a proportion of contact requests.

Whilst the proportion of graduates who requested contact and went on to provide valid supervisor details during the follow up phone call was lower than in the 2018 ESS (31.8 per cent), this does not diminish the value of this additional workflow to the ESS.

The validation checks implemented during the 2019 ESS had a positive impact on the quality of sample collected from graduates and will be further refined during future collections of the ESS.

3.5.1.2. Graduate entered insufficient details

All supervisor details collected via the online ESS recruitment module were subject to a verification process before being 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 insufficient supervisor contact details had been provided, records were entered into a separate telephone workflow where an interviewer called the graduate and sought to collect the correct, complete supervisor contact details.

For cases where insufficient details had been provided 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.

3.5.2. Sample building

Following the inclusion of an explicit refusal response option at the supervisor details collection screen, there was an increase in the number of refusals recorded in the ESS recruitment module. In response, new workflows were introduced to build more sample for the ESS.

3.5.2.1. Refusal conversion

Telephone refusal conversion was trialled during all rounds of the 2019 ESS. Refusal reasons were chosen for conversion based on their level of suitability. Five refusal reasons were chosen: Supervisor too busy, job temporary or casual, graduate concerned about supervisor’s response, graduate not comfortable providing contact details and job not related to study. Some reasons were deemed not suitable (e.g. I don’t have a direct supervisor).

A customised CATI script was written for each refusal reason and a short call cycle of two call attempts, except when an appointment was set, was implemented. A third call attempt was trialled during the latter part of the May round. As seen in Table 12, approximately one in ten graduates (10.3 per cent) approached as part of refusal conversion agreed to provide their supervisor contact details.

Over one third (38.4 per cent) of supervisors approached as a result of refusal conversion activity went on to complete the ESS. A copy of the refusal conversion script is provided at Appendix 8.

Table 12 Refusal conversion outcomes

<table>
<thead>
<tr>
<th>Refusal conversion sample</th>
<th>n</th>
<th>% graduates</th>
<th>% supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates approached</td>
<td>34,744</td>
<td>100.0</td>
<td>-</td>
</tr>
<tr>
<td>Graduates agreed to provide supervisor details</td>
<td>3,574</td>
<td>10.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Supervisors completed the ESS</td>
<td>1,374</td>
<td>4.0</td>
<td>38.4</td>
</tr>
</tbody>
</table>

3.5.2.2. GOS partial completers

This workflow was introduced in the May round to build additional ESS sample by approaching graduates who otherwise would not have had access to the ESS recruitment module. Graduates were selected for this workflow if they had completed enough of the 2019 GOS to be included in reporting and were in-scope for the ESS recruitment module, but had not completed enough of the GOS to reach the ESS recruitment module in the context of the online survey.

The primary approach method for this workflow was via telephone where available, with a secondary approach via a single email to telephone non-contacts. For graduates with no phone number a single invitation email was sent asking graduates to provide the best contact details for their supervisor. As seen in Table 13, approximately one in ten (11.2 per cent) graduates who had partially completed the GOS agreed to provide their supervisor details. Of the supervisors approached as a result of the GOS partial workflow, over a third (38.1 per cent) went on to complete the ESS. A copy of the GOS partial completers approach script is provided at Appendix 8.
Table 13  GOS partial completers outcomes

<table>
<thead>
<tr>
<th></th>
<th>GOS partial completers sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Graduates approached</td>
<td>10,224</td>
</tr>
<tr>
<td>Graduates agreed to provide</td>
<td>1,148</td>
</tr>
<tr>
<td>supervisor details</td>
<td></td>
</tr>
<tr>
<td>Supervisors completed the ESS</td>
<td>437</td>
</tr>
</tbody>
</table>

3.5.3. Sample maximisation

Existing ESS sample maximisation workflows were reviewed and new workflows were implemented in response to increased refusals in the ESS recruitment module and a decrease in the proportion of graduates providing telephone contact details for their supervisor (refer to Section 2.3.3).

3.5.3.1. ESS Boost

In the May round the ESS Boost workflow was implemented to try and recover ESS sample that had an unusable outcome (i.e. disconnected phone, bounced email) and sample that was a repeat non-contact through the ESS online approach. Sample that had a usable supervisor telephone number was excluded from the repeat non-contact selection.

The primary approach method for this workflow was telephone, and all graduates contacted were asked to confirm or update the original supervisor details provided. Existing contact details could be confirmed or removed, and new details provided. In circumstances where new or updated information was provided, supervisors were sent an invitation to complete the ESS and entered back into the online or telephone workflow depending on provision of contact details. As such, the ESS Boost provided a second opportunity to collect supervisor telephone contact details, offsetting the observed decrease in the provision of telephone contact details by graduates. Table 14 shows over half (58.1 per cent) of graduates contacted as part of the ESS Boost agreed to confirm (33.4 per cent) or update (24.7 per cent) their supervisor’s details. Approximately one quarter (23.3 per cent) of supervisors whose graduate was approached in the ESS Boost completed the ESS.

Table 14  ESS Boost outcomes

<table>
<thead>
<tr>
<th></th>
<th>Total 2019 ESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Graduates approached</td>
<td>1,424</td>
</tr>
<tr>
<td>Graduates agreed to provide</td>
<td>827</td>
</tr>
<tr>
<td>supervisor details</td>
<td></td>
</tr>
<tr>
<td>Updated / New details</td>
<td>352</td>
</tr>
<tr>
<td>Confirmed details</td>
<td>475</td>
</tr>
<tr>
<td>Supervisors completed the ESS</td>
<td>193</td>
</tr>
</tbody>
</table>

3.5.3.1. Additional engagement

Fieldwork monitoring showed that the ESS response rate increased with an extended call regime (refer to Section 3.4.2) while email communications to supervisors recorded low unsubscribe rates (refer to Section 3.3.1). To maximise sample yield two additional engagement activities were implemented during the May round of the 2019 ESS.

The maximum call limit for the ESS was extended by one and appointment requests were allowed to exceed the call limit. This extended call cycle resulted in an additional 56 completed surveys.
The email schedule was extended by up to two additional reminder emails that were sent to supervisors who had not completed or refused the ESS. A third reminder email was sent three weeks prior to the end of fieldwork. To minimise the risk of supervisor concerns related to the increased reminder schedule, the body text of the third reminder email drew attention to the unsubscribe mechanism. A fourth reminder email was sent one week before the end of fieldwork, framed as a final chance to complete. The additional email activity resulted in a further 276 completed surveys.

It should also be noted that no complaints were received as a result of this additional engagement activity.

### 3.5.3.2. Re-invitation of ESS November and February sample

To further maximise sample for the 2019 ESS, supervisors who had not completed or refused to participate in the ESS November and February rounds were re-invited to participate during the May round. The re-invitation workflow provided an opportunity for supervisors who were on leave, or who had seasonal work commitments, during the November or February fieldwork periods to participate in the survey.

A re-invitation email was sent acknowledging that the original invitation was sent some time ago and asking supervisors if they would still be willing to participate. A light touch was implemented for this group, with a single reminder email framed as a final chance to complete sent near the end of fieldwork. As seen in Table 15 while fewer than one in ten supervisors (6.9 per cent) approached as part of the re-invitation workflow completed the ESS, this additional activity yielded a further 124 completed surveys.

<table>
<thead>
<tr>
<th>Total 2019 ESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors re-invited</td>
<td>1,802</td>
</tr>
<tr>
<td>Supervisors completed the ESS</td>
<td>124</td>
</tr>
</tbody>
</table>

### 3.6. Respondent support

The Social Research Centre established an ESS 1800 helpdesk to provide supervisors and graduates 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, an ESS inbox was 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 team members to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to look up caller information and survey links, as well as providing a method for logging all contacts. The helpdesk processed 911 telephone and email transactions across all ESS activity, with most queries related to the details collection workflows. The primary reason for contact being a survey query (i.e. appointment request or online survey support). As can be seen at Table 16, other reasons for contacting the helpdesk included opting-out and requests for general survey information.
### Table 16 Enquiries to the ESS helpdesk

<table>
<thead>
<tr>
<th>Type of enquiry</th>
<th>Details Collection (n)</th>
<th>ESS (n)</th>
<th>Total (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>646</td>
<td>265</td>
<td>911</td>
</tr>
<tr>
<td>Survey query</td>
<td>476</td>
<td>216</td>
<td>692</td>
</tr>
<tr>
<td>Opt-out</td>
<td>139</td>
<td>12</td>
<td>151</td>
</tr>
<tr>
<td>General query</td>
<td>16</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Out-of-scope</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Change of contact details</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Deletion or removal request</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Other query</td>
<td>7</td>
<td>8</td>
<td>15</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 2019 Employer Satisfaction Questionnaire (ESQ) was based on the 2018 instrument. Changes were limited to the addition of a new workflow for when a graduate was called instead of a supervisor and minor contextual wording improvements (refer to Section 4.3 for more information).

4.2. Overview

Table 17 outlines the thematic areas of the five 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 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>

Note: 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).

4.3. Changes from 2018

The main changes to the core questionnaire from the 2018 ESS were as follows:

- Addition of a code at the CATI introduction for circumstances in which the graduate was contacted for the ESS instead of the supervisor due to the provision of incorrect contact details. This workflow enabled interviewers to discuss the ESS with the graduate to seek the best contact details for their supervisor.

- Clarification of wording at request for organisation acknowledgement on website question (C4) to remove uncertainty and make this a yes / no item not requiring follow up.

- Updates to websites for further information provided at the closing script.

The response frame at the ESS recruitment module was also revised prior to fieldwork for the 2019 ESS. An explicit response option to refuse to provide supervisor details was added for the online recruitment module. This response option had previously only been made available via telephone surveys and reflects best practice procedures as they apply to the ethical conduct of research.

4.4. Institution specific items

In keeping with QILT survey processes, institutions were able to add additional questions. In 2019 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 the National Report.

In the 2019 ESS data set, a record was considered complete and valid if the supervisor had provided a valid response at any of the following items:

- *EQUALIMP* (importance of qualification to be able to do their job well), or
- *ECRSPREP* (qualification prepared graduate for the job), or
- *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 outlined in Table 18
- 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 18 Missing data conventions

<table>
<thead>
<tr>
<th>Missing data type</th>
<th>Data file convention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item skipped</td>
<td>99</td>
</tr>
<tr>
<td>Don’t know</td>
<td>98</td>
</tr>
<tr>
<td>Item not applicable</td>
<td>97</td>
</tr>
<tr>
<td>Service / support not received</td>
<td>96</td>
</tr>
<tr>
<td>Not asked</td>
<td>95</td>
</tr>
</tbody>
</table>

For details of item histories, data presentation conventions and the steps taken to produce graduate attributes scale results and other derivations, refer to the *ESS Data Dictionary*. 
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 2019. Table 19 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 19 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, Australian Bureau of Statistics (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). Postcode or suburb of employment for graduates working in Australia were collected in-survey. If suburb was collected, postcode was manually applied via a suburb to postcode/state look up list during coding.</td>
</tr>
</tbody>
</table>
6. Deliverables

The Social Research Centre provided institutions and the department the following deliverables at the completion of the 2019 ESS cycle (unless otherwise stated):

- finalised questionnaire in MS Word (as part of each ESS iteration within the 2019 collection cycle)
- progress reports to the department during data collection (as part of each ESS iteration within the 2019 collection cycle)
- data files:
  - institution data files in CSV and SPSS format with a data map as a standard, and in SAS format for institutions specifically requesting this format
  - department national timeseries data file in SAS format and SPSS format, along with a national data map
  - UA timeseries data file in SPSS and CSV format with a data map, and in SAS format for institutions specifically requesting this format
- data dictionary in PDF format
- files of verbatim responses to open-ended questions in MS Excel, at the national (department) and institution level
- 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
- press release, and
- Methodological Report.
7. Final dispositions and response rates

Table 20 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 10,494 supervisors were approached for the 2019 ESS, with approximately two-fifths (44.7 per cent) of sample records approached resulting in a completed survey. Over half (58.1 per cent) of the surveys were completed online, with the remainder (41.9 per cent) done via telephone. These results are quite different from those seen in 2018, where approximately two-thirds (59.0 per cent) of sample records approached resulted in a telephone survey and two-fifths (41.0 per cent) in an online survey. This suggests that the propensity of supervisors to respond via email and complete the survey online has increased, while the option of completing via telephone has been limited due to lower provision of phone numbers by graduates (refer to Section 2.3.3).

