2018 Graduate Outcomes Survey – Longitudinal

Methodological Report

September 2018
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<td>34</td>
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1. Introduction

1.1. About this report

This methodological report describes the data collection, data processing and reporting aspects of the 2018 Graduate Outcomes Survey – Longitudinal (GOS-L, ‘the survey’), conducted on behalf of the Australian Government Department of Education and Training (‘the department’) by the Social Research Centre. This report is organised into the following sections:

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

1.2. Background

The GOS-L is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the department. The GOS-L supersedes the previous Beyond Graduation Survey (BGS), which was the longitudinal component of the Australian Graduate Survey (AGS) (superseded by the Graduate Outcomes Survey (GOS)) between 2009 and 2015. The Social Research Centre worked with higher education providers and key stakeholders to administer the 2018 GOS-L. For a more detailed history of the GOS-L and its predecessor instruments, refer to the 2017 GOS-L Methodological Report.

Data from the GOS-L are used to measure the medium-term labour force outcomes achieved by graduates of Australian higher education institutions three years post completion of their undergraduate or post-graduate degree. Higher education institutions refer to universities and non-university higher education institutions (NUHEI).

Graduates who completed a course in 2014 and responded to the 2015 AGS were invited to participate in the 2018 GOS-L. Graduate sample, including contact information, was provided by the higher education institutions whose graduates completed the 2015 AGS and who agreed to recontact by providing their email address. A collection guide was provided to institutions to help with their administration of the survey and is included at Appendix 1.

The 2018 survey instrument maintained consistency with previous years. The most notable change was the addition of a select group of questions on self-employment and volunteering for Group of Eight institutions.¹

¹ The Group of Eight consists of the Australian National University, Monash University, the University of Adelaide, the University of Melbourne, the University of New South Wales, the University of Queensland, the University of Sydney and the University of Western Australia.
1.3. Objectives

The broad aim of the GOS-L is to measure the labour force outcomes of graduates three years after completing their studies. The development, collection and reporting of these measures assists the department to monitor service delivery and improve higher education over time. Specifically, the survey findings are used to assist in:

- tracking graduates labour force history and further study outcomes
- better understanding graduate attributes and preparation for the workforce, and
- identifying specific areas that may positively impact graduates’ experiences with their higher education.

1.4. Overview

A total of 40,207 surveys were completed. This was made up of 39,744 graduates of 39 Australian universities and 463 graduates of 21 NUHEI’s (refer to Table 1 for further details).

The sample was drawn from graduates who completed a course in 2014 and responded to the 2015 AGS and consented to further contact. A population file guide was provided to institutions to help with their sample provision and is included at Appendix 2. Where consent for further contact was not confirmed at the time of the survey, institutions sent a pre-survey letter to this graduate population to raise awareness of the study and provide a mechanism to opt-out. The survey was fielded online and was open from 31 January 2018 to 12 March 2018 in English only. Invitations and reminders were sent by email and telephone (using Computer Assisted Telephone Interviewing (CATI)) and SMS reminders were sent to selected non-respondents. Participating institutions could also opt to sponsor additional reminder calls after the conclusion of the main online fieldwork period. Surveys completed as a result of these calls are included as completed surveys in this report. The survey asked questions on employment and study outcomes, employment history and graduate preparedness for the workforce.

Table 1  Key project statistics

<table>
<thead>
<tr>
<th>Participating institutions</th>
<th>Total AGS sample</th>
<th>Graduates approached for GOS-L</th>
<th>Final in-scope graduates</th>
<th>Surveys completed</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>60</td>
<td>133,040</td>
<td>100,463</td>
<td>92,886</td>
<td>40,207</td>
</tr>
<tr>
<td>Universities</td>
<td>39</td>
<td>130,938</td>
<td>99,150</td>
<td>91,753</td>
<td>39,744</td>
</tr>
<tr>
<td>NUHEIs</td>
<td>21</td>
<td>2,102</td>
<td>1,313</td>
<td>1,133</td>
<td>463</td>
</tr>
</tbody>
</table>

Note: For the purpose of QILT projects, ‘response rate’ is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out of scope and opted out.3

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2 The difference between the ‘Total AGS sample’ and ‘Graduates approached for GOS-L’ reflects sample members not consenting to follow up.

3 This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association of Public Opinion Research (2016) for standard definitions.
## 1.5. Project milestones

Table 2 provides a summary of the key project milestones including tasks, responsibilities and dates when each occurred.

### Table 2  Key project milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Task</th>
<th>Responsibility</th>
<th>Completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start-up</strong></td>
<td>Agreed final questionnaire to field (with Go8 institutions)</td>
<td>The Social Research Centre</td>
<td>23-Jan</td>
</tr>
<tr>
<td></td>
<td>Agreed final questionnaire to field (DET)</td>
<td>The Social Research Centre</td>
<td>23-Jan</td>
</tr>
<tr>
<td></td>
<td>Programming / testing completed</td>
<td>The Social Research Centre</td>
<td>23-Jan</td>
</tr>
<tr>
<td><strong>Sample</strong></td>
<td>Sample preparation</td>
<td>The Social Research Centre</td>
<td>17-Nov 2017 to 23-Jan 2018</td>
</tr>
<tr>
<td><strong>Fieldwork</strong></td>
<td>Soft launch main online fieldwork period (NUHEIs)</td>
<td>The Social Research Centre</td>
<td>31-Jan</td>
</tr>
<tr>
<td></td>
<td>Start main online fieldwork (Universities)</td>
<td>The Social Research Centre</td>
<td>5-Feb</td>
</tr>
<tr>
<td></td>
<td>In-field reminder calls</td>
<td>The Social Research Centre</td>
<td>19-Feb to 9-Mar</td>
</tr>
<tr>
<td></td>
<td>End main online fieldwork*</td>
<td>The Social Research Centre</td>
<td>12-Mar</td>
</tr>
<tr>
<td></td>
<td>Post-online fieldwork telephone reminder calls†</td>
<td>The Social Research Centre</td>
<td>13 to 25-Mar</td>
</tr>
<tr>
<td></td>
<td>End extended fieldwork†</td>
<td>The Social Research Centre</td>
<td>25-Mar</td>
</tr>
<tr>
<td></td>
<td>Coding completed</td>
<td>The Social Research Centre</td>
<td>6-May</td>
</tr>
<tr>
<td></td>
<td>First deliverable - draft data file delivery</td>
<td>The Social Research Centre</td>
<td>24-May</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td>Draft data and documentation to DET</td>
<td>The Social Research Centre</td>
<td>30-Apr</td>
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<tr>
<td></td>
<td>Data files to institutions</td>
<td>The Social Research Centre</td>
<td>7-May</td>
</tr>
<tr>
<td></td>
<td>Draft institutional reports and data outputs</td>
<td>The Social Research Centre</td>
<td>15-May</td>
</tr>
<tr>
<td></td>
<td>Draft data files and national report</td>
<td>The Social Research Centre</td>
<td>31-May</td>
</tr>
<tr>
<td></td>
<td>Final institutional reports and data outputs</td>
<td>The Social Research Centre</td>
<td>30-Jun</td>
</tr>
<tr>
<td></td>
<td>Technical report</td>
<td>The Social Research Centre</td>
<td>6-Sep</td>
</tr>
</tbody>
</table>

* Institutions that did not opt for post-field telephone reminders.
† Institutions that opted for post-field telephone reminders.
2. Sample design

2.1. Population

The in-scope population consisted of all graduates who completed a course of study at a participating Australian higher education institution in 2014, completed the 2015 AGS and consented to further follow up. The population included graduates regardless of whether they were a resident in Australia or overseas at the time of completing the 2015 AGS.

2.2. Institutional participation

Institutional participation in the 2018 GOS-L was optional (refer to Appendix 3 for a list of participating institutions). The department provided the Social Research Centre with a list of respondents from the 2015 AGS who were appropriate to be contacted for the 2018 GOS-L. Of 61 eligible institutions, those that participated in the 2015 AGS, only the University of Wollongong chose not to participate. Participating institutions had the option of updating contact details for their alumni where possible and 48 institutions chose to update details (see Appendix 5 for these institutions) while 12 institutions chose to leave the graduate details as supplied in the AGS file. Institutions without long-term email addresses for graduates in the sampling frame (see section 2.3.4) were required to update graduate context details where possible in order to participate in the GOS-L. Table 3 illustrates the status of sample recency and provides a breakdown in terms of updating and not updating contact details split by Universities and NUHEIs.

Table 3  Status of contact detail recency

<table>
<thead>
<tr>
<th></th>
<th>Updated details (n)</th>
<th>Updated details (%)</th>
<th>Did not update details (n)</th>
<th>Did not update details (%)</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>98,470</td>
<td>43.5</td>
<td>1,993</td>
<td>31.7</td>
<td>43.3</td>
</tr>
<tr>
<td>Universities</td>
<td>97,844</td>
<td>43.4</td>
<td>1,306</td>
<td>32.7</td>
<td>43.3</td>
</tr>
<tr>
<td>NUHEIs</td>
<td>626</td>
<td>52.3</td>
<td>687</td>
<td>29.7</td>
<td>40.9</td>
</tr>
</tbody>
</table>

Note: For the purpose of QILT projects, ‘response rate’ is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out of scope and opted out.4

2.3. Sampling frame

The sampling frame was the Graduate Careers Australia’s (GCA) file of all graduates who had completed the 2015 AGS.5

2.3.1. Data quality

Due to the decentralised approach to the administration of the AGS, there were instances when sample information required for the 2018 GOS-L, such as graduate name, course code, course name, occupation title, employer name (for graduates employed in 2015), and course name (for graduates

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4 This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association of Public Opinion Research (2016) for standard definitions.

5 The 2018 GOS-L marks the last time that the survey will draw upon the AGS data file from three years prior. From 2019, the GOS-L will be based on a centralised approach to sampling based on data extracted from the Higher Education Information Management System (HEIMS).
undertaking further study in 2015), was not collected by some institutions. Where a course name, occupation title, employer name or further study qualification title was missing in the sample, the graduate was asked to provide these details in the 2018 GOS-L screening module. These details were then fed forward throughout the remainder of the survey. The graduate also had the option to change their employment or further study status as recorded at the time of completing the 2015 AGS.

While missing graduate names did not impact the online survey (as their name was not used within the instrument), they were included in the email invitation and reminders. Where names were missing the emails were kept generic, opening with 'Dear Graduate' instead of 'Dear [Graduate Name]'.

The main data quality issues were as follows:

- Incomplete contact information (e.g. missing name, phone, etc.).
- Out-of-date contact information (given the sample source was the 2015 AGS without panel maintenance, the currency of the information was questionable in some instances).
- Inconsistent formatting and accuracy of AGS data variables across institutions.
- Duplicate records with the same unique GCAID.

### 2.3.2. Updating

Institutions that opted to update information about graduates provided the Social Research Centre with updated information as follows (note that variable names in the dot points below refer to elements of the sampling frame listed in Appendix 4):

- Provision of up to four email addresses; population of the email fields followed a hierarchy, where the email address most likely to reach the graduate was populated in the email1 field, and the next best options in email2 and email3.
- Student ID (E313) and Course details (E307 and E308) were included to allow for the use of the Higher Education Information Management System (HEIMS) to extract relevant course and enrolment details, which were not available in the original AGS file.
- Graduates’ permanent home address details were requested (E410 to E471) as their address was confirmed if they agreed to further research at the end of the survey.
- Provision of phone numbers was optional. Where provided, phone numbers were used for telephone reminders and SMS, as appropriate, during data collection.

### 2.3.3. Cleaning

The main components of population file cleaning and manipulation were as follows:

- Standardisation of sample return files – including recoding date variables to standard format.
- Email cleaning, e.g. correct domain formats.
- Phone cleaning, e.g. leading zeros.
- Name cleaning, e.g. correct capitalisation and salutations.
- Course name cleaning, e.g. standardising to the institution provided list.
- Updating missing course information, e.g. course level data.
- Open text from AGS cleaning, e.g. to ensure identifiers were removed and present as syntactically correct for the purposes of the GOS-L administration.
2.3.4. Consent

The 2015 AGS did not include a specific question that allowed respondents to opt in or out of future research. Most participating institutions collected a long-term email address at the 2015 AGS question ‘the next step’; and consent to participate in the GOS-L was implied if a respondent gave an email address at this point. A missing long-term email was regarded as implied non-consent.

For institutions that did not collect a long-term email address, the following procedures were applied:

1. Institutions emailed all in-scope 2015 AGS respondents using contact information from other sources (e.g. alumni databases) asking them to notify the Social Research Centre if they did not wish to be contacted for the 2018 GOS-L.

2. Institutions supplied the Social Research Centre with details of those who did not opt out, and the Social Research Centre classified these sample members as in-scope for the 2018 GOS-L.

2.3.5. Coverage

While the total target population was graduates who studied at an on-shore Australian higher education institution in 2014, the sample operationalised also took into account if they completed the 2015 AGS and consented to follow up. Table 4 provides key statistics illustrating the coverage of the sample to the population.

<table>
<thead>
<tr>
<th>Event</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed the 2015 AGS</td>
<td>133,040</td>
<td>100.0</td>
</tr>
<tr>
<td>Consented to follow up</td>
<td>100,463</td>
<td>75.5%</td>
</tr>
</tbody>
</table>

2.3.6. Exclusions

As part of sample processing the following exclusions were made:

- Records without an email address.
- Out-of-scope records based on the InScope variable.
- Respondents from the 2015 AGS who did not consent to future contact (or did not consent as part of a more recent opt-out activity).
- Records with insufficient course information, that is, not enough course information to feed through for the correction administration of the GOS-L instrument.
- Duplicate records.

The University of Wollongong did not participate in the 2018 GOS-L, due to concerns regarding the quality of data recorded in the AGS. The expectation is that this institution will participate from 2019.

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6 Question text: ‘We would like to stay in touch with you in order to see how your career develops in coming years and gain later feedback from you reflecting on your higher education experience. If you would like to participate in this future research, please provide a long-term email address.’
2.3.7. Population file

Two files were uploaded for institutions as part of constructing the sample frame for the 2018 GOS-L as follows:

a) The first file was the original AGS data that institutions provided to GCA. The file was in Excel format and included in the data package mainly as a point of reference to ensure that the correct records were selected for the GOS-L.

b) The second file was essentially a template for the GOS-L population frame. It contained the data elements listed below in Table 5. Note that some of the data elements were pre-populated. The critical task was linking the GCA unique identifier (GCAID) to the student identification code (E313). If institutions could make this link, the only information needed to execute the survey was the graduate’s name, date of birth, course and contact details.

Table 5  Data map for the 2018 GOS Longitudinal

<table>
<thead>
<tr>
<th>Position</th>
<th>Variable</th>
<th>Variable label</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GOSID</td>
<td>GOS Identifier</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>2</td>
<td>E306</td>
<td>Higher Education Provider code</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>3</td>
<td>E306C</td>
<td>Higher Education Provider name</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>4</td>
<td>GCAID</td>
<td>Unique response identification number</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>5</td>
<td>REFYEAR</td>
<td>Survey reference year</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>6</td>
<td>LT_EMAIL</td>
<td>Long-term email retained from AGS</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>7</td>
<td>CONSENT</td>
<td>Consent to contact flag</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>8</td>
<td>INSCOPE</td>
<td>Flag denoting graduate is in scope for the GOS-L</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>9</td>
<td>E313</td>
<td>Student identification code</td>
<td>Essential</td>
</tr>
<tr>
<td>10</td>
<td>E314</td>
<td>Date of birth</td>
<td>Essential</td>
</tr>
<tr>
<td>11</td>
<td>E307</td>
<td>Course code</td>
<td>Essential</td>
</tr>
<tr>
<td>12</td>
<td>E308</td>
<td>Course name - full</td>
<td>Essential</td>
</tr>
<tr>
<td>13</td>
<td>E402</td>
<td>Student surname</td>
<td>Essential</td>
</tr>
<tr>
<td>14</td>
<td>E403</td>
<td>Student given name - first</td>
<td>Essential</td>
</tr>
<tr>
<td>15</td>
<td>E404</td>
<td>Student given name - others</td>
<td>Essential</td>
</tr>
<tr>
<td>16</td>
<td>E410</td>
<td>Address of permanent home residence - Part 1</td>
<td>Essential</td>
</tr>
<tr>
<td>17</td>
<td>E411</td>
<td>Address of permanent home residence - Part 2</td>
<td>Essential</td>
</tr>
<tr>
<td>18</td>
<td>E469</td>
<td>Residential address - suburb or town</td>
<td>Essential</td>
</tr>
<tr>
<td>19</td>
<td>E470</td>
<td>Residential address - state</td>
<td>Essential</td>
</tr>
<tr>
<td>20</td>
<td>E413</td>
<td>Address of permanent home residence - postcode</td>
<td>Essential</td>
</tr>
<tr>
<td>21</td>
<td>E471</td>
<td>Residential address - country name</td>
<td>Essential</td>
</tr>
<tr>
<td>22</td>
<td>EMAIL1</td>
<td>Primary email</td>
<td>Essential</td>
</tr>
<tr>
<td>23</td>
<td>EMAIL2</td>
<td>Secondary email</td>
<td>If available</td>
</tr>
<tr>
<td>24</td>
<td>EMAIL3</td>
<td>Tertiary email</td>
<td>If available</td>
</tr>
<tr>
<td>25</td>
<td>PHONE1</td>
<td>Best number to call</td>
<td>Optional</td>
</tr>
<tr>
<td>26</td>
<td>PHONE2</td>
<td>Alternate number (if available)</td>
<td>Optional</td>
</tr>
<tr>
<td>27</td>
<td>PHONE3</td>
<td>Alternate number (if available)</td>
<td>Optional</td>
</tr>
<tr>
<td>28</td>
<td>FACULTY</td>
<td>Faculty name</td>
<td>Optional</td>
</tr>
<tr>
<td>29</td>
<td>CAMPUS</td>
<td>Campus name</td>
<td>Optional</td>
</tr>
</tbody>
</table>