Telephone follow up activity identified less than one in ten (7.3 per cent) supervisors as out of scope (i.e. refused the survey or had not supervised the graduate). Further, a small proportion (9.4 per cent) of supervisor records resulted in a non-contact outcome.

Table 20 Final survey outcomes

<table>
<thead>
<tr>
<th></th>
<th>November 2018 (n)</th>
<th>February 2019 (n)</th>
<th>May 2019 (n)</th>
<th>Total (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total supervisors approached</td>
<td>2,772</td>
<td>279</td>
<td>7,443</td>
<td>10,494</td>
</tr>
<tr>
<td>In-scope supervisors</td>
<td>2,629</td>
<td>260</td>
<td>6,842</td>
<td>9,731</td>
</tr>
<tr>
<td>Total completed</td>
<td>1,307</td>
<td>121</td>
<td>3,261</td>
<td>4,689</td>
</tr>
<tr>
<td>Completed online</td>
<td>679</td>
<td>59</td>
<td>1,986</td>
<td>2,724</td>
</tr>
<tr>
<td>Completed telephone</td>
<td>628</td>
<td>62</td>
<td>1,275</td>
<td>1,965</td>
</tr>
<tr>
<td>Out of scope supervisors¹</td>
<td>143</td>
<td>19</td>
<td>601</td>
<td>763</td>
</tr>
<tr>
<td>Telephone workflow outcomes</td>
<td>596</td>
<td>62</td>
<td>1,188</td>
<td>1,846</td>
</tr>
<tr>
<td>Other contacts²</td>
<td>205</td>
<td>22</td>
<td>491</td>
<td>718</td>
</tr>
<tr>
<td>Non-contact</td>
<td>338</td>
<td>36</td>
<td>615</td>
<td>989</td>
</tr>
<tr>
<td>Other outcomes³</td>
<td>53</td>
<td>4</td>
<td>82</td>
<td>139</td>
</tr>
<tr>
<td>Online workflow outcomes</td>
<td>726</td>
<td>77</td>
<td>2,393</td>
<td>3,196</td>
</tr>
<tr>
<td>Online non-response</td>
<td>628</td>
<td>67</td>
<td>2,126</td>
<td>2,821</td>
</tr>
<tr>
<td>Other outcomes³</td>
<td>98</td>
<td>10</td>
<td>267</td>
<td>375</td>
</tr>
<tr>
<td>Average telephone interview duration</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

¹ Includes opt-outs and out-of-scope surveys.
² Includes outcomes such as language difficulties, away for duration of survey, claims to have completed survey, residual appointments.
³ Includes outcomes such as email bounces, unusable sample and partial surveys.

Approximately one in three (26.9 per cent) supervisors approached via the online workflow did not respond to the email invitation or reminder emails. Less than one in ten (3.6 per cent) supervisor records has an ‘other outcome’, including email bounces, unusable records and partial surveys.

The average telephone interview duration, inclusive of time to locate and screen the supervisor, was 13.3 minutes.
8. Response analysis

8.1. Mode of completion

Almost six in ten (58.1 per cent) supervisors who completed the ESS elected to complete online. As can be seen at Table 21, the majority of those completing online (48.8 per cent of all completing, equating to 83.9 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.

Approximately two-fifths (41.9 per cent) of ESS surveys were completed by telephone, supporting the case for a dual mode design and importance of maintaining the CATI workflow to boost response rates.

Table 21 Mode of completion

<table>
<thead>
<tr>
<th></th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Total completed</td>
<td>1,307 100.0</td>
<td>121 100.0</td>
<td>3,261 100.0</td>
<td>4,689 100.0</td>
</tr>
<tr>
<td>Total completed online</td>
<td>679 52.0</td>
<td>59 48.8</td>
<td>1,986 60.9</td>
<td>2,724 58.1</td>
</tr>
<tr>
<td>Completed online</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without telephone</td>
<td>515 39.4</td>
<td>44 36.4</td>
<td>1,727 53.0</td>
<td>2,286 48.8</td>
</tr>
<tr>
<td>follow up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed online</td>
<td>164 12.5</td>
<td>15 12.4</td>
<td>259 7.9</td>
<td>438 9.3</td>
</tr>
<tr>
<td>after telephone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>follow up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total completed by telephone</td>
<td>628 48.0</td>
<td>62 51.2</td>
<td>1,275 39.1</td>
<td>1,965 41.9</td>
</tr>
</tbody>
</table>

Table 22 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 (47.1 per cent) and the CATI stream (53.2 per cent). Approximately one third the supervisors in the online stream (16.9 per cent of all supervisors assigned to the online stream, equating to 35.4 per cent of supervisors assigned to the online stream who completed), completed as a result of telephone follow up.

Table 22 Sample yield and mode of completion by stream

<table>
<thead>
<tr>
<th></th>
<th>Online</th>
<th>CATI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>In scope supervisors</td>
<td>8,791 100.0</td>
<td>940 100.0</td>
<td>9,731</td>
</tr>
<tr>
<td>approached</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total completed</td>
<td>4,189 47.7</td>
<td>500 53.2</td>
<td>4,689</td>
</tr>
<tr>
<td>Completed online</td>
<td>2,706 30.8</td>
<td>18 1.9</td>
<td>2,724</td>
</tr>
<tr>
<td>Completed by phone</td>
<td>1,483 16.9</td>
<td>482 51.3</td>
<td>1,965</td>
</tr>
</tbody>
</table>

A small proportion (1.9 per cent of all supervisors assigned to the CATI stream, equating to 3.6 per cent of supervisors assigned to the CATI stream who completed), ended up completing online via an email invitation sent as a result of telephone follow up (refer to Section 3.3).

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 (not self-employed or working in a family business) 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 (not self-employed or working in a family business) 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 (not self-employed or working in a family business) with supervisor responses by field of education shows that that supervisors of Education graduates are overrepresented by 3.4 percentage points in the survey while supervisors of Management and Commerce, Society and Culture and Creative Arts graduates are underrepresented in the ESS, as shown at Table 23.

Table 23  Respondents by broad field of education

<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>7,253</td>
<td>7.1</td>
</tr>
<tr>
<td>Information Technology</td>
<td>4,884</td>
<td>4.8</td>
</tr>
<tr>
<td>Engineering and Related Technologies</td>
<td>6,505</td>
<td>6.3</td>
</tr>
<tr>
<td>Architecture and Building</td>
<td>2,367</td>
<td>2.3</td>
</tr>
<tr>
<td>Agriculture and Environmental Studies</td>
<td>1,648</td>
<td>1.6</td>
</tr>
<tr>
<td>Health</td>
<td>21,893</td>
<td>21.3</td>
</tr>
<tr>
<td>Education</td>
<td>9,762</td>
<td>9.5</td>
</tr>
<tr>
<td>Management and Commerce</td>
<td>20,314</td>
<td>19.8</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>21,798</td>
<td>21.2</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>6,323</td>
<td>6.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102,804</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 24 suggests that there is a slight under-representation of supervisors of non-university graduates. While supervisors of NUHEI graduates report lower satisfaction, since they represent a small fraction of responses, this is expected to lead to only a very small upwards bias in reported overall satisfaction.

There is a disproportionately higher level of response from supervisors of external graduates in the ESS by 5.3 percentage points as seen in Table 24. Supervisors of external graduates report lower overall satisfaction so that over-representation of the supervisors of external graduates would lead to a downward bias in reported overall satisfaction in the 2019 ESS.

Table 24  Respondents by type of institution and course characteristics

<table>
<thead>
<tr>
<th>Institution or Course</th>
<th>Employed graduates</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Type of institution: University</td>
<td>95,604</td>
<td>93.0</td>
</tr>
<tr>
<td>Type of institution: NUHEI</td>
<td>7,200</td>
<td>7.0</td>
</tr>
<tr>
<td>Mode: Internal</td>
<td>83,277</td>
<td>81.1</td>
</tr>
<tr>
<td>Mode: External</td>
<td>19,450</td>
<td>18.9</td>
</tr>
<tr>
<td>Course level: Undergraduate</td>
<td>57,161</td>
<td>55.6</td>
</tr>
<tr>
<td>Course level: Postgraduate coursework</td>
<td>40,327</td>
<td>39.2</td>
</tr>
<tr>
<td>Course level: Postgraduate research</td>
<td>5,316</td>
<td>5.2</td>
</tr>
</tbody>
</table>

Supervisors of postgraduate coursework and postgraduate research graduates are somewhat over-represented by 2.9 and 3.0 percentage points respectively while undergraduates are underrepresented by 5.9 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 over-representation of postgraduate research graduates who report higher employer satisfaction. However, the population of postgraduate research graduates is much smaller, likely resulting in smaller bias for postgraduate compared with undergraduate responses.

Table 25 compares the demographic characteristics of employed graduate (not self-employed or working in a family business) respondents to the GOS with the demographic characteristics of graduates whose supervisors responded to the ESS. Supervisors of male graduates are overrepresented in the ESS by around 4.2 percentage points as seen in Table 25 and they reported slightly higher overall satisfaction. However, differences in employer satisfaction with male and female graduates are not significant so the over-representation of employers of male graduates is unlikely to materially impact reported overall satisfaction.

Table 25 Respondents by demographic characteristics

<table>
<thead>
<tr>
<th></th>
<th>Employed graduates</th>
<th></th>
<th>Supervisors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>CI</td>
<td>n</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>39,051</td>
<td>38.0</td>
<td>(37.7, 38.2)</td>
<td>1,978</td>
</tr>
<tr>
<td>Gender: Female</td>
<td>63,646</td>
<td>62.0</td>
<td>(61.7, 62.2)</td>
<td>2,708</td>
</tr>
<tr>
<td>Age: 30 years or under</td>
<td>68,926</td>
<td>67.1</td>
<td>(66.3, 67.8)</td>
<td>2,495</td>
</tr>
<tr>
<td>Age: Over 30 years</td>
<td>33,868</td>
<td>32.9</td>
<td>(32.0, 33.7)</td>
<td>2,194</td>
</tr>
<tr>
<td>Indigenous: Indigenous</td>
<td>1,071</td>
<td>1.0</td>
<td>(1.0, 1.1)</td>
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<td>Indigenous: Not Indigenous</td>
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<td>(98.9, 99.1)</td>
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<td>(84.7, 85.1)</td>
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<td>Home language: other than English</td>
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<td>(14.9, 15.3)</td>
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<td>Disability: Reported disability</td>
<td>5,899</td>
<td>5.7</td>
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<td>283</td>
</tr>
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<td>Disability: No disability</td>
<td>96,828</td>
<td>94.3</td>
<td>(94.1, 94.3)</td>
<td>4,403</td>
</tr>
</tbody>
</table>

Supervisors of graduates aged 30 years and over are overrepresented in the ESS by 13.8 percentage points. This is consistent with the over-representation of supervisors of postgraduate coursework graduates as shown in Table 24. Employers of older graduates reported slightly lower overall satisfaction, so the over-representation of older graduates is likely to lead to a small downward bias in reported overall satisfaction. However, note there was no significant difference in employers’ overall satisfaction between younger and older graduates.

As seen in Table 26, supervisors of graduates working in Professional occupations are overrepresented by 5.9 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 2019 ESS.