2.3.7.1. Pre-populated data elements

Eight data elements were pre-populated.

a) Graduates could only participate in the GOS-L if they consented to follow up in the AGS or where their institution had provided them an opportunity to opt out if they wished as discussed...
in Section 2.3.4. The variable (CONSENT) was populated where possible with the data available from the 2015 AGS. Institutions were welcome to mark further records as consented to follow up if long term email addresses were provided in a master AGS file that they recorded in their archives.

b) A unique identifier was generated for each record in the institutions file (GOSID).

c) Institutional code and name (E306 and E306C), the unique identification number (GCAID) and reference year (REFYEAR) recorded in institutions original AGS file were pre-populated in the template.

d) Long term email addresses (LT_EMAIL). These were probably not the primary, the latest or even the best email addresses available. These email addresses were included as a default if no other email address was available in the institutions’ alumni database or student administration system.

e) The InScope field. All records were flagged as in scope for the GOS-L except those excluded from the analysis of the 2015 AGS. As with all QILT surveys, institutions were asked to modify the ‘0’ values to a ‘2’ or a ‘3’ (as shown below) if a graduate should not be contacted; otherwise to leave the ‘0’ value intact. Institutions were advised to code the InScope variable as follows:

- 0 = In scope (default value)
- 1 = Dropped from analysis in the AGS (where the AGS variable ‘analyse’=1)
- 2 = Not to be surveyed (deceased or not to be contacted under any circumstances)
- 3 = Other reasons as determined by institution

2.3.7.2. Sample fields to populate.

The essential and optional fields required for the administration of the 2018 GOS-L are discussed in the population file guide attached at Appendix 2. The population file guide was made available to institutions to assist in sample preparations.

2.3.8. Sample selection

All eligible units were selected for inclusion in the survey, that is, 2018 GOS-L was an attempted census of the eligible population for whom contact information was available.
3. Survey design and procedures

3.1. Invitation to participate

On 1 December 2017, the Social Research Centre sent an email (as shown in Figure 1) to all primary contacts in each institution seeking their confirmation that their institution was wishing to participate in the 2018 GOS-L. Institutions needed to confirm their participation by 8 December 2017.

Figure 1 Email to confirm participation in the GOS-L

Hi colleagues,

The time has come around again to prepare for GOS-L! The 2018 collection is the last year that uses AGS data before moving over to GOS sample as the base, so in keeping with the processes since GOS-L 2016, we ask you to indicate whether you will be participating in the GOS-L. The last day to register is Friday 8 December, please follow this link to nominate the status of your institution. If we don’t hear from you by December 8 the default option for GOS-L is to participate and use the file as it is currently. Updating is still optional for your institution but we strongly recommend that you do. Refreshed graduate contact details will help you get the best possible response rate.

Chasing students three years after graduation can be difficult but the data collected in the longitudinal study are invaluable. We’re up for the challenge; the last GOS-L achieved a 42.2 per cent response rate (the full report is here).

We hope to see you among the list of participants!

Best regards,

The QI LT Team

The Social Research Centre
Phone: +61 3 9236 9500 (reception)
www.srcentre.com.au

3.1.1. Institutional engagement

A detailed collection guide and separate population file guide (as discussed in the previous section) was provided to institutions to assist in their preparations for the survey. Also included was a Marketing and Communications Pack composed of the following items to support the institutional administration of the GOS-L before the survey commenced, during fieldwork and in the week leading up to the completion of fieldwork:

- emails
- hard copy letter
- posters
• web tiles
• slides
• Facebook posts and other social media materials, and
• Logos.

All correspondence with institutions provided the QILT email address and phone number for the purposes of contacting the Social Research Centre if there were any queries.

3.1.2. Updated information

Updated sample was supplied by 49 institutions, comprising 98,470 (98.0 per cent) of all graduates approached.

Table 6 shows that for sample members whose contact details were updated by institutions, completion rates were higher and hard bounce (that is the email address returned an unusable email outcome) rates were lower, relative to sample members whose contact details were not updated.

The population file guide requested that institutions provide updated information and sample to the QILT secure file exchange by 12 January 2018.

<table>
<thead>
<tr>
<th>Sample updated</th>
<th>Graduate name included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>98,470</td>
</tr>
<tr>
<td>No</td>
<td>1,993</td>
</tr>
<tr>
<td>Completed survey %</td>
<td>40.3</td>
</tr>
<tr>
<td></td>
<td>40.3</td>
</tr>
<tr>
<td>Out of scope %</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>0.4</td>
</tr>
<tr>
<td>Opted out %</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td>5.8</td>
</tr>
<tr>
<td>Hard bounce %</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
</tr>
<tr>
<td>No response %</td>
<td>52.3</td>
</tr>
<tr>
<td></td>
<td>52.3</td>
</tr>
</tbody>
</table>

Table 6 also shows that personalisation, where the graduate name was included on the invitation and reminder email, had a positive impact on propensity to respond. This is consistent with the research literature.

3.1.3. Data collection guide

All participating institutions were provided with a collection guide to the 2018 GOS-L, which covered the key aspects and dates of data collection, including the contact protocol. The collection guide provided a stand-alone source of information to introduce the GOS-L, provide timelines, describe participation in the study, provide resources to assist in graduate engagement, outline response maximisation efforts and document general conduct of the GOS-L.

The 2018 collection guide is provided at Appendix 1.

3.2. Contact protocol

The 2018 GOS-L employed an extensive protocol of contact attempts, including an email invitation and nine email reminders, as well as telephone reminder calls and SMS reminders. Table 7 shows the

---

date of contact attempts, as well the number sent. Note that telephone reminder activity is split by in-field reminder calls as part of the standard QILT survey methodology and post-field activity conducted on a fee-for-service basis. Further information is provided about email, telephone and SMS contacts in this section.

### Table 7  Email invitation and reminder schedule

<table>
<thead>
<tr>
<th>Contact activity</th>
<th>2018 GOS-L Collection</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Number sent</td>
</tr>
<tr>
<td>Email invitation</td>
<td>5-Feb</td>
<td>100,463</td>
</tr>
<tr>
<td>Email reminder 1</td>
<td>8-Feb</td>
<td>87,814</td>
</tr>
<tr>
<td>Email reminder 2</td>
<td>12-Feb</td>
<td>80,873</td>
</tr>
<tr>
<td>Email reminder 3</td>
<td>16-Feb</td>
<td>75,243</td>
</tr>
<tr>
<td>In-field telephone reminders</td>
<td>19 Feb - 9 Mar</td>
<td>NA</td>
</tr>
<tr>
<td>Email reminder 4</td>
<td>20-Feb</td>
<td>71,982</td>
</tr>
<tr>
<td>SMS</td>
<td>20-Feb</td>
<td>15,905</td>
</tr>
<tr>
<td>Email reminder 5</td>
<td>23-Feb</td>
<td>66,814</td>
</tr>
<tr>
<td>Email reminder 6</td>
<td>27-Feb</td>
<td>64,422</td>
</tr>
<tr>
<td>Email reminder 7</td>
<td>2-Mar</td>
<td>62,745</td>
</tr>
<tr>
<td>Email reminder 8</td>
<td>9-Mar</td>
<td>59,716</td>
</tr>
<tr>
<td>Email reminder 9</td>
<td>10-Mar</td>
<td>58,756</td>
</tr>
<tr>
<td>Online fieldwork closes*</td>
<td>12-Mar</td>
<td>NA</td>
</tr>
<tr>
<td>Post-field telephone reminders†</td>
<td>13 Mar - 25 Mar</td>
<td>NA</td>
</tr>
<tr>
<td>Fieldwork closes†</td>
<td>25-Mar</td>
<td>NA</td>
</tr>
</tbody>
</table>

* Institutions that did not opt for post-field telephone reminders.
† Institutions that opted for post-field telephone reminders.

### 3.2.1. Email invitation and reminders

The Social Research Centre sent an email survey invitation to all in-scope sample members to advise of their selection in the GOS-L, present the survey objectives, outline privacy provisions and communicate the value of participation. The invitation and reminders included a unique link that took the graduates directly into their survey, bypassing the need to enter login details as well as manual login and helpdesk details. Figure 2 illustrates the appearance of the invitation on screen for graduates.

The invitation email was followed by up to nine email reminders to non-responding graduates. All emails referred to the QILT and GOS-L webpages for further information and contact details. An unsubscribe link was provided in the footer of the email if graduates no longer wanted to receive reminder emails.

A copy of the invitation and all reminders is provided at Appendix 6.
Respondents who had completed the survey or graduates who were disqualified from participating were also removed from the next scheduled email reminder. Table 8 provides a breakdown of email send outcomes by contact activity. The key point to note is that Reminder 3 performed comparatively poorly in terms of lower ‘opened’ and ‘clicked on link’ rates relative to Reminders 2 and 4. While Reminder 3 was sent on a Friday before the (Monday) prize draw, similar to Reminders 5 and 7, it was much earlier in the fieldwork period and potentially meant some momentum was lost.

Table 8  Email send outcomes by round of activity

<table>
<thead>
<tr>
<th>Total sent n</th>
<th>Invite</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R4</th>
<th>R5</th>
<th>R6</th>
<th>R7</th>
<th>R8</th>
<th>R9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sent n</td>
<td>100,463</td>
<td>87,814</td>
<td>80,873</td>
<td>75,243</td>
<td>71,982</td>
<td>66,814</td>
<td>64,422</td>
<td>62,745</td>
<td>59,716</td>
<td>58,756</td>
</tr>
<tr>
<td>Opened %</td>
<td>53.7</td>
<td>43.4</td>
<td>38.7</td>
<td>26.7</td>
<td>32.7</td>
<td>26.6</td>
<td>27.3</td>
<td>24.3</td>
<td>23.3</td>
<td>22.3</td>
</tr>
<tr>
<td>Clicked on link %</td>
<td>15.0</td>
<td>8.9</td>
<td>8.0</td>
<td>3.7</td>
<td>5.0</td>
<td>3.7</td>
<td>3.1</td>
<td>3.1</td>
<td>2.2</td>
<td>2.1</td>
</tr>
<tr>
<td>Opt out from link %</td>
<td>0.6</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.9</td>
<td>0.9</td>
<td>1.1</td>
<td>0.7</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Opened from link %</td>
<td>38.1</td>
<td>33.9</td>
<td>30.0</td>
<td>22.3</td>
<td>26.8</td>
<td>22.0</td>
<td>23.1</td>
<td>20.5</td>
<td>20.5</td>
<td>19.6</td>
</tr>
<tr>
<td>Unopened %</td>
<td>36.6</td>
<td>53.7</td>
<td>58.6</td>
<td>70.3</td>
<td>64.7</td>
<td>71.0</td>
<td>70.3</td>
<td>73.3</td>
<td>74.4</td>
<td>73.6</td>
</tr>
<tr>
<td>Soft bounce %</td>
<td>2.1</td>
<td>2.5</td>
<td>2.5</td>
<td>2.8</td>
<td>2.4</td>
<td>2.3</td>
<td>2.2</td>
<td>2.3</td>
<td>2.3</td>
<td>2.8</td>
</tr>
<tr>
<td>Hard bounce %</td>
<td>7.6</td>
<td>0.4</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>0.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Clicked on link as % opened</td>
<td>38.0</td>
<td>20.6</td>
<td>20.7</td>
<td>13.9</td>
<td>15.2</td>
<td>13.8</td>
<td>11.4</td>
<td>12.8</td>
<td>9.5</td>
<td>9.6</td>
</tr>
</tbody>
</table>
The sample characteristics of graduates who did not open any emails is outlined in Table 9. A red asterisk (*) indicates the un-opened email sample profile is significantly different (at the 95% level of confidence) from the total sample approached. The key point to note are that the differences are mostly very small in percentage point terms and significant only because of the very large sample sizes.

Table 9  
Characteristics of graduates who did not open emails against the total sample

<table>
<thead>
<tr>
<th></th>
<th>Total sample approached</th>
<th>%</th>
<th>Unopened email sample</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base</strong></td>
<td>100,463</td>
<td>100</td>
<td>24,381</td>
<td>100</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>61,386</td>
<td>61.1</td>
<td>15,855</td>
<td>65.0*</td>
</tr>
<tr>
<td>Postgraduate coursework</td>
<td>34,951</td>
<td>34.8</td>
<td>7,766</td>
<td>31.9*</td>
</tr>
<tr>
<td>Postgraduate research</td>
<td>4,126</td>
<td>4.1</td>
<td>760</td>
<td>3.1*</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40,355</td>
<td>40.2</td>
<td>9,554</td>
<td>39.2*</td>
</tr>
<tr>
<td>Female</td>
<td>60,094</td>
<td>59.8</td>
<td>14,823</td>
<td>60.8*</td>
</tr>
<tr>
<td><strong>Aboriginal and Torres Strait Islander</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>97,894</td>
<td>97.4</td>
<td>23,716</td>
<td>97.3</td>
</tr>
<tr>
<td>Indigenous</td>
<td>693</td>
<td>0.7</td>
<td>202</td>
<td>0.8*</td>
</tr>
<tr>
<td>No information</td>
<td>1,876</td>
<td>1.9</td>
<td>463</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No disability</td>
<td>96,850</td>
<td>96.4</td>
<td>23,498</td>
<td>96.4</td>
</tr>
<tr>
<td>Disability</td>
<td>2,901</td>
<td>2.9</td>
<td>725</td>
<td>3.0</td>
</tr>
<tr>
<td>No information</td>
<td>712</td>
<td>0.7</td>
<td>158</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 years or under</td>
<td>69,392</td>
<td>69.1</td>
<td>17,382</td>
<td>71.3*</td>
</tr>
<tr>
<td>Over 30 years</td>
<td>30,963</td>
<td>30.8</td>
<td>6,967</td>
<td>28.6*</td>
</tr>
<tr>
<td><strong>Mode of attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal and mixed mode</td>
<td>86,612</td>
<td>86.2</td>
<td>21,108</td>
<td>86.6</td>
</tr>
<tr>
<td>External</td>
<td>13,593</td>
<td>13.5</td>
<td>3,211</td>
<td>13.2</td>
</tr>
<tr>
<td>No information</td>
<td>258</td>
<td>0.3</td>
<td>62</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Type of attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mainly Full-time</td>
<td>73,649</td>
<td>73.3</td>
<td>18,274</td>
<td>75.0*</td>
</tr>
<tr>
<td>Mainly Part-time</td>
<td>22,319</td>
<td>22.2</td>
<td>5,391</td>
<td>22.1</td>
</tr>
<tr>
<td>No information</td>
<td>4,495</td>
<td>4.5</td>
<td>716</td>
<td>2.9*</td>
</tr>
<tr>
<td><strong>Main Language Spoken at Home</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>69,855</td>
<td>69.5</td>
<td>16,187</td>
<td>66.4*</td>
</tr>
<tr>
<td>Language other than English</td>
<td>28,464</td>
<td>28.3</td>
<td>7,452</td>
<td>30.6*</td>
</tr>
<tr>
<td>Unknown</td>
<td>2,144</td>
<td>2.1</td>
<td>742</td>
<td>3.0*</td>
</tr>
<tr>
<td><strong>Born in Australia</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>56,920</td>
<td>56.7</td>
<td>13,579</td>
<td>55.7*</td>
</tr>
<tr>
<td>No</td>
<td>37,814</td>
<td>37.6</td>
<td>9,792</td>
<td>40.2*</td>
</tr>
<tr>
<td>Unknown</td>
<td>5,729</td>
<td>5.7</td>
<td>1,010</td>
<td>4.1*</td>
</tr>
</tbody>
</table>
3.2.2. Reminder calls

Telephone reminder follow up was undertaken both in-field and post-field. A logistic regression model was used to predict response probabilities to identify graduates who were less likely to respond and therefore the priority for reminder activity. The response propensity model factors in known characteristics of sample members such as age, gender, course level, study area, attendance type, locality, etc. The output of the model is a ‘propensity to respond’ score (zero to one) which indicates a samples members’ propensity (based on those model variables) to complete the survey. In-field telephone reminder activity targeted lower performing study areas and institutions for the purposes of improving national response rates. Post-field telephone activity was a fee-for-service option to enable institutions to ‘top-up’ response rates for internal reporting purposes. Four institutions opted for post-field telephone reminders.