Supervisors of graduates employed full-time are overrepresented in the ESS by 4.2 percentage points. Supervisors of graduates who have worked in their current job for between three months and one year are over-represented in the 2019 ESS by around 3.7 percentage points. Satisfaction with this group was higher than for those who had been employed for under three months and so their over-representation may lead to an upward bias in employer satisfaction.
In summary, over-representation of responses from employers of graduates in Education 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. Conversely, over-representation of the supervisors of postgraduate coursework and external graduates is likely to lead to a downward bias in reported employer satisfaction.
9. Considerations for future surveys

The ESS is the newest survey in the QILT suite and there is scope to refine a number of aspects of project execution, based on issues arising from the 2019 implementation, including the following:

- Formalisation of additional workflows trialled throughout 2019. Specifically, refusal conversion and GOS partial completers should continue to be implemented as they were the most effective additional workflows trialled in 2019. The ESS Boost and additional engagement activities (i.e. extended call cycle and additional email reminders) should also be continued to improve sample maximisation.

- Further review of the content of relevant supporting materials such as the ESS brochure and website to try and increase engagement among graduates and employers.

- Inclusion of frequently asked questions in the ESS recruitment module and online survey to help respond to graduate queries.

- Continued engagement with institutions to normalise graduate provision of supervisor details during their awareness raising activities with graduates, in particular through the pre-awareness email sent by institutions prior to GOS fieldwork.

- Conduct of qualitative research to explore graduates’ attitudes towards providing their supervisors’ contact details, the effectiveness of the ESS recruitment module text and content of the ESS brochure.

- Revision of ESS recruitment module text based on results from the 2019 ESS and findings from the qualitative research to further improve graduate engagement and willingness to provide supervisor contact details.

- Review and update the reasons for refusal to provide supervisor contact details. This will ensure the most accurate data is being captured and will enable more efficient refusal conversion.

Consideration may also be given to:

- An extended fieldwork period for all survey rounds due to the effectiveness of the additional engagement and re-invitation workflows. This would help accommodate employers with seasonal work commitments and provide an opportunity to further maximise sample.

- Continued 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.
# List of abbreviations and terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAGE</td>
<td>Australian Association 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 and New Zealand Standard Classification of Occupations</td>
</tr>
<tr>
<td>CATI</td>
<td>Computer Assisted Telephone Interviewing</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>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>NUHEI</td>
<td>Non-University Higher Education Institution</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>
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<td>SES</td>
<td>Student Experience Survey</td>
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<td>WRC</td>
<td>Workplace Research Centre</td>
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<td>Provider code</td>
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<td>---------------</td>
<td>------------------------</td>
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<td>The University of Western Australia</td>
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<td>The University of Wollongong</td>
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<tr>
<td>2154</td>
<td>Federation University Australia</td>
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<td>2177</td>
<td>Swinburne University of Technology</td>
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<td>Central Queensland University</td>
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<td>The University of Southern Queensland</td>
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<td>Curtin University</td>
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<td>2241</td>
<td>The University of Canberra</td>
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<td>Charles Darwin University</td>
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<td>Bond University</td>
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<td>Western Sydney University</td>
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<td>Charles Sturt University</td>
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<td>The Australian Catholic University</td>
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<td>Victoria University</td>
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<td>The University of New South Wales</td>
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<td>Southern Cross University</td>
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<td>The University of New England</td>
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<td>TAFE NSW</td>
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<td>7124</td>
<td>the Academy of Information</td>
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<tr>
<td>7338</td>
<td>TAFE SA</td>
</tr>
<tr>
<td>7660</td>
<td>Health Education &amp; Training Institute</td>
</tr>
</tbody>
</table>
Appendix 2  Survey invitations and reminders
2019 Employer Satisfaction Survey (ESS) – November ‘18

Email plan

Please note that the content and schedule of the email plan presented here may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

Table of Contents

2019 Employer Satisfaction Survey (ESS) – November ‘18 ................................................................. 1
Email plan........................................................................................................................................... 1
  1.1 INVITATION.......................................................................................................................... 2
  1.2 REMINDER 1...................................................................................................................... 3
  1.3 REMINDER 2...................................................................................................................... 4
  1.4 CATI FOLLOW-UP FOR ONLINE COMPLTION............................................................ 5
  1.5 REQUESTED ESS BROCHURE......................................................................................... 6
1.1 INVITATION

IMAGE: ESS logo

Subject line: Employer Satisfaction Survey – Invitation to complete

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%% 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) (HYPERLINK: www.qilt.edu.au) – 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 (HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf).

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 (HYPERLINK: http://www.srcentre.com.au) 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. Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)
1.2 REMINDER 1

IMAGE: ESS logo

Subject line: Employer Satisfaction Survey – Your feedback is important

Dear %name**Supervisor%%,

ALL:
We 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 [HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf].

NOT PARTIAL:
To start the survey, please click on the link below:

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

ALL:
%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 (HYPERLINK: http://www.scentre.com.au) 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
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)
1.3 REMINDER 2

**Subject line**: Employer Satisfaction Survey – Closing soon!

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.

**NOT PARTIAL (PartialFlag=0):**
To start the survey, please click on the link below:

**PARTIAL (PartialFlag=1):**
If you have started already, please click the link below to continue the survey from where you left off:

**ALL:**
%%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 [hyperlink: 7 minutes to better work preparedness for Australia - update.pdf]. **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 [hyperlink: http://www.srcentre.com.au] to undertake the ESS.

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

The Social Research Centre
Administrator of [Quality Indicators for Learning and Teaching (QILT)]
1.4 CATI FOLLOW-UP FOR ONLINE COMPLTION

IMAGE: ESS logo

Employer Satisfaction Survey – Link for online completion

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 {HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf}. 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.


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

The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)
1.5 REQUESTED ESS BROCHURE

IMAGE: ESS logo

Subject line: Employer Satisfaction Survey - Brochure

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 (HYPERLINK: 7 minutes to better work preparedness for Australia GRADUATES.pdf). 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 (HYPERLINK: http://www.srcentre.com.au) 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

The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)
2019 Employer Satisfaction Survey (ESS) – February ‘19

Email plan

Please note that the content and schedule of the email and SMS plan presented here may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

Table of Contents

2019 Employer Satisfaction Survey (ESS) – February ‘19 ........................................................................................................... 1
Email plan ..................................................................................................................................................................................... 1
  1.1 INVITATION ........................................................................................................................................................................ 2
  1.2 REMINDER 1 ......................................................................................................................................................................... 3
  1.3 REMINDER 2 ......................................................................................................................................................................... 4
  1.4 CATI FOLLOW-UP FOR ONLINE COMPLTION ............................................................................................................... 5
  1.5 REQUESTED ESS BROCHURE ........................................................................................................................................... 6
1.1 INVITATION

IMAGE: ESS logo

Subject line: Employer Satisfaction Survey – Invitation to complete

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) (HYPERLINK: www.qilt.edu.au) – 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 (HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf).

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 (HYPERLINK: http://www.scentre.com.au) 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. Thank you in advance for your time and feedback.

Graham Challice
Executive Director

The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)
1.2 REMINDER 1

IMAGE: ESS logo

**Subject line:** Employer Satisfaction Survey – Your feedback is important

Dear %name**Supervisor%%,

**ALL:**
We 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 [7 minutes to better work preparedness for Australia - update.pdf].

**NOT PARTIAL:**
To start the survey, please click on the link below:

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

**ALL:**
%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 [HYPERLINK: http://www.srcentre.com.au] 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](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
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)
1.3 REMINDER 2

Subject line: Employer Satisfaction Survey – Closing soon!

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.

**NOT PARTIAL** (PartialFlag=0):
To start the survey, please click on the link below:

**PARTIAL** (PartialFlag=1):
If you have started already, please click the link below to continue the survey from where you left off:

**ALL**: %%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 [HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf]. 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 [HYPERLINK: http://www.srcentre.com.au] to undertake the ESS.

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

The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)
1.4 CATI FOLLOW-UP FOR ONLINE COMPLTION

IMAGE: ESS logo

Employer Satisfaction Survey – Link for online completion

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 [HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf]. 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 (HYPERLINK: http://www.srcentre.com.au) 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 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

The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)
1.5 REQUESTED ESS BROCHURE

IMAGE: ESS logo

Subject line: Employer Satisfaction Survey - Brochure

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 (HYPERLINK: 7 minutes to better work preparedness for Australia GRADUATES.pdf). 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 (HYPERLINK: http://www.srcentre.com.au) 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

The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)
2019 Employer Satisfaction Survey (ESS) – May ’19

Email plan

Please note that the content and schedule of the email plan presented here may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

Table of Contents

2019 Employer Satisfaction Survey (ESS) – May ’19 .............................................................. 1

Email plan ..................................................................................................................................... 1

1.1 INVITATION ..................................................................................................................... 2
1.2 REMINDER 1 .................................................................................................................. 3
1.3 REMINDER 2 .................................................................................................................. 4
1.4 REMINDER 3 .................................................................................................................. 5
1.5 REMINDER 4 .................................................................................................................. 6
1.6 CATI FOLLOW-UP FOR ONLINE COMPLETION ...................................................... 7
1.7 REQUESTED ESS BROCHURE ...................................................................................... 8
1.1 INVITATION

IMAGE: ESS logo

Subject line: Employer Satisfaction Survey – Invitation to complete

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%% 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 (HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf).

It should take approximately 7 minutes to complete and your responses will be kept confidential.

To start the survey, please click the button below:

START SURVEY NOW (%srvylink%%)

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.

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

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser. %srvylink%%
1.2 REMINDER 1

Subject line: Employer Satisfaction Survey – Your feedback is important

Dear %name**Supervisor%,

ALL:
We 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% 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. 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.

It should only take around 7 minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

TAKE SURVEY NOW (%srvylink%)

The ESS is the only source of national data on employer satisfaction with higher education. There is more information about how the research is used in this brochure (HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf).

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%srvylink%
1.3 REMINDER 2

[Image: ESS logo]

Subject line: Employer Satisfaction Survey – Closing soon!

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.

To complete the survey, please click the button below:

TAKE SURVEY NOW (%srvylink%%)

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 [HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf]. As a thank you for participating in the survey you also have a chance to elect to receive a summary of the research findings.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre

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

%srvylink%%

[Images: QILT logo, Social Research Centre logo, Australian Government logo]

Privacy | FAQs | Official site
**1.4 REMINDER 3**

Image: ESS logo

**Subject line:** Employer Satisfaction Survey – Department of Education still wants to hear from you

Dear %name**Supervisor%%,

We still need to hear from more employers about how well higher education is preparing graduates for the workforce through the Employer Satisfaction Survey (ESS). By contributing your views you can help the Australian Government improve higher education and benefit employers in the future.

It should only take around 7 minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

**TAKE SURVEY NOW (%srvylink%%)**

The ESS is the first national survey that directly links the experiences of graduates to the views of their direct supervisors. **As a thank you for participating in the survey you also have a chance to elect to receive a summary of the research findings.**

Your ideas and opinions are important - if you do not wish to participate, please unsubscribe using the link at the bottom of the email. Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre

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

%srvylink%%

---

**Conducted by:**

**Funded by:**

Australian Government
Department of Education and Training

[Privacy | FAQs] [Official site]
1.5 REMINDER 4

Subject line: Employer Satisfaction Survey – Final chance to complete

Dear %name **Supervisor%%, 

This is the very last email we will send you about the ESS, as it closes this weekend.

We appreciate that you are busy but it’s important for the Australian Government to get feedback from as many supervisors as possible. It only takes 7 minutes to have your say about how well %E403%%E402%% was prepared for the workforce by %E306**their institution%%.

To complete the survey, please click the button below:
TAKE SURVEY NOW (%srvylink%%)

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. Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre

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

Conducted by: 
Funded by: 

Privacy | FAQs | Official site
1.6 CATI FOLLOW-UP FOR ONLINE COMPLETION

Employer Satisfaction Survey – Link for online completion

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 the button below:

START SURVEY NOW (%srvylink%%)

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 {HYPERLINK: 7 minutes to better work preparedness for Australia - update.pdf}. 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.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre

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

---

[Images and logos]

Conducted by: QILT

Funded by: Social Research Centre

Australian Government Department of Education and Training

Privacy | FAQs | Official site
1.7 REQUESTED ESS BROCHURE

IMAGE: ESS logo

**Subject line:** Employer Satisfaction Survey - Brochure

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 [HYPERLINK](7 minutes to better work preparedness for Australia GRADUATES.pdf). 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.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre
Appendix 3     Brochures – 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 2018 ESS represented the largest survey of its kind, reporting the views of over 5,000 employers about Australian higher education institutions. We’re looking to build on this in 2019.

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 supervisor’s time will help improve higher education in Australia.

Your supervisor’s 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.

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 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 supervisor’s’ 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@scentre.com.au, free call 1800 055 818 or visit QILT at www.qilt.edu.au.
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 2018 ESS represented the largest survey of its kind, reporting the views of over 5,000 employers about the attributes of recent graduates from Australian higher education institutions. We’re looking to build on this in 2019.

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@srcentre.com.au, free call 1800 055 818 or visit QILT at www.qilt.edu.au.
ESS19 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
- GOS partial completes
- Refusal conversion

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

**ESSb**
- Project overview
- Background
- Purpose
- Unusable contacts
- Liaison techniques
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
  • 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 2018 ESS represented the largest survey of its kind, reporting the views of over 5,000 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 three separate projects:
  - 2233x – This is the collection of supervisor details that feeds into the ESS.
  - 2233 – This is the ESS, or survey proper.
  - 2233b – Follow-up with graduates when supervisor details are unusable.
Privacy and confidentiality

• All records for GOS are provided by the institutions themselves and all records for the ESS are provided by GOS respondents and the survey is completely voluntary.

• The Social Research Centre complies with the Australian Privacy Principles

• No direct identifying information (such as name or phone number) forms part of the final data. A unique identifying number is retained to ensure students are only contacted again as appropriate. Only aggregated data will appear on the QILT website

• Please contact the Project Coordinator (Josh) if there are any queries or concerns

• General information about the Employer Satisfaction Survey can be found here: www.qilt.edu.au/about-this-site/employer-satisfaction
Housekeeping

- The ESS, ESSx and ESSb projects will be in-field concurrently
- Please keep track of which one you are rostered to work on each shift and dial on the correct project in dimensions
- Different project numbers are used for various iterations of ESS
2233x - ESSx
Collection of supervisor details
Project overview

- Project number: 2233x
- Purpose: to respond to graduate queries and collect supervisor details to feed into the ESS proper
- Fieldwork dates:
  - 2 May – 5 July (Starts the same day as the GOS online fieldwork, ends 5 weeks prior to ESS Main close)
- There are five 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 after a period of time)
  5. Refusal Conversion – refusals at the ESS bridge
Ops performance – ESSx19 Nov ‘18

• Of the 5,660 sample records initiated:
  • 35% resulted in a contact
  • 17% resulted in collection of a supervisor’s email
  • Of those cases where supervisor details were collected, 24% went on to complete the ESS survey.

• CATI Performance:
  • CATI Rate – 3.2 per hour
  • Interview length – 5.2 mins
  • Response Rate – 52%
  • Average calls per sample record – 2.4
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
  • This conversion rate improved from 32% in 2017 to 41% in May 2018.
  • We have validation checks on contact info in the ESSx job that are designed to improve the quality of the CATI sample. We are hoping to see further improvement in survey conversion this round.
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 the work readiness of graduates
Refusal aversion

• We have six 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
  • Job is not related to study they did

• Full scripts are provided in your interviewer handout for reference
GOS Partial completes

- We will also be contacting graduates that have:
  - ‘completed’ the GOS for reporting purposes,
  - are in-scope for ESS and
  - have not yet been invited to participate in the ESS.

- These graduates did not make it to end of the online GOS survey and are unlikely to be aware of the ESS.

- They will have varying levels of recognition of the GOS, may have only spent 5 minutes in the survey.

- Sample will be controlled so that interviewers calling partial sample will only receive this type of sample.
  - Allowing interviewers to be confident in the type of graduate they are calling.
GOS Partial completes cont..

- Need to make the purpose of the call clear
  - Best to keep to the scripted introduction
  - Respond to graduate questions as needed
  - Attempt to avert soft refusals, be respectful of hard refusals
- Graduate may have additional questions if they don’t recall the GOS
  - Use the interviewer handout and other materials on TheHub to be able to answer common questions with confidence
  - Can offer to send an ESS brochure to graduate – but collecting details on first attempt is preferred
  - Can pre-empt common concerns with good call control during the introduction
    - Okay to bring forward the points you feel work best
    - E.g. “the ESS is not an assessment of you..”
ESS Boost - Project overview

• Project number: 2233b
• Purpose: to collect updated supervisor contact details from graduates
• Fieldwork dates:
  • 25 June – 5 July (Additional workflow to recover sample lost from the ESS main survey)
• There are two reasons for sample being added to the ESS Boost
  1. Original supervisor details collected have proven unusable
  2. Supervisors with no phone number have remained a non-contact via email after an ESS email invitation and two reminders.
ESS Boost - Background

• This is a new ESS workflow introduced for the ESS19 May collection.
• About 10% of contact details (email and phone) collected via the online ESS bridge and the ESSx CATI project are unusable
• Unusable sample includes:
  • Hard bounced emails (address invalid)
  • Disconnected phone numbers
  • Other CATI outcomes like fax, named respondent unknown
• Another 10-20% with email contact only has not opened any of the three emails sent
  • Referred to in survey as ‘Non-contact via email’
ESS Boost - Purpose

• The ESS boost project attempts to collect updated supervisor details from the graduate via CATI
  • We may email graduates without a phone number
  • These graduates will not be called in the boost
• We expect graduates will generally be willing to confirm the correct details if we can make contact
• All graduates being called have already consented for us to contact their supervisor as part of the ESS
• For the updated details to be have the best chance of being ‘usable’ it is important to try collect both a phone and email contact for the supervisor
ESS Boost – Unusable contacts

- The reasons for the original details being unusable will vary.
- Likely reasons original details don’t work:
  - Emails were recorded incorrectly (always double check)
  - Phone numbers may have an invalid format (country code)
  - Supervisor may have changed or left the company
  - Graduate may have changed job since details were collected (old supervisor likely still in-scope for ESS, but new supervisor preferred)
- For the non-contact emails:
  - Email may be incorrect but has not ‘bounced’
  - Email may not be best mode of contact – try collect phone
ESS Boost – Liaison techniques

• We expect that a direct and succinct approach to these calls will work best
• Use a relaxed and matter of fact tone
• Similar GOS reminders more so than ESSx
• When confirming details:
  • You may read supervisor details on record first to avert trust concerns.
  • But be careful accepting a quick confirmation that the supervisor details are correct – we know these details have been uncontactable
• Less likely, but be prepared to respond to common graduate queries and concerns as per ESSx
• Double check the updated details provided
Thank you

Any questions?

PO Box 13328
Law Courts Victoria 8010

03 9236 8500

www.srcentre.com.au
Contents

Key performance indicators ....................................................................................................... 2
General overview ......................................................................................................................... 2
Key contact numbers / info ........................................................................................................ 2
ESS project background ............................................................................................................. 3
CATI ............................................................................................................................................. 3
  Project overview .................................................................................................................. 3
  Liaison techniques ............................................................................................................... 3
  Refusal aversion .................................................................................................................. 4
  Gatekeepers ........................................................................................................................ 4
  Data quality issues .............................................................................................................. 5
  Open ended questions .......................................................................................................... 5
Privacy and confidentiality ......................................................................................................... 5
International dialling ................................................................................................................ 6
Multi-num ...................................................................................................................................... 6
Total Survey Error paradigm and measurement error ............................................................ 7
FAQ’s ............................................................................................................................................ 8
  What is the Employer Satisfaction Survey? ........................................................................ 8
  Why am I being asked to participate in this research? ....................................................... 8
  Who is undertaking the research? ...................................................................................... 8
  What is the purpose of the research? ................................................................................. 8
  Who can complete the survey? ........................................................................................... 8
  What does the research involve, and how much time will it take? ..................................... 8
  What sort of questions will be asked? ................................................................................ 8
  Are my answers confidential? ............................................................................................ 9
  What happens if I do not wish to participate? .................................................................... 9
  What happens if I do not complete the survey? .................................................................. 9
  Do I have to complete all the survey questions? ............................................................... 9
  Who can I contact for further information? ......................................................................... 9
Key performance indicators

<p>| | |</p>
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<thead>
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<tbody>
<tr>
<td>CATI rate</td>
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<td>Expected response rate</td>
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General overview

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<td>Emails sent</td>
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Key contact numbers / info

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<td>QILT hotline</td>
<td>1800 055 818 (from within Australia) +61 3 8327 1951 (from outside Australia)</td>
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<td><a href="http://www.qilt.edu.au">www.qilt.edu.au</a></td>
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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
  - 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 2018 ESS represented the largest survey of its kind, reporting the views of over 5,000 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:
  - 2233 – This is the ESS, or survey proper
  - 2233x – This is for the collection of supervisor details that feeds into the ESS

CATI

Project overview

- Project number: 2233
- 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
  - However, we need to acknowledge they may be busy and set good hard appointments when appropriate.
- 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 and we will need to be passed on to the named supervisor
  - Be flexible with your approach
  - Listen for and mirror their language
  - Build rapport with them on multiple contacts. Include important details in appointment notes such as GK name, reason QR was unavailable, etc.

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"

“We spoke with you last …, you said … Would now bet a better time for them? We only need them for a few minutes”
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 direct identifying information (such as name or phone number) forms part of the final data. A unique identifying number is retained to ensure students are only contacted again as appropriate. 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 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 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)

- Appointment notes 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@srcentre.com.au, free call 1800 055 818 or visit QILT at www.qilt.edu.au.
ESSx19 May ‘19
Interviewer handout

Contents

Key performance indicators ....................................................................................................... 2
General overview ........................................................................................................................ 2
Key contact numbers / info ....................................................................................................... 2
ESS project background ........................................................................................................... 4
Collection of supervisor details ............................................................................................. 4
  Project overview .................................................................................................................. 4
  Sample type for ESSx .......................................................................................................... 4
  Engagement techniques ....................................................................................................... 5
  Answering graduate questions ........................................................................................... 5
  Collection of supervisor details (ESS) ................................................................................ 5
  Refusal aversion techniques for ESS bridge ...................................................................... 6
Online Refusal to CATI Refusal Conversion (refcon) ........................................................... 7
Privacy and confidentiality ....................................................................................................... 7
International dialling ............................................................................................................ 8
Multi-num................................................................................................................................ 8
Total Survey Error paradigm and measurement error ......................................................... 9
FAQ’s ESS .............................................................................................................................. 10
### Key performance indicators

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CATI rate</td>
<td>3.3</td>
</tr>
<tr>
<td>Expected response rate</td>
<td>55%</td>
</tr>
<tr>
<td>Interview length</td>
<td>4 to 5 minutes</td>
</tr>
</tbody>
</table>

### General overview

| In Field Dates       | ESSx: 2nd May – 14th June  
                      | ESS: 2nd May – 30th June  |
|----------------------|----------------------------|
| Project number       | 2233x                       |
| Client               | Australian Government Department of Education and Training |
| Geographical Area    | Nationwide and International |
| Sample Source        | Reasons for sample being added to ESSx:  
                      | 1 – Graduates wanting a call  
                      | 2 – Inadequate supervisor details in GOS  
                      | 3 – Stopped at ESS Bridge  
                      | 4 – Graduates with a question  
                      | 5 – Online refusal at ESS Bridge (select refusal reasons only)  
                      | *Note: Contact information is still Institution provided, so same privacy/confidentiality rules apply |
| LOTEs                | No |