Telephone non-response follow up (in-field and post-field) involved attempting to contact graduates who had not completed or opted out of the online survey by telephone. Upon contact, updated email address details were collected, with a survey invitation emailed by the next day. If the graduate had not responded one week after the initial reminder email invitation had been sent, then one last reminder email was sent. Call attempts were placed over different days of the week and times of day. Up to two call attempts were made.

In-field telephone reminders were conducted from 19 February to 9 March. Post-field telephone reminders were conducted from 13 to 25 March, with the online survey remaining open until 25 March to allow for reminder emails from telephone activity to be sent and for graduates to respond.

Telephone reminders used contacts as the sample outcome metric. Contact was defined as speaking to the graduate and included outcomes such as a consent to complete, refusal and away for the duration of study. Once a graduate was contacted, no more calls were made.

Table 10 provides a summary of telephone reminder outcomes.

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th></th>
<th>Postgraduate</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Total sample initiated</td>
<td>24,250</td>
<td>100.0</td>
<td>12,569</td>
<td>100.0</td>
<td>36,819</td>
<td>100.0</td>
</tr>
<tr>
<td>Usable sample</td>
<td>22,371</td>
<td>92.0</td>
<td>11,531</td>
<td>91.6</td>
<td>33,902</td>
<td>91.9</td>
</tr>
<tr>
<td>No contact</td>
<td>1,879</td>
<td>7.7</td>
<td>1,038</td>
<td>8.3</td>
<td>2,917</td>
<td>7.9</td>
</tr>
<tr>
<td>Total contact</td>
<td>5,961</td>
<td>24.6</td>
<td>3,177</td>
<td>25.3</td>
<td>9,138</td>
<td>24.8</td>
</tr>
<tr>
<td>Collected graduate’s email</td>
<td>4,958</td>
<td>20.4</td>
<td>2,711</td>
<td>21.6</td>
<td>7,669</td>
<td>20.8</td>
</tr>
<tr>
<td>Other call outcome</td>
<td>1,003</td>
<td>4.1</td>
<td>466</td>
<td>3.7</td>
<td>1,469</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Online survey completions resulting from post-field telephone reminder activity were included as nationally reportable data, as the mode of completion was consistent with online surveys completed as part of the main field period.

3.2.3. Interviewer briefing

The 32 interviewers selected to work on GOS-L in field and post field telephone reminders attended a briefing session, delivered by the Social Research Centre project management team. Interviewers were briefed on 19 February with the briefing covering:

- survey context and background
- survey procedures (sample management protocols, response maximisation procedures)
• privacy and confidentiality issues
• targeted refusal aversion techniques
• strategies to maintain co-operation, and
• comprehensive practice interviewing and role play.

The briefing slides are provided at Appendix 7 with the in-field reminder call interviewer handout included.

3.2.4. Quality control

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

• Listening-in validations conducted in accordance with existing ISO 20252 procedures.
• Field team de-briefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to data quality, consistency of interview administration, or project performance.
• Maintenance of an ‘interviewer handout’ document addressing any respondent liaison or data quality issues.
• Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.

3.2.5. SMS reminders

SMS follow up was used on an as-needs basis for sample members at institutions which provided mobile numbers to the Social Research Centre. SMS complemented the email strategy by reminding graduates using an alternative channel and one in which the text can reference the email reminder. SMS is considered to be an effective mode of reminder activity having been identified as a viable means of reducing non-response in mail surveys (Virtanen, Sirkiä, and Jokiranta (2007) and as a means of pre-notification in web surveys (Bošnjak et al. 2008). Those who refused from the in-field reminder calls or who completed the survey following the in-field reminder calls were washed out of the SMS send. Graduates were able to opt out or unsubscribe via SMS reply. Graduates who were sent an SMS were excluded from in-field reminder calls for 48 hours. Table 11 provides a summary of number of SMS sent.

The content of the SMS was aimed at driving graduates to email reminders: ‘The Graduate Outcomes Survey Longitudinal is in your inbox. Tell us about your higher education 3 years on & win prizes! www.gos.edu.au/l for info. Optout:1’

<table>
<thead>
<tr>
<th>Item</th>
<th>SMS sent (n)</th>
<th>Opened (n)</th>
<th>Unopened (n)</th>
<th>Unsubscribed (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMS 1</td>
<td>15,905</td>
<td>12,115</td>
<td>3,014</td>
<td>426</td>
</tr>
</tbody>
</table>
3.2.6. Social media

The Social Research Centre purchased advertising via Facebook that targeted users who were graduates and had been studying between 2012 to 2014 in Australia. Ads were shown on both Facebook and Instagram platforms through the Facebook Ad Manager function. Examples of the Facebook post and Instagram post are shown in Figure 3.

Figure 3  Example Facebook post

![Facebook post example](https://www.facebook.com/business/help/447834205249495)

Where are you now?  
The Graduate Outcomes Survey Longitudinal is open for graduates three years on from graduation. Check your email inbox for a survey invitation from GOS and complete early for the best chance to win great prizes!  
Read more and find terms and conditions at bit.ly/2E8R2sG

Facebook campaign outcomes are shown in Table 12 by gender. This table presents data for ‘impressions’, that is, the number of times the ad was on screen, ‘reach’, that is, the number of people who saw the ad at least once and ‘purchases’, that is, the number of people who clicked on the survey link.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Impressions</th>
<th>%*</th>
<th>Reach</th>
<th>%*</th>
<th>Purchases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td></td>
<td>n</td>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Female</td>
<td>7,033</td>
<td>48.6</td>
<td>4,138</td>
<td>50.4</td>
<td>53</td>
</tr>
<tr>
<td>Male</td>
<td>7,314</td>
<td>50.5</td>
<td>4,003</td>
<td>48.7</td>
<td>48</td>
</tr>
<tr>
<td>Unknown</td>
<td>134</td>
<td>0.9</td>
<td>74</td>
<td>0.9</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>14,481</td>
<td>100.0</td>
<td>8,215</td>
<td>100.0</td>
<td>103</td>
</tr>
</tbody>
</table>

*Due to rounding, values may not add up to 100

3.3. Data collection

3.3.1. Online survey

The survey was fielded solely in online (i.e., web) mode. The online survey could be accessed by either clicking on the link in the email invitation or reminders, or via the GOS-L landing page on the QILT website or a redirect from the GOS home page. Clicking from the email invitation or reminder

---

8 https://www.facebook.com/business/help/447834205249495
would go directly to the beginning of the survey. Accessing the landline page would take graduates to a login page to enter the username and password provided in invitation and reminder emails. A unique survey link would then be sent to their nominated email.

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

- optimisation for small screen devices
- inclusion of “Next” and “Previous” buttons
- input controls and internal logic checks
- presentation of a progress bar
- tailoring error messages, as appropriate
- splitting long statement batteries over several screens to remove the need for vertical scrolling
- sizing the panels for free text responses commensurate with the level of detail required in the response
- automatically ‘saving’ with progression to the next screen, and
- the capacity to save and return to finish off at another time, resuming at the last question completed.

A copy of the questionnaire is included at Appendix 8 with screenshots of the online survey included in Appendix 9. Figure 4 illustrates the look and feel of the online survey link when viewed on a mobile.
Further detail is provided on relevant elements below.