### Key contact numbers / info

| QILT hotline         | 1800 055 818 (from within Australia)  
<pre><code>                  | +61 3 8327 1951 (from outside Australia) |
</code></pre>
<p>|----------------------|----------------------------------------|
| ESS inbox            | <a href="mailto:ess@srcentre.com.au">ess@srcentre.com.au</a>                   |
| GOS inbox            | <a href="mailto:gos@srcentre.com.au">gos@srcentre.com.au</a>                   |</p>
<table>
<thead>
<tr>
<th>SRC 1800 number</th>
<th>1800 023 040</th>
</tr>
</thead>
<tbody>
<tr>
<td>QILT website</td>
<td><a href="http://www.qilt.edu.au">www.qilt.edu.au</a></td>
</tr>
<tr>
<td>GOS information</td>
<td><a href="http://www.gos.edu.au">www.gos.edu.au</a></td>
</tr>
</tbody>
</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
  - 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 2018 ESS represented the largest survey of its kind, reporting the views of over 5,000 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

Collection of supervisor details

Project overview

- Project number: 2233x
- Reminder activity to date: Graduates who had stopped at the ESS bridge (request to provide supervisor contact details) will have received up to 2 email reminders prior to further follow-up in the ESSx
- No LOTEs
- There is no option for an email to be sent to respondents for them to fill in supervisor details online. You will need to collect their details on the phone

Sample type for ESSx

- There are five reasons for sample being added to the ESSx:
  - Respondents providing inadequate supervisor details in the GOS
  - Respondents willing to give supervisor details but wanting to be called first
  - Respondents with a question re: provision of supervisor details
  - Respondents who stopped at the ESS bridge (Added towards end of fieldwork)
  - Online refusal at ESS Bridge (select refusal reasons only)
Engagement techniques

- We need your best efforts to get the graduate to provide their supervisor details
- 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.
- Further refusal aversion is provided below in the refusion aversion techniques for ESS bridge

Answering graduate questions

- There is an ‘INFO’ screen that provides some general information on ESS, you can also refer to the FAQs section below 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

Collection of supervisor details (ESS)

- Collection of valid supervisor contact details is integral to the success of the ESS
- A number of validation checks have been added to the script to assist in the collection of contact information
- Please attempt to collect at least one method of contact (email or telephone, ideally both)
- Try your best to avoid accepting a refusal – important to explain purpose of the ESS and try to avert unwilling graduates on the spot
<table>
<thead>
<tr>
<th>Refusal reason</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Said supervisor does not have email</td>
<td>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?</td>
</tr>
<tr>
<td>Said job is only temporary</td>
<td>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?</td>
</tr>
<tr>
<td>Said supervisor does not have enough time</td>
<td>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?</td>
</tr>
<tr>
<td>Said they are concerned about supervisor’s response</td>
<td>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?</td>
</tr>
<tr>
<td>Don’t feel comfortable passing details along</td>
<td>Supervisors really appreciate the opportunity to have their say about higher education and the survey is completely voluntary, so they can choose not to participate. 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. Would you be willing to provide your supervisor’s details?</td>
</tr>
<tr>
<td>Job is not related to study</td>
<td>We understand that not everyone is working in a job related to their study, we’re still interested in hearing from your supervisor as they can provide feedback about the value higher education brings to employers. By providing your supervisor’s details, you will be helping future students know how an institution prepares its graduates for the workplace. Would you be willing to provide your supervisor’s details?</td>
</tr>
</tbody>
</table>
Online Refusal to CATI Refusal Conversion (refcon)

Refusal conversion will account for a substantial proportion of ESSx May CATI hours. Refusal conversion was trialled successfully in November ‘18 and Feb ‘19 with positive feedback from the interviewing team.

- Refcon will have a shorter, 2 try, call cycle
  - Appointments keep a record alive beyond 2 tries
- The CATI script is customised to each refusal reason
- **Effective refcon is the priority on a call.** Rather than strictly read the introduction verbatim
  - Thank respondents for completing the GOS
  - Listen to respondents
  - Effectively address concerns in a natural manner
  - Use language from the script that you find effective
  - Maintain call control to minimise call escalation
- Similar to standard single mode CATI projects, not all online refusal reasons are eligible for refcon

<table>
<thead>
<tr>
<th>OnlineRefReason</th>
<th>Online ESSRefuse code</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>My job is temporary only/casual only</td>
</tr>
<tr>
<td>5</td>
<td>I’m concerned that my supervisor does not have enough time</td>
</tr>
<tr>
<td>6</td>
<td>I’m concerned about my supervisor’s response</td>
</tr>
<tr>
<td>9</td>
<td>I don’t feel comfortable passing my supervisor’s details along</td>
</tr>
<tr>
<td>10</td>
<td>My job is not related to the study I did</td>
</tr>
</tbody>
</table>

Privacy and confidentiality

- All records are provided by graduates themselves and their supervisors can choose to take part in the survey
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- General information about the Employer Satisfaction Survey can be found here:
  - [https://www.qilt.edu.au/about-this-site/employer-satisfaction](https://www.qilt.edu.au/about-this-site/employer-satisfaction)
International dialling

- 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 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).

![](image)

- Appointment notes 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).
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- 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

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- Ways to minimise error:
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  - 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 ESS

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.

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What sort of questions will be asked?

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- 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 you but an opportunity for your supervisor to talk about their perceptions of higher education.

Are their answers confidential?
Any information you or your supervisor provides 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 provide their details?**

Although we value your supervisor’s views and would very much like their input and feedback, you do not have to provide their details; it is your choice.

**What happens if they do not complete the survey?**

If we do not hear from your supervisor, 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 a completed survey, their name will be removed from our follow up reminder process.

**Do they have to complete all the survey questions?**

All questions on the ESS are voluntary. No one is obligated to answer any question that they 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@srcentre.com.au, free call 1800 055 818 or visit QILT at [www.qilt.edu.au](http://www.qilt.edu.au).
Appendix 5  Core questionnaire
ESS19 Nov ‘18 mixed mode questionnaire

SAMPLE VARIABLES

<table>
<thead>
<tr>
<th>Questionnaire Variable name</th>
<th>Brief description</th>
<th>Detailed description (if applicable)</th>
<th>Key use points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSID</td>
<td>Employer ID</td>
<td>SRC assigned ID</td>
<td>To identify supervisor in sample</td>
</tr>
<tr>
<td>GOSID</td>
<td>Graduate ID</td>
<td>SRC assigned ID in GOS sample</td>
<td>To match back to graduate</td>
</tr>
<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>
</tr>
<tr>
<td>E306C</td>
<td>Graduate’s institution</td>
<td>Sourced from GOS sample</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>Qualfinal</td>
<td>Graduate’s qualification</td>
<td>Sourced from GOS output FinalCourseA/FinalCourseB</td>
<td>Throughout survey</td>
</tr>
<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=10 minutes Section B=9 minutes Section C=7 minutes Section F=2 minutes</td>
<td>CATI Introduction</td>
</tr>
<tr>
<td>supname</td>
<td>Supervisor’s name</td>
<td>Full sup name</td>
<td>CATI introduction</td>
</tr>
<tr>
<td>TransferDate</td>
<td>Date of transfer to web</td>
<td>Date of transfer to web</td>
<td>INTRO2</td>
</tr>
</tbody>
</table>

GENERAL PROGRAMMING NOTES

- Text if ‘SAVE is pressed should read ‘Thanks for your time so far. You can come back to complete your survey at any time before March 22nd.’
- 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 10 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 www.srcentre.com.au/ESS

1. Continue
2. Wants to complete online
3. Household refusal
4. Respondent refusal
5. Language difficulty
6. Contact details are for graduate
*(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 *PROGRAMMER NOTE: CLEAR TRANSFERDATE IN SAMPLE
2. Wants email again
3. Household refusal
4. Respondent refusal
5. Language difficulty
6. Contact details are for graduate

*(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
We are looking to speak with work supervisors of recent graduates as part of the Employer Satisfaction Survey (ESS). 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. This is an opportunity for your supervisor to talk about their perceptions of your institution and your course – it is not an assessment of you. Without your supervisor’s input, results from this survey will be less helpful.

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 only takes around 7 minutes, participation is voluntary, and your supervisor is free to withdraw at any time.

Can you provide the best contact details for your supervisor?

1. I can provide their contact work details *(GO TO SUPNAME)
2. Wants further information (GO TO INFO)
3. I do not wish to provide my supervisor’s details (GO TO TERM2) *PROGRAMMER NOTE: SHOW *(AVOID) FOR CATI

* (GRAD1=2, WANTS FURTHER INFORMATION)
INFO PROVIDE RELEVANT INFORMATION BELOW AS NEEDED TO AVOID REFUSAL

- 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
- All information you provide is confidential, and will only be used for purposes directly related to this research
- 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), you can visit the following website: https://www.qilt.edu.au/about-this-site/employer-satisfaction

*PROGRAMMER NOTE: ADD COUNTER FOR CLICKS ON WEBSITE LINK ABOVE

Can you provide the best contact details for your supervisor now?

1. Yes
2. Respondent refusal (GO TO TERM2)

* (GRAD1=1, WANTS TO PROVIDE DETAILS)
SUPNAME Can you please tell me the name of your current work supervisor?

1. Enter supervisor name <verbatim text box>
*(GRAD1=1, WANTS TO PROVIDE DETAILS)
**SUPEMX** Do you know your supervisor’s email address?

1. Yes <verbatim text box> *PROGRAMMER NOTE: Kickbox validation required
2. No

*(GRAD1=1, WANTS TO PROVIDE DETAILS)
**SUPPHX** Do you know your supervisor’s phone number?

**INTERVIEWER NOTE:**
*Please include state code if domestic landline*
*Please include 0011 if international*

1. Yes <verbatim text box>
2. No

*PROGRAMMER NOTE: CHECK SUPEMX AND SUPPHX NUMBER PROVIDED DO NOT MATCH RESPONDENT SAMPLE INFORMATION. ENABLE VALIDATION CHECKS ON PHONE NUMBER FIELD BUT ALLOW 1300 AND 1800 NUMBERS THROUGH

*PROGRAMMER NOTE: IF SUPREFAV=1 AND SUPEMX=2 AND SUPPHX=2 AFTER SECOND LOOP SEND TO TERM2 AND CODE AS RESPONDENT REFUSAL

*(SUPEMX=2 AND SUPPHX=2, DID NOT PROVIDE EMAIL OR PHONE NUMBER)
**SUPREFAV** To contact your supervisor we need to collect a valid email address or phone number. Would you be willing to provide either your supervisor’s email address or phone number?

1. Yes *PROGRAMMER NOTE: LOOP BACK TO SUPEMX
2. No (GO TO TERM2)

*(SUPPHX=1 AND SUPPHX=04*, PROVIDED MOBILE NUMBER)
**SUPSTAT** And, so we know the best time to call, what state are they in?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
9. (Refused)

*(GRAD1=1, WANTS TO PROVIDE DETAILS)
**CLOSE**

Thank you for providing these details, it plays a significant role in enhancing Australian higher education. All information you have provided will remain confidential and only be used for research purposes. If you would like further information, I can give you the details of a website if you like:


Just in case you missed it, my name is <…> from the Social Research Centre and this research is being conducted on behalf of The Australian Government Department of Education and Training.
*PROGRAMMER NOTE: COLLECTED DETAILS NEED TO BE FED INTO THE ESS MAIN JOB – CAN BYPASS MANUAL REVIEW. APPOINT RECORD AS PER ESSX JOB.

*(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 TERM1)

*(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)
Q5/egrdocc What is <E403>'s occupation in your business? *(DISPLAY IF CATI) Please type at least 3 letters.
<verbatim text box>

*(ALL)
Q6/egdduty What are the main tasks that they usually perform in their job?
<verbatim text box>

*(ALL)
Q7/eempocc What is your occupation in your business? *(DISPLAY IF CATI) Please type at least 3 letters.
<verbatim text box>

*(ALL)
Q8/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
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

(STATEMENTS)

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

egempl1  Ability to work under pressure
egempl2  Capacity to be flexible in the workplace
egempl3  Ability to meet deadlines
egempl4  Understanding the nature of your business or organisation
egempl5  Demonstrating leadership skills
egempl6  Demonstrating management skills
egempl7  Taking responsibility for personal professional development
egempl8  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 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-2019.

*(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)
END

*(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. Don’t think the job the graduate is doing is related to the course
5. Don’t feel they are in a position to assess the university
6. Too personal/intrusive
7. Don’t like subject matter
8. Don’t believe surveys are confidential/privacy concerns
9. Don’t trust surveys/government
10. Never do surveys
11. Survey is too long
12. Get too many calls for surveys / telemarketing
13. Silent number
14. 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)

<table>
<thead>
<tr>
<th></th>
<th>Detailed outcome</th>
<th>Summary outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SUBMIT</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>INTRO OR INTRO2=3</td>
<td>Refusal</td>
</tr>
<tr>
<td>2</td>
<td>Household refusal</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>INTRO OR INTRO2=4</td>
<td>Refusal</td>
</tr>
<tr>
<td></td>
<td>Respondent refusal</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>INTRO OR INTRO2=5</td>
<td>Other contacts</td>
</tr>
<tr>
<td></td>
<td>Language difficulty</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>EM=1 OR 2</td>
<td>Other contacts</td>
</tr>
<tr>
<td></td>
<td>Agreed to complete online</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>QS1=3</td>
<td>Screen outs</td>
</tr>
<tr>
<td>7</td>
<td>GRAD1=3 OR INFO=2 OR SUPREFAV=2</td>
<td>Refusal</td>
</tr>
<tr>
<td></td>
<td>Never supervised graduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Terminated midway</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate refused to provide Sup details</td>
<td></td>
</tr>
</tbody>
</table>

2019 ESS-Nov '18
Mixed mode questionnaire
## ESS19 Feb ‘19 mixed mode questionnaire

### Sample Variables

<table>
<thead>
<tr>
<th>Questionnaire Variable name</th>
<th>Brief description</th>
<th>Detailed description (if applicable)</th>
<th>Key use points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSID Employer ID</td>
<td></td>
<td>SRC assigned ID</td>
<td>To identify supervisor in sample</td>
</tr>
<tr>
<td>GOSID Graduate ID</td>
<td></td>
<td>SRC assigned ID in GOS sample</td>
<td>To match back to graduate</td>
</tr>
<tr>
<td>E403 Graduate’s first name</td>
<td></td>
<td>Sourced from GOS sample</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>E402 Graduate’s last name</td>
<td></td>
<td>Sourced from GOS sample</td>
<td>Module A</td>
</tr>
<tr>
<td>E306C Graduate’s institution</td>
<td></td>
<td>Sourced from GOS sample</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>Qualfinal Graduate’s qualification</td>
<td></td>
<td>Sourced from GOS output FinalCourseA/FinalCourseB</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>supemail Supervisor email address</td>
<td></td>
<td>Sourced from GOS output</td>
<td>Module F</td>
</tr>
<tr>
<td>Double Double degree flag</td>
<td></td>
<td>1 = Yes</td>
<td>Module B</td>
</tr>
<tr>
<td>apprch Approach type</td>
<td></td>
<td>1 = Email follow-up</td>
<td>CATI introduction</td>
</tr>
<tr>
<td>partialcomp ‘Status’</td>
<td></td>
<td>0 = not started</td>
<td>CATI introduction</td>
</tr>
<tr>
<td>minutes How many minutes left if partial=1</td>
<td></td>
<td>Section A=10 minutes \n Section B=9 minutes \n Section C=7 minutes \n Section F=2 minutes</td>
<td>CATI Introduction</td>
</tr>
<tr>
<td>supname Supervisor’s name</td>
<td></td>
<td>Full sup name</td>
<td>CATI introduction</td>
</tr>
<tr>
<td>TransferDate Date of transfer to web</td>
<td></td>
<td>Date of transfer to web</td>
<td>INTRO2</td>
</tr>
<tr>
<td>ONLINECOUNT Count of times supervisor has requested to complete online</td>
<td></td>
<td>Number of time invitation has been re-sent (i.e. 1, 2, 3, 4)</td>
<td>Welcome screen and INTRO2</td>
</tr>
<tr>
<td>INVITEDATE Date of original invitation send</td>
<td></td>
<td>Send date of original email invitation (DD/MM/YY)</td>
<td>Welcome screen</td>
</tr>
</tbody>
</table>

### General Programming Notes

- Text if ‘SAVE is pressed should read ‘Thanks for your time so far. You can come back to complete your survey at any time before March 22nd.’
- 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

### 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
Mixed mode questionnaire

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

No. times invitation re-sent: *PROGRAMMER NOTE: INSERT ONLINECOUNT

Original email invitation date: *PROGRAMMER NOTE: INSERT INVITEDATE, IF BLANK SHOW N/A

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 10 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 www.srcentre.com.au/ESS

1. Continue
2. Wants to complete online
3. Household refusal
4. Respondent refusal
5. Language difficulty
6. Contact details are for graduate

*(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?

*PROGRAMMER NOTE: DISPLAY IF ONLINECOUNT>0 (INTERVIEWER NOTE:) Please note supervisor has previously requested to complete online <ONLINECOUNT> time/s.

(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 *PROGRAMMER NOTE: CLEAR TRANSFERDATE IN SAMPLE
2. Wants email again
3. Household refusal
4. Respondent refusal
5. Language difficulty
6. Contact details are for graduate

*(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

*PROGRAMMER NOTE: IF INTRO OR INTRO2=6 FLAG RECORD AS CONTACTEDGRAD=1

*(INTRO OR INTRO2=6, CONTACT DETAILS ARE FOR GRADUATE)

GRAD1 We are looking to speak with work supervisors of recent graduates as part of the Employer Satisfaction Survey (ESS). 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. This is an opportunity for your supervisor to talk about their perceptions of your institution and your course – it is not an assessment of you. Without your supervisor’s input, results from this survey will be less helpful.

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 only takes around 7 minutes, participation is voluntary, and your supervisor is free to withdraw at any time.

Can you provide the best contact details for your supervisor?

1. I can provide their contact work details *(GO TO SUPNAME)
2. Wants further information (GO TO INFO)
3. I do not wish to provide my supervisor’s details (GO TO TERM2) *PROGRAMMER NOTE: SHOW *(AVOID) FOR CATI

*(GRAD1=2, WANTS FURTHER INFORMATION)

INFO PROVIDE RELEVANT INFORMATION BELOW AS NEEDED TO AVERT REFUSAL

- 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.
- All information you provide is confidential, and will only be used for purposes directly related to this research.
- 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), you
Can you provide the best contact details for your supervisor now?

1. Yes
2. Respondent refusal (GO TO TERM2)

*(GRAD1=1, WANTS TO PROVIDE DETAILS)

SUPNAME Can you please tell me the name of your current work supervisor?

1. Enter supervisor name <verbatim text box>

*(GRAD1=1, WANTS TO PROVIDE DETAILS)

SUPEMX Do you know your supervisor’s email address?

1. Yes <verbatim text box> *PROGRAMMER NOTE: Kickbox validation required
2. No

*(GRAD1=1, WANTS TO PROVIDE DETAILS)

SUPPHX Do you know your supervisor’s phone number?

INTERVIEWER NOTE:
Please include state code if domestic landline
Please include 0011 if international

1. Yes <verbatim text box>
2. No

*PROGRAMMER NOTE: CHECK SUPEMX AND SUPPHX NUMBER PROVIDED DO NOT MATCH RESPONDENT SAMPLE INFORMATION. ENABLE VALIDATION CHECKS ON PHONE NUMBER FIELD BUT ALLOW 1300 AND 1800 NUMBERS THROUGH

*PROGRAMMER NOTE: IF SUPREFAV=1 AND SUPEMX=2 AND SUPPHX=2 AFTER SECOND LOOP SEND TO TERM2 AND CODE AS RESPONDENT REFUSAL

*(SUPEMX=2 AND SUPPHX=2, DID NOT PROVIDE EMAIL OR PHONE NUMBER)

SUPREFAV To contact your supervisor we need to collect a valid email address or phone number. Would you be willing to provide either your supervisor’s email address or phone number?

1. Yes *PROGRAMMER NOTE: LOOP BACK TO SUPEMX
2. No (GO TO TERM2)

*(SUPPHX=1 AND SUPPHX=04*, PROVIDED MOBILE NUMBER)

SUPSTAT And, so we know the best time to call, what state are they in?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
9. (Refused)
*(GRAD1=1, WANTS TO PROVIDE DETAILS)*
CLOSE

Thank you for providing these details, it plays a significant role in enhancing Australian higher education. All information you have provided will remain confidential and only be used for research purposes. If you would like further information, I can give you the details of a website if you like:

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

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

*PROGRAMMER NOTE: COLLECTED DETAILS NEED TO BE FED INTO THE ESS MAIN JOB – CAN BYPASS MANUAL REVIEW. APPOINT RECORD AS PER ESSX JOB.

*(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 TERM1)

*(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.
   <verbatim text box>

*(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
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.
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

(STATEMENTS)

**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
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-2019.

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

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

C4 Would you like your organisation to be acknowledged on the QILT website for supporting this important research?
1. Yes
2. No

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>

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)
END

*(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@scentre.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. Don’t think the job the graduate is doing is related to the course
5. Don’t feel they are in a position to assess the university
6. Too personal/intrusive
7. Don’t like subject matter
8. Don’t believe surveys are confidential/privacy concerns
9. Don’t trust surveys/government
10. Never do surveys
11. Survey is too long
12. Get too many calls for surveys/telemarketing
13. Silent number
14. 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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<thead>
<tr>
<th></th>
<th>Detailed outcome</th>
<th>Summary outcome</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td></td>
<td>INTRO2=4</td>
<td></td>
</tr>
<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>QS1=3 Never supervised graduate</td>
<td>Screen outs</td>
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<td>7</td>
<td>QET Terminated midway</td>
<td>Refusal</td>
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<tr>
<td>8</td>
<td>GRAD1=3 OR Graduate refused to provide Sup</td>
<td>Refusal</td>
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## ESS19 May ‘19 mixed mode questionnaire

### SAMPLE VARIABLES

<table>
<thead>
<tr>
<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>SRC assigned ID</td>
<td>To identify supervisor in sample</td>
</tr>
<tr>
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<td>Graduate ID</td>
<td>SRC assigned ID in GOS sample</td>
<td>To match back to graduate</td>
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<td>Sourced from GOS sample</td>
<td>Throughout survey</td>
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<td>E402</td>
<td>Graduate’s last name</td>
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<td>Graduate’s institution</td>
<td>Sourced from GOS sample</td>
<td>Throughout survey</td>
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<td>Supervisor email address</td>
<td>Sourced from GOS output</td>
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</tr>
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<td>Date of transfer to web</td>
<td>Date of transfer to web</td>
<td>INTRO2</td>
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</table>

### 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

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 10 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 www.srcentre.com.au/ESS

1. Continue
2. Wants to complete online
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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 *PROGRAMMER NOTE: CLEAR TRANSFERDATE IN SAMPLE
2. Wants email again
3. Household refusal
4. Respondent refusal
5. Language difficulty
6. Contact details are for graduate

*(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?

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
We are looking to speak with work supervisors of recent graduates as part of the Employer Satisfaction Survey (ESS). 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. This is an opportunity for your supervisor to talk about their perceptions of your institution and your course – it is not an assessment of you. Without your supervisor’s input, results from this survey will be less helpful.