3.3.1.1. Look and feel

The survey look and feel was customised to be consistent with QILT branding guidelines, including the use of the GOS-L logo and colour scheme. This ensures consistency with communications such as images included in the email invitation and reminders, advertisements placed on Facebook and the QILT website. Refer to Figure 5 for an example of the online survey look and feel.

3.3.1.2. Navigation buttons

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

3.3.1.3. Optimisation for small screen devices

Small screen users were classified using a JavaScript function that returned details from the respondent’s browser, including browser name and version, device type and operating system and version. Mobile optimisation was also triggered where screen width was less than 768 pixels,
regardless of device type. Several elements of the survey were changed for mobile users. Grid (also known as table or matrix) items are reconfigured to ensure that they are usable on a mobile device; Figure 5 shows an example of a grid item in standard view and Figure 6 shows the same item in mobile view. The mobile view ensures that response options on the right-hand side of the grid do not fall off-screen, leading to response error (see Couper 2008:195-96). Besides the treatment of grid items, the size and orientation of the navigation (Previous and Next) and Save buttons is changed for mobile devices. The desktop layout places the Previous button on the bottom left corner, the Next button on the bottom right corner and the Save button on the top right corner. The mobile layout stacks the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous Button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons is also increased in the mobile view.

Figure 5  Grid item in desktop view

![Grid item in desktop view](image)

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

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

![Next button](image)
3.3.1.4. Progress bar

The online survey presentation included a progress bar indicating how far the respondent had progressed – this can be seen in as the orange coloured horizontal bar showing “47%” at the top of the mobile screen in Figure 6.
3.3.1.5. Error messages

An error message (Figure 7) was presented to sample members if they did not confirm completion of the course between the data ranges provided.

Figure 7 Out-of-scope error message

3.3.1.6. Long response frames and item batteries

There were no grid items that had to be split over more than one page.

3.3.1.7. 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 graduates who had not completed the survey to remind recipients that they could restart the survey where they left off.

3.3.1.8. Testing

Following programming of the survey script dummy data was generated to produce a mock data set and enable testing of all question bases and survey sequencing. 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.

3.3.2. 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 GOS-L were undertaken in accordance with the Australian Market and Social Research Society (AMSRS) code of practice, ISO 20252 standards, the Australian Privacy Principles and the Privacy (Market and Social Research) Code. All senior QILT staff are full members of the Australian Market and Social Research Society 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.

3.3.3. Monitoring and progress reporting

Weekly fieldwork update emails were sent to institutions outlining the response rate that had been achieved and how the individual institution compared to the overall response rate, and their cohort (University or NUHEI) average. The department was provided with weekly updates covering survey launches, in field milestones and the response rate of institutions overall.
3.3.4. Live online reporting module

In addition to weekly updates, the department was provided with access to a specially designed ‘live’ online reporting module which provided an overview of response rates for each institution and a national average of universities and NUHEIs. Results were provided in real time and included counts of completes, out of scopes and opt outs for each institution. An example of the national reporting module is shown at Figure 8.

Figure 8 National reporting module summary view

![National Reporting Module](image)

Institutions were also able to monitor their progress through a subset of the same live reporting module made available to the department. Each institution was provided with their own login which allowed institutions to track their own responses and instantly view a summary of their progress information (refer to Figure 9) including number of:

- completed surveys
- partially completed surveys (i.e. ‘in progress’ or abandoned), and
- out-of-scope graduates.
The standard reporting module also allowed survey managers at institutions to track responses across the following variables:

- study area
- gender
- level of qualification
- graduate type
- faculty name
- campus name, and
- survey entry / exit type.

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

### 3.4. Respondent support

The Social Research Centre established a GOS-L 1800 helpdesk to provide graduates an avenue to establish contact with the GOS-L team. This number was also available to international graduates (with an international dialling code) and remained operational for the duration of the overall fieldwork period. The helpdesk was staffed between 9am and 8:30pm on weekdays and between 11am and 5pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

The GOS-L helpdesk team was briefed on the GOS-L background, procedures and questionnaire to enable them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to look up caller information and survey links, as well as providing a method for logging all contacts. A summary of graduate enquiries to the GOS-L helpdesk is provided at Table 13. The helpdesk received 187 phone calls with the majority of these interactions...
resulting in a survey being completed with the operator (101) or an appointment being set to conduct a survey at a later time (26). Other common outcomes included a request for online survey support (15) or calling to refuse to participate in the research (20). The helpdesk fielded 423 email queries with the majority being for online survey support (121), opt outs (123), change of details (40) or general information requests (34). The remainder of the calls to the help desk were for sundry matters such as the graduate advising that they had already completed the survey, providing feedback about the survey or asking a question about privacy provisions.

All refusals and out of scopes were removed from the reminder email sample on a regular basis to avoid future reminders being sent to these sample members. Sample contact details were also updated before each reminder email for those requesting an update to their details.

Members of the GOS-L team were responsible for monitoring the GOS-L inbox and responding as appropriate to queries. The helpdesk 1800 number and email were provided in all written communications to graduates.

### Table 13 Graduate enquiries to the GOS-L helpdesk

<table>
<thead>
<tr>
<th>Type of enquiry</th>
<th>1800 number</th>
<th>GOS-L inbox</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>187</td>
<td>423</td>
<td>610</td>
</tr>
<tr>
<td>Completed survey with helpdesk</td>
<td>101</td>
<td>2</td>
<td>103</td>
</tr>
<tr>
<td>CATI appointment</td>
<td>26</td>
<td>-</td>
<td>26</td>
</tr>
<tr>
<td>Opt out of survey</td>
<td>20</td>
<td>123</td>
<td>143</td>
</tr>
<tr>
<td>Problems with URL / access / login</td>
<td>15</td>
<td>121</td>
<td>136</td>
</tr>
<tr>
<td>Requested general survey information</td>
<td>6</td>
<td>34</td>
<td>40</td>
</tr>
<tr>
<td>Already completed</td>
<td>5</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>Wrong number</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Change of contact details</td>
<td>4</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>Legitimacy/privacy concern</td>
<td>0</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>59</td>
<td>64</td>
</tr>
</tbody>
</table>

### 3.5. Incentives

Prize draws are an effective incentive in online surveys and particularly online surveys of tertiary student / graduate populations.\(^9\) The five-week rolling prize draw was designed to encourage early survey completion by offering more chances to win the earlier the survey was completed (e.g. if the survey was completed by the end of the first week the graduate would be entered into all five prize draws). There were five prize draws in total, with one $1,000 prepaid Visa gift card, two $500 prepaid Visa gift cards and five $100 prepaid Visa gift cards to be won each week. The total prize pool was valued at $12,500. Table 14 provides the schedule of prize draws across the fieldwork period.

### Table 14 Prize draw schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prize draw period opens/Fieldwork starts</td>
<td>5-Feb</td>
</tr>
<tr>
<td>Prize draw 1 close</td>
<td>12-Feb</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>14-Feb</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prize draw 2 close</td>
<td>19-Feb</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>21-Feb</td>
</tr>
<tr>
<td>Prize draw 3 close</td>
<td>26-Feb</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>28-Feb</td>
</tr>
<tr>
<td>Prize draw 4 close</td>
<td>5-Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>7-Mar</td>
</tr>
<tr>
<td>Prize draw 5 close</td>
<td>12-Mar</td>
</tr>
<tr>
<td>Online collection closes</td>
<td>12-Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>14-Mar</td>
</tr>
</tbody>
</table>
4. **Questionnaire**

4.1. **Development**

The 2018 GOS-L was based on the 2017 instrument. Changes were limited to the addition of a select group of questions on self-employment and volunteering for Group of Eight institutions and minor contextual wording improvements.

4.2. **Overview**

Table 15 outlines the thematic areas of the eight main modules in the questionnaire. The core design of the GOS was modular and longitudinal so that the initial survey supported the active, ongoing follow up of graduates within the GOS-L framework. A copy of the generic survey instrument (i.e., excluding any institution-specific items) is included at Appendix 8 with screen shots of the online survey at Appendix 9.