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 only takes around 7 minutes, participation is voluntary, and your supervisor is free to withdraw at any time.

Can you provide the best contact details for your supervisor?

1. I can provide their contact work details *(GO TO SUPNAME)
2. Wants further information (GO TO INFO)
3. I do not wish to provide my supervisor’s details (GO TO TERM2) *PROGRAMMER NOTE: SHOW *(AVOID) FOR CATI

* (GRAD1=1, WANTS TO PROVIDE DETAILS)

SUPNAME Can you please tell me the name of your current work supervisor?

1. Enter supervisor name <verbatim text box>
*(GRAD1=1, WANTS TO PROVIDE DETAILS)
SUPEMX  Do you know your supervisor’s email address?

1. Yes <verbatim text box>  *PROGRAMMER NOTE: Kickbox validation required
2. No

*(GRAD1=1, WANTS TO PROVIDE DETAILS)
SUPPHX  Do you know your supervisor’s phone number?

INTERVIEWER NOTE:
Please include state code if domestic landline
Please include 0011 if international

1. Yes <verbatim text box>
2. No

*PROGRAMMER NOTE: CHECK SUPEMX AND SUPPHX NUMBER PROVIDED DO NOT MATCH RESPONDENT SAMPLE INFORMATION. ENABLE VALIDATION CHECKS ON PHONE NUMBER FIELD BUT ALLOW 1300 AND 1800 NUMBERS THROUGH

*PROGRAMMER NOTE: IF SUPREFAV=1 AND SUPEMX=2 AND SUPPHX=2 AFTER SECOND LOOP SEND TO TERM2 AND CODE AS RESPONDENT REFUSAL

*(SUPEMX=2 AND SUPPHX=2, DID NOT PROVIDE EMAIL OR PHONE NUMBER)
SUPREFAV  To contact your supervisor we need to collect a valid email address or phone number. Would you be willing to provide either your supervisor’s email address or phone number?

1. Yes *PROGRAMMER NOTE: LOOP BACK TO SUPEMX
2. No (GO TO TERM2)

*(SUPPHX=1 AND SUPPHX=04*, PROVIDED MOBILE NUMBER)
SUPSTAT  And, so we know the best time to call, what state are they in?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
9. (Refused)

*(GRAD1=1, WANTS TO PROVIDE DETAILS)
CLOSE

Thank you for providing these details, it plays a significant role in enhancing Australian higher education. All information you have provided will remain confidential and only be used for research purposes. If you would like further information, I can give you the details of a website if you like:

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

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

*PROGRAMMER NOTE: COLLECTED DETAILS NEED TO BE FED INTO THE ESS MAIN JOB – CAN BYPASS MANUAL REVIEW. APPOINT RECORD AS PER ESSX JOB.
*(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>'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 TERM1)

*(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.
<verbatim text box>

*(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)
QSPREOPI1We 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 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-2019.

*(ALL)*

C1 Would you like to receive a one page summary of the outcomes of the study?

1. Yes
2. No
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

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

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)*

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)*

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)*

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

1. Domestic number
2. International number

*(ALL)*

END
*(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. Don’t think the job the graduate is doing is related to the course
5. Don’t feel they are in a position to assess the university
6. Too personal/intrusive
7. Don’t like subject matter
8. Don’t believe surveys are confidential/privacy concerns
9. Don’t trust surveys/government
10. Never do surveys
11. Survey is too long
12. Get too many calls for surveys / telemarketing
13. Silent number
14. 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)*

<table>
<thead>
<tr>
<th></th>
<th>Detailed outcome</th>
<th>Summary outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SUBMIT</td>
<td>Completed interview</td>
</tr>
<tr>
<td>2</td>
<td>INTRO OR INTRO2=3</td>
<td>Household refusal</td>
</tr>
<tr>
<td>3</td>
<td>INTRO OR INTRO2=4</td>
<td>Respondent refusal</td>
</tr>
<tr>
<td>4</td>
<td>INTRO OR INTRO2=5</td>
<td>Language difficulty</td>
</tr>
<tr>
<td>5</td>
<td>EM=1 OR 2</td>
<td>Agreed to complete online</td>
</tr>
<tr>
<td>6</td>
<td>QS1=3</td>
<td>Never supervised graduate</td>
</tr>
<tr>
<td>7</td>
<td>QET</td>
<td>Terminated midway</td>
</tr>
<tr>
<td>8</td>
<td>GRAD1=3 OR INFO=2 OR SUPREFAV=2</td>
<td>Graduate refused to provide Sup details</td>
</tr>
</tbody>
</table>
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 Tash Hayett’s role, so we can understand your relationship to Tash.

Just to check, do you currently supervise Tash?

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 the Social Research Centre?

- Yes
- No

And, before today, were you aware that the qualification Tash completed was a Bachelor of Arts?

- 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 Tash.

Is a Bachelor of Arts or similar qualification a formal requirement for Tash to do their job?
- Yes
- No

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?
Is it...
- Not at all important
- Not that important
- Fairly important
- Important
- Very important
Overall, how well did Tash’s Bachelor of Arts prepare him/her for their job?

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

What are the MAIN ways that the Social Research Centre prepared Tash for employment?

- Don’t know / Unsure

And what are the MAIN ways that the Social Research Centre 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 Bachelor of Arts graduate from the Social Research Centre 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 Bachelor of Arts from the Social Research Centre 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>
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</tr>
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<td>Ability to solve problems</td>
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<tr>
<td>Ability to develop relevant skills</td>
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<td>Oral communication skills</td>
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<tr>
<td>Ability to think independently about problems</td>
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<td>Ability to integrate knowledge</td>
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<tr>
<td>Working with numbers</td>
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<tbody>
<tr>
<td>Capacity to work independently</td>
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<tr>
<td>Broad background knowledge</td>
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<tr>
<td>Ability to identify new opportunities</td>
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<tr>
<td>Ability to interact with co-workers from different or multicultural backgrounds</td>
<td></td>
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<tr>
<td>Understanding different points of view</td>
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<tr>
<td>Working well in a team</td>
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<tr>
<td>Getting on well with others in the workplace</td>
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<tr>
<td>Working collaboratively with colleagues to complete tasks</td>
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</tr>
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<tbody>
<tr>
<td>Using research skills to gather evidence</td>
<td></td>
<td></td>
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<tr>
<td>Applying professional knowledge to job tasks</td>
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<tr>
<td>Applying technical skills in the workplace</td>
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<tr>
<td>Maintaining professional standards</td>
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<tr>
<td>Using technology effectively</td>
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<tr>
<td>Observing ethical standards</td>
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<td>Demonstrating management skills</td>
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<td>Demonstrating leadership skills</td>
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<td>Ability to work under pressure</td>
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<td>Demonstrating initiative in the workplace</td>
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<td>Understanding the nature of your business or organisation</td>
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<td>Taking responsibility for personal professional development</td>
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<td>Ability to meet deadlines</td>
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<td>Capacity to be flexible in the workplace</td>
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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.

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?

- Yes
- No

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

- My email address is test@srcentre.com.au
- The best email address to contact me on is

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?

My business name is:
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.qld.edu.au/about-this-site/employer-satisfaction
ESS19 May ‘19 Supervisor recruitment script

*(ONLINE)

INTRO

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. This is an opportunity for your supervisor to talk about their perceptions of your institution and your course – it is not an assessment of you.

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 only takes around 7 minutes, participation is voluntary, and your supervisor is free to withdraw at any time.

Can you provide the best contact details for your supervisor?

(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 would like more information before I provide my supervisor's details *(GO TO ESSFACT, SUPPRESS FOR CATI)
5. I do not wish to provide my supervisor’s details *PROGRAMMER NOTE: SHOW *(AVOID) FOR CATI

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’

*(CATI)

INTROCAT

Thanks for your time so far. For the next part of the study we would like to hear from your work supervisor as part of the Employer Satisfaction Survey (ESS).

This is an opportunity for your supervisor to talk about their perceptions of your institution and higher education broadly – it is not an assessment of you. The government uses input from graduates and employers to understand how higher education institutions are preparing graduates for the workforce.

The survey only takes around 7 minutes, participation is voluntary, and your supervisor is free to withdraw at any time.

Can you provide the best contact details for your supervisor?

IF NECESSARY: 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.

(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 would like more information before I provide my supervisor's details *(GO TO ESSFAC, SUPPRESS FOR CATI)
5. I do not wish to provide my supervisor's details *PROGRAMMER NOTE: SHOW *(AVOID) FOR CATI

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'

*(INTRO=1 OR INTROCAT=1 OR SUPSKIP=1, CAN SUPPLY SUPERVISOR DETAILS)

SUPCONTACT

So we can make it as convenient as possible for your supervisor to participate, we like to collect an email and a phone number where possible.

(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
*PROGRAMMER NOTE: SUPNAME AND AT LEAST ONE OF SUPEMAIL OR SUPPHONE ARE MANDATORY, IF FIELD LEFT BLANK DISPLAY 'In order to invite your supervisor to participate we need a contact name and either an email address or phone number.
*PROGRAMMER NOTE: ALL TEXT BOXES TO BE PRESENTED LEFT ALIGNED BELOW LEAD IN TEXT

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

*PROGRAMMER NOTE: WHEN KICKBOX FAILS SHOW TEXT "EMAIL ADDRESS IS POSSIBLY INVALID, PLEASE DOUBLE CHECK YOUR ANSWER."
*PROGRAMMER NOTE: WHEN EMAIL FORMAT IS INVALID SHOW TEXT "THE EMAIL FORMAT YOU HAVE ENTERED IS INVALID. PLEASE DOUBLE CHECK THE EMAIL YOU PROVIDED."
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
Please select country code and enter phone number.
(Country name and code drop down) <Phone number text box>

*PROGRAMMER NOTE: DEFAULT COUNTRY NAME AND CODE TO AUSTRALIA. VALIDATION REQUIRED IF AUSTRALIAN NUMBER, NO VALIDATION ON INTERNATIONAL NUMBERS. ALLOW 1300 AND 1800 NUMBERS.

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 ()

*(SUPCONTACT=SKIPPED, DID NOT PROVIDE ANY DETAILS AT SUPCONTACT)
SUPSKIP No contact information was provided. Just to confirm, can you provide the best contact details for your supervisor?

1. I can provide their contact work details *(GO TO SUPCONTACT)
2. I do not wish to provide my supervisor's details *PROGRAMMER NOTE: SHOW *(AVOID) FOR CATI

*PROGRAMMER NOTE: RESPONDENTS SHOULD ONLY SEE SUPSKIP ONCE, IF SKIP SUPCONTACT AGAIN TREAT AS SUPSKIP=2 AND GO TO ESSREFUSE

*(INTRO=2 OR INTROCAT=2, CHECKING SUPERVISOR DETAILS)
ESSCLINFO Thanks for double checking your supervisor's details. Please click 'Save' to close the survey. You can log straight back into your survey by clicking the link in your email invitation.

*(RETURN FROM CHECKING SUPERVISOR DETAILS)
ESSCLINFO2 Thanks for double checking your supervisor's details. Please click next to provide their contact details.
*PROGRAMMER NOTE: SEND TO SUPCONTACT AFTER NEXT IS CLICKED

*(RETURN FROM REQUESTING CALL - INTRO=3)
ESSREQCALL If you would like to provide your supervisor's details please click next, otherwise we will give you a call in the next day or two.
*PROGRAMMER NOTE: SEND TO SUPCONTACT AFTER NEXT IS CLICKED

*(INTRO=5 OR INTROCAT=5 OR SUPSKIP=2, REFUSED TO SUPPLY SUPERVISOR DETAILS)
Essrefuse/ESSREFUSE Could you please tell us the main reason you chose not to provide your supervisor's details?
(SINGLE 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 supervisor's response
9. I don’t feel comfortable passing my supervisor’s details along
10. My job is not related to the study I did
11. My supervisor does not speak English
7. Other (Please specify)
8. I CAN provide my supervisor’s contact information *(GO BACK TO SUPCONTACT)

*PROGRAMMER NOTE: FOR CATI AND ONLINE SHOW QUESTIONS BELOW ON NEW SCREEN WHEN REFUSE REASON IS SELECTED.