<table>
<thead>
<tr>
<th>Module</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>Introduction, screening and confirmation</td>
</tr>
<tr>
<td>Module B</td>
<td>Labour force</td>
</tr>
<tr>
<td>Module H</td>
<td>Employment history</td>
</tr>
<tr>
<td>Module C</td>
<td>Further study</td>
</tr>
<tr>
<td>Module D</td>
<td>Graduate Attributes Scale – Graduate</td>
</tr>
<tr>
<td>Module E</td>
<td>Graduate preparation</td>
</tr>
<tr>
<td>Module F</td>
<td>Additional items (departmental, institutional, etc.)</td>
</tr>
<tr>
<td>Module G</td>
<td>Contact details</td>
</tr>
</tbody>
</table>

4.3. **Changes from 2017**

The main changes to the core questionnaire were as follows:

- Inclusion of text at EH2 to contextualise respondents’ past employment history as follows: ‘Please include those positions you consider are of most value to your resume.’
- Addition of a question confirming permission to pass respondents’ contact details to the respective institutions’ alumni.
- Expansion of the filter at FURSTUD to ALL respondents to account for respondents still in the process of studying (as indicated at STATUSS).

4.4. **Institution-specific items**

RMIT and the University of Melbourne maintained their bespoke items. RMIT included the Net Promoter Score items while the University of Melbourne added items related to working graduates and their workplace composition, and participation in the institution’s career services. The most significant addition in the 2018 GOS-L was a module of questions on self-employment and volunteering for the Group of Eight institutions. These were included as G8_1 to G8_14 and can be viewed in the questionnaire at Appendix 8. 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 GOS-L was the graduate. The data file contained one record for each respondent to the survey.

In the 2018 GOS-L data set, a record was considered complete and valid if the graduate had:

- completed the AGS in 2015
- provided a response as to whether they had worked in the last week, and
- provided a response as to whether they were in further study.

5.2. Data cleaning and preparation

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

- derivation of labour force status, salary and other reporting outcome variables
- recoding value labels where required
- re-coding of ‘no answers’ to the missing values conventions outlined in Table 16, and
- cleaning of employer name and coding of occupation, industry and further study field of education.

<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>

5.3. Coding and processing of open text responses

Spell checking and light cleaning of email addresses and ‘other’ specify responses were applied to remove identifiers and expletives. Code frames were developed in conjunction with, and approved by the department, and remained largely unchanged in 2018. Table 17 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 17  Items coded and source for coding decisions

<table>
<thead>
<tr>
<th>Item coded</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Course</td>
<td>Regardless of whether a graduate had ‘corrected’ the course in the</td>
</tr>
<tr>
<td></td>
<td>screener to something different, the Social Research Centre reverted</td>
</tr>
<tr>
<td></td>
<td>back to the course codes supplied in the GCA data file.</td>
</tr>
<tr>
<td>Occupation</td>
<td>Occupation was coded using the Australian and New Zealand Standard</td>
</tr>
<tr>
<td></td>
<td>Classification of Occupations (ANZSCO, Version 1.2, 2013, ABS</td>
</tr>
<tr>
<td></td>
<td>catalogue number 1220.0) at the six digit level.</td>
</tr>
<tr>
<td>Industry</td>
<td>Industry was coded using the Australian and New Zealand Standard</td>
</tr>
<tr>
<td></td>
<td>Industrial Classification (ANZSIC, 2006, ABS catalogue number</td>
</tr>
<tr>
<td></td>
<td>1292.0.55.002) at the four-digit level.</td>
</tr>
<tr>
<td>Location of employment</td>
<td>For graduates working overseas, country of employment was coded using</td>
</tr>
<tr>
<td></td>
<td>the Standard Australian Classification of Countries (SACC, Second</td>
</tr>
<tr>
<td></td>
<td>edition, ABS catalogue number 1269.0). Postcode of employment for</td>
</tr>
<tr>
<td></td>
<td>graduates working in Australia were manually applied via a look up list.</td>
</tr>
<tr>
<td>Further study field of education</td>
<td>Field of education was coded using the Australian Standard</td>
</tr>
<tr>
<td></td>
<td>Classification of Education (ASCED, 2001, ABS catalogue number 1272.0)</td>
</tr>
<tr>
<td></td>
<td>at the six-digit level.</td>
</tr>
</tbody>
</table>

5.4. Non-response and weighting

Two sets of non-response modelling were conducted. The first was done in-field to identify potential respondents for telephone reminders as discussed in Section 3.2.2, the second was done to confirm that the characteristics of the typical non-respondents were consistent with the in-field model. The 2015 AGS data was used for training the in-field model since the AGS was the survey completed three years prior by the same population. Significant characteristics of the sample were used from the training model to build up the GOS-L 2018 in-field model. In addition, e-mail outcomes were added in the in-field model since it is a good predictor of engagement levels indicating if the contact details are valid. If there was a bounce or no e-mail information, then these graduates were contacted via telephone reminders. E-mail outcomes were invaluable not only for engagement details but also for validation of the contact details of the graduates. Thereafter, a post-field model was built to assess the representativeness of the responding sample.

The regression model can also be used to determine whether weighting the data is necessary. Figure 10 shows the weighted and unweighted results for the GOS-L key indicators. The unweighted and weighted figures were generally close (refer to Figure 10). Weighting the data was considered as not necessary since the difference between unweighted and weighted figures were not statistically significant.

---

10 The inverse of the estimated probability of response for each case can be used as a weight to adjust for non-response bias. This weight can then be used to generate key output indicators for the study to see if the weight makes a difference.
Based on the in-field model, the demographic characteristics associated with graduates who were more likely to respond were as follows:

- female
- aged 30+
- from an English-speaking background
- studying post graduate by research
- provided a post code\textsuperscript{11}
- provided a correct e-mail address
- studying at La Trobe University, University of Tasmania and Deakin University, and
- studying Rehabilitation, Psychology and Medicine.

The post-field model showed that the demographic characteristics associated with graduates who were more likely to respond were nearly the same as the in-field model. The exception to this was graduates living in accessible locations\textsuperscript{12} and studying at La Trobe University, University of Tasmania and Central Queensland University who were more likely to respond.

Analysis conducted to check the equality of the regression coefficients between the in-field and post-field models (Paternoster, 1998) found no significant differences, which suggested a consistent mechanism of non-response over the course of the collection period. Telephone reminders based on the models resulted in an extra 6,410 completes. Without the telephone reminder, the survey would have had 33,808 responses with a weighting efficiency of 86.1% meaning an overall effective base of 29,120 responses. With the telephone reminders included the survey has 40,218 responses with a

\textsuperscript{11} Post codes were used to find the Socio-Economic Indexes for Areas (SEIFA) score and Accessibility / Remoteness Index of Australia (ARIA) score for the graduate.

\textsuperscript{12} Graduates who live in Accessible areas are more likely to respond, especially for Highly Accessible and Accessible areas based on ARIA score.
weighting efficiency of 97.7% for an effective base of 39,318. This means that the responsive design lead to 10,198 cases of value for the extra 6,410 cases it recruited.