*(MODE=1 AND REFUSE=3, CATI AND 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 TERM1)

*(MODE=1 AND REFUSE=4, CATI AND 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 TERM1)

*(MODE=1 AND REFUSE=5, CATI AND 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 TERM1)

*(MODE=1 AND REFUSE=6, CATI AND 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 TERM1)

*(MODE=1 AND REFUSE=9, CATI AND DON’T FEEL COMFORTABLE PASSING DETAILS ALONG)  
REFAV5  Supervisors really appreciate the opportunity to have their say about higher education and the survey is completely voluntary, so they can choose not to participate. 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. Would you be willing to provide your supervisor’s details?
1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT
2. Respondent refusal *(GO TO TERM1)

*(MODE=1 AND REFUSE=10, CATI AND JOB NOT RELATED TO STUDY)  
REFAV6  We understand that not everyone is working in a job related to their study, we’re still interested in hearing from your supervisor as they can provide feedback about the value higher education brings to employers. By providing your supervisor’s details, you will be helping future students know how an institution prepares its graduates for the workplace.

1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT
2. Respondent refusal *(GO TO TERM1)
Would you be willing to provide your supervisor’s details?
1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT
2. Respondent refusal *(GO TO TERM1)

*(MODE=2 AND REFUSE=3, ONLINE AND SAID SUPERVISOR DOES NOT HAVE EMAIL)*
REFAV1a 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. No *(GO TO TERM1)

*(MODE=2 AND REFUSE=4, ONLINE AND SAID JOB IS TEMPORARY)*
REFAV2a 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. No *(GO TO TERM1)

*(MODE=2 AND REFUSE=5, ONLINE AND SAID SUPERVISOR DOES NOT HAVE ENOUGH TIME)*
REFAV3a 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. No *(GO TO TERM1)

*(MODE=2 AND REFUSE=6, ONLINE AND CONCERNED ABOUT SUPERVISORS RESPONSE)*
REFAV4a 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. No *(GO TO TERM1)

*(MODE=2 AND REFUSE=9, ONLINE AND DON’T FEEL COMFORTABLE PASSING DETAILS ALONG)*
REFAV5a Supervisors really appreciate the opportunity to have their say about higher education and the survey is completely voluntary, so they can choose not to participate. 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.

Would you be willing to provide your supervisor’s details?
1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT
2. No *(GO TO TERM1)

*(MODE=2 AND REFUSE=10, ONLINE AND JOB NOT RELATED TO STUDY)*
REFAV6a We understand that not everyone is working in a job related to their study, we’re still interested in hearing from your supervisor as they can provide feedback about the value higher education brings to employers. By providing your supervisor’s details, you will be helping future students know how an institution prepares its graduates for the workplace.

Would you be willing to provide your supervisor’s details?
1. Yes *PROGRAMMER NOTE: GO TO SUPCONTACT
2. No *(GO TO TERM1)

*(INTRO=4 OR INTROCAT=4, ASKED FOR MORE INFO)*

ESSFACT During May and June we are contacting supervisors of employed graduates who complete the GOS and 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.

*PROGRAMMER: LINK ESS GRADUATE FACTSHEET TO ‘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)

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

Respcontact *(IF PHONENUMBER IN SAMPLE IS BLANK SHOW:) 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>

*(IF PHONENUMBER IN SAMPLE IF NOT BLANK SHOW:) We will give you a call soon to follow up on your question. The phone number we have for you is:

<PHONENUMBER>

Is that still correct?

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

*PROGRAMMER NOTE: DOMESTIC/INTERNATIONAL TEXT BOX AND PHONE NUMBER TEXT BOX, VALIDATION REQUIRED IF DOMESTIC NUMBER, NO VALIDATION ON INTERNATIONAL NUMBERS POSSIBLE.

*PROGRAMMER NOTE: FLAG CASE AS APPOINTMENT AND SET +2 HOURS

*(REVAV1-5=2, REFUSED REFUSAL AVERSION ATTEMPT)

TERM1 Thank you again for your time completing the Graduate Outcomes Survey (GOS).

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

TERM2 Thanks for your time, we will be in touch shortly.
Appendix 8  Refusal conversion and GOS partial scripts
ESS19 Additional workflow scripts

Table of Contents

ESS19 Additional workflow scripts ......................................................................................................1
Refusal conversion scripts....................................................................................................................2
  1.1. My job is temporary only/casual only .............................................................................. 2
  1.2. I'm concerned that my supervisor does not have enough time ..................................... 3
  1.3. I'm concerned about my supervisor's response ............................................................. 4
  1.4. I don't feel comfortable passing my supervisor's details along..................................... 5
  1.5. My job is not related to the study I did ............................................................................ 6
Partial script ............................................................................................................................................7
  2.1. GOS partial complete and in-scope for ESS ................................................................. 7
Refusal conversion scripts

1.1. My job is temporary only/casual only

*(DISPLAY IF ONLINEREFFLAG=1 & ONLINEREFREASON=4, Temporary/Casual Job)*

Thank you for providing feedback as part of the Graduate Outcomes Survey. We’re just giving you a quick call today as at the end of the survey you said that your job is only temporary or casual.

(INTEVIEWER NOTE: If needed, listen and address respondent concern with relevant information only.)

I understand, as many graduates are in a similar situation. Even if you are working in an area not directly related to your study, it is important that people like yourself are represented in the research.

It helps the Department of Education understand the varied employment pathways graduates are taking after completing their study, and how these pathways are changing over time.

Just so you know, the survey is not an assessment of you as an employee, we are seeking to get your supervisor’s opinion on the value that higher education brings to employers more generally.

Work preparedness is a topic that businesses want the chance to tell education providers about and it is a major part of the Employer Satisfaction Survey.

We would like to invite your supervisor to give feedback, would you be willing to provide your supervisor’s details?
1.2. I’m concerned that my supervisor does not have enough time

*(DISPLAY IF ONLINEREFFLAG=1 & ONLINEREFOREASON=5, Supervisor Busy)*

Thank you for providing feedback as part of the Graduate Outcomes Survey. We’re just giving you a quick call today as at the end of the survey you said you were concerned that your supervisor does not have enough time.

(INTERVIEWER NOTE: If needed, listen and address respondent concern with relevant information only.)

For this research we speak to a wide range of employers around Australia, so I understand that your supervisor may be busy.

The survey is completely voluntary, and we’d like to make it as convenient as possible for your supervisor. We’ve found employers really enjoy having the opportunity to give some feedback on higher education and it only takes 7 minutes.

Work preparedness is a topic that businesses want to tell education providers about and it is a major part of the survey.

Just so you know, the survey is not an assessment of you as an employee, we are seeking to get your supervisor’s opinion on the value that higher education brings to employers more generally.

We would like to invite your supervisor to give feedback. We can send an email for them to read when they have time or give them a quick call if your supervisor would find that easier. Would you be willing to provide your supervisor’s details?
1.3. I'm concerned about my supervisor's response

*(DISPLAY IF ONLINEREFFLAG=1 & ONLINEREFREASON=6, Concerned about supervisor response)*

Thank you for providing feedback as part of the Graduate Outcomes Survey. We’re just giving you a quick call today as at the end of the survey you said you were concerned about how your supervisor would respond.

(INTERVIEWER NOTE: If needed, listen and address respondent concern with relevant information only.)

Was there anything specific that concerned you?

We speak to a wide range of employers around Australia and we’ve found employers really enjoy having an opportunity to give feedback on higher education. There has been increasing interest for institutions like <E306C> to prepare graduates to the needs of businesses – this is the focus of the Employer Satisfaction Survey.

It is important to know that the survey is not an assessment of you as an employee, we are seeking to get your supervisor’s opinion on the value that higher education brings to employers more generally.

I understand your supervisor may be busy, the survey is completely voluntary, and it only takes 7 minutes. We can send an email for them to read when they have time or give them a quick call if your supervisor would find that easier.

We would like to invite your supervisor to give feedback, would you be willing to provide your supervisor’s details?
1.4. **I don’t feel comfortable passing my supervisor's details along**

*(DISPLAY IF ONLINEDRFLAG=1 & ONLINEDRFREASON=9, Not comfortable passing on details)*

Thank you for providing feedback as part of the Graduate Outcomes Survey. We’re just giving you a quick call today as **at the end of the survey you said that you didn’t feel comfortable passing along your supervisor's details.**

(INTERVIEWER NOTE: If needed, listen and address respondent concern with relevant information only.)

Was there something specific that made you uncomfortable?

It is important to know that the survey is not an assessment of you as an employee, we are seeking to get your supervisor's opinion on the value of higher education to employers more generally.

The Employer Satisfaction Survey is completely voluntary. We would like to send them an invitation to give feedback, your supervisor's 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.

We can send an email for them to read when they have time or give them a quick call if your supervisor would find that easier.

Would you be willing to provide your supervisor's details so that we may send them an invitation?
1.5. My job is not related to the study I did

*(DISPLAY IF ONLINEREFFLAG=1 & ONLINEREFREASON=10, Job not related to study)*

Thank you for providing feedback as part of the Graduate Outcomes Survey. We’re just giving you a quick call today as at the end of the survey you said that your job is not related to your study.

(INTERVIEWER NOTE: If needed, listen and address respondent concern with relevant information only.)

Many graduates we speak with are in a similar situation, working in areas not directly related to their study, but it is still important for people like yourself to be represented in the research.

The Employer Satisfaction Survey helps the Department of Education understand the varied employment pathways graduates are taking after completing their study, and how these pathways are changing over time.

Just so you know, the survey is not an assessment of you as an employee, we are seeking to get your supervisor’s opinion on the value that higher education brings to employers more generally.

We speak to a wide range of employers around Australia and we’ve found employers really enjoy having an opportunity to give feedback on higher education. There has been increasing interest for institutions like <E306C> to prepare graduates to the needs of businesses – this is the focus of the Employer Satisfaction Survey.

We would like to invite your supervisor to give feedback, would you be willing to provide your supervisor’s details?
Partial script

2.1. GOS partial complete and in-scope for ESS

We speak to a wide range of employers around Australia and we’ve found employers really enjoy having an opportunity to give feedback on higher education. There has been increasing interest for institutions like <E306C> to prepare graduates to the needs of businesses – this is the focus of the Employer Satisfaction Survey.

We would like to invite your supervisor to give feedback, would you be willing to provide your supervisor’s details?

*(DISPLAY IF REASON=6, GOS Partial complete and in-scope for ESS)*

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <…> and I’m calling graduates of <E306C> on behalf of The Australian Government Department of Education from The Social Research Centre. May I please speak to <E403> <E402>?

INTERVIEWER NOTE: If graduate claims they did not complete, advise they did complete enough of the survey to be included for reporting purposes.

I’m calling to follow up on the Graduate Outcomes Survey you recently participated in. Another important part of the research is speaking with employers as part of the Employer Satisfaction Survey (ESS).

We are contacting supervisors of graduates to get their opinion on the value that higher education brings to employers generally and the extent to which higher education institutions are meeting employer needs. It is important to know the survey is not an assessment of you as an employee.

We’d like to invite your work supervisor to participate. To make it as convenient as possible for your supervisor, we can send an email or give them a quick call. We’ve found employers really enjoy having the opportunity to give feedback on higher education. The survey is completely voluntary, and it only takes 7 minutes.

Do you have their details available at the moment?

IF NECESSARY: The Employer Satisfaction Survey is the only national measure that helps <E306C> and the Department of Education understand the ways in which graduate employment is changing over time and whether students are being taught the right mix of general and technical skills to be prepared for employment.