To examine which institutions were most engaged with the survey, predicted response rates from the probabilities generated by the post-field logistic regression\(^\text{13}\) were compared to actual response rates (see Table 18). This analysis compares each institution to an average institution with the same mix of graduates. Achieved rates of response were highly variable by institution with La Trobe University and University of Tasmania and Central Queensland University performing particularly well. Some institutions achieved a better response rate than predicted. This may be due to providing a higher quality of sample or implementing novel marketing strategies.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Achieved (%)</th>
<th>Predicted (%)</th>
<th>Achieved / Predicted (%)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>38.0</td>
<td>44.5</td>
<td>85.3</td>
<td>2710</td>
</tr>
<tr>
<td>Bond University</td>
<td>33.8</td>
<td>42.6</td>
<td>79.3</td>
<td>708</td>
</tr>
<tr>
<td>Central Queensland University</td>
<td>45.2</td>
<td>38.0</td>
<td>118.9</td>
<td>332</td>
</tr>
<tr>
<td>Charles Darwin University</td>
<td>49.3</td>
<td>45.5</td>
<td>108.2</td>
<td>483</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>50.8</td>
<td>50.3</td>
<td>101.1</td>
<td>1313</td>
</tr>
<tr>
<td>Curtin University of Technology</td>
<td>37.9</td>
<td>41.9</td>
<td>90.4</td>
<td>4136</td>
</tr>
<tr>
<td>Deakin University</td>
<td>51.3</td>
<td>46.0</td>
<td>111.6</td>
<td>5313</td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td>52.1</td>
<td>47.6</td>
<td>109.4</td>
<td>2448</td>
</tr>
<tr>
<td>Federation University Australia</td>
<td>27.4</td>
<td>33.4</td>
<td>81.9</td>
<td>782</td>
</tr>
<tr>
<td>Flinders University of South Australia</td>
<td>52.3</td>
<td>48.1</td>
<td>108.8</td>
<td>2128</td>
</tr>
<tr>
<td>Griffith University</td>
<td>48.1</td>
<td>45.5</td>
<td>105.6</td>
<td>4527</td>
</tr>
<tr>
<td>James Cook University</td>
<td>42.0</td>
<td>47.0</td>
<td>89.4</td>
<td>1144</td>
</tr>
<tr>
<td>La Trobe University</td>
<td>72.5</td>
<td>50.0</td>
<td>145.0</td>
<td>943</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>35.0</td>
<td>38.4</td>
<td>91.2</td>
<td>2575</td>
</tr>
<tr>
<td>MCD University of Divinity</td>
<td>61.2</td>
<td>58.3</td>
<td>105.1</td>
<td>49</td>
</tr>
<tr>
<td>Monash University</td>
<td>48.5</td>
<td>43.0</td>
<td>112.8</td>
<td>6470</td>
</tr>
<tr>
<td>Murdoch University</td>
<td>50.4</td>
<td>49.8</td>
<td>101.2</td>
<td>381</td>
</tr>
<tr>
<td>NUHEI</td>
<td>39.6</td>
<td>41.3</td>
<td>95.9</td>
<td>1198</td>
</tr>
<tr>
<td>Queensland University of Technology</td>
<td>32.9</td>
<td>38.7</td>
<td>85.0</td>
<td>5215</td>
</tr>
<tr>
<td>RMIT University</td>
<td>46.9</td>
<td>40.5</td>
<td>115.7</td>
<td>2170</td>
</tr>
<tr>
<td>Southern Cross University</td>
<td>50.5</td>
<td>49.7</td>
<td>101.6</td>
<td>493</td>
</tr>
<tr>
<td>Swinburne University of Technology</td>
<td>38.7</td>
<td>39.7</td>
<td>97.5</td>
<td>2047</td>
</tr>
<tr>
<td>The Australian National University</td>
<td>55.1</td>
<td>46.8</td>
<td>117.6</td>
<td>1868</td>
</tr>
<tr>
<td>The University of Adelaide</td>
<td>45.8</td>
<td>41.9</td>
<td>109.2</td>
<td>2203</td>
</tr>
<tr>
<td>The University of Melbourne</td>
<td>51.9</td>
<td>46.7</td>
<td>111.3</td>
<td>6787</td>
</tr>
<tr>
<td>The University of Notre Dame Australia</td>
<td>48.8</td>
<td>42.2</td>
<td>115.6</td>
<td>422</td>
</tr>
<tr>
<td>The University of Queensland</td>
<td>50.3</td>
<td>43.5</td>
<td>115.6</td>
<td>5051</td>
</tr>
<tr>
<td>The University of Sydney</td>
<td>46.2</td>
<td>42.5</td>
<td>108.8</td>
<td>2963</td>
</tr>
<tr>
<td>The University of Western Australia</td>
<td>39.8</td>
<td>45.1</td>
<td>88.3</td>
<td>1980</td>
</tr>
</tbody>
</table>

\(^{13}\) Post-field model adjusted by dropping the institution variable as a predictor in order to compare the results against expectation of given the characteristics of the respondents.

\(^{14}\) Red indicates lowest three values and blue indicates the highest three values.

\(^{15}\) Institutions have been dropped from the post-field model to predict the response rates.

\(^{16}\) Only institutions with at least 100 graduates in the sample file were included in this analysis.
Further analysis was conducted to identify certain subject areas of the universities with the lowest response rates (achieved/predicted ratio lower than 80%) (Table 19). Again, achieved response was compared with predicted response by institution for each subject area with more than hundred sample members in it. The results show that achieved response rates for subject areas within universities were generally low and below expectations across the board.

### Table 19  Study areas with low achieved response rates

<table>
<thead>
<tr>
<th>Subject</th>
<th>Achieved (%)</th>
<th>Predicted (%)</th>
<th>Achieved / Predicted (%)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bond University</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law and paralegal studies</td>
<td>25.52</td>
<td>32.39</td>
<td>78.80</td>
<td>192</td>
</tr>
<tr>
<td>Business and management</td>
<td>33.61</td>
<td>44.10</td>
<td>76.21</td>
<td>122</td>
</tr>
<tr>
<td><strong>University of South Australia</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social work</td>
<td>17.54</td>
<td>50.56</td>
<td>34.70</td>
<td>114</td>
</tr>
<tr>
<td>Health services and support</td>
<td>21.79</td>
<td>46.35</td>
<td>47.02</td>
<td>312</td>
</tr>
<tr>
<td>Architecture and built environment</td>
<td>22.30</td>
<td>40.40</td>
<td>55.18</td>
<td>305</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>25.20</td>
<td>38.38</td>
<td>65.64</td>
<td>127</td>
</tr>
<tr>
<td>Business and management</td>
<td>25.95</td>
<td>32.82</td>
<td>79.07</td>
<td>1025</td>
</tr>
<tr>
<td>Engineering</td>
<td>25.99</td>
<td>37.43</td>
<td>69.44</td>
<td>227</td>
</tr>
<tr>
<td>Teacher education</td>
<td>26.20</td>
<td>48.78</td>
<td>53.70</td>
<td>523</td>
</tr>
<tr>
<td>Creative arts</td>
<td>26.47</td>
<td>43.48</td>
<td>60.89</td>
<td>170</td>
</tr>
<tr>
<td>Nursing</td>
<td>26.82</td>
<td>43.56</td>
<td>61.57</td>
<td>563</td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>27.11</td>
<td>47.67</td>
<td>56.87</td>
<td>166</td>
</tr>
<tr>
<td>Communications</td>
<td>27.59</td>
<td>43.42</td>
<td>63.53</td>
<td>174</td>
</tr>
<tr>
<td><strong>Western Sydney University</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law and paralegal studies</td>
<td>23.01</td>
<td>40.42</td>
<td>56.92</td>
<td>113</td>
</tr>
<tr>
<td>Business and management</td>
<td>24.05</td>
<td>30.49</td>
<td>78.90</td>
<td>952</td>
</tr>
<tr>
<td>Architecture and built environment</td>
<td>24.56</td>
<td>36.11</td>
<td>68.01</td>
<td>114</td>
</tr>
<tr>
<td>Computing &amp; Information Systems</td>
<td>24.78</td>
<td>33.61</td>
<td>73.73</td>
<td>113</td>
</tr>
<tr>
<td>Humanities, culture and social sciences</td>
<td>29.16</td>
<td>45.90</td>
<td>63.52</td>
<td>415</td>
</tr>
</tbody>
</table>

---

17 Institutions have been dropped from the post-field model to predict the response rates (See footnote 6).
6. Deliverables

The Social Research Centre provided institutions and the department the following deliverables:

- finalised questionnaire
- weekly progress reports to the department and institutions during data collection
- Institutional and National reports in Tableau (institution, University Australia\textsuperscript{18} and department) and MS Word format on the public facing QILT website
- data files:
  - institution data files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format
  - department national data file in SAS format
- data dictionary and data map
- responses to open-ended questions in MS Excel to the:
  - department, and
  - institution specific responses to each respective institution.
- files in Tableau packaged workbook format at the national (department), institution and Universities Australia level
- 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 and National Report Additional Tables, available from the QILT website
- the 2018 GOS-L press release, and
- methodological report.

\textsuperscript{18} Universities Australia was established on 22 May 2007 as the peak body representing the university sector (https://www.universitiesaustralia.edu.au/about-us)
7. Final dispositions and response rates

Table 20 shows the final survey outcomes at an overall level. A completed survey was defined as one in which the respondent:

- completed the AGS in 2015
- provided a response as to whether they had worked in the last week
- provided a response as to whether they were in further study, and
- did not disqualify themselves at the start of the survey (e.g. did not study course at institution).

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Sample provided</th>
<th>Unusable sample</th>
<th>Out of scope</th>
<th>Opted-out</th>
<th>Final sample</th>
<th>Surveys completed</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100,463</td>
<td>1,402</td>
<td>349</td>
<td>5,826</td>
<td>92,886</td>
<td>40,207</td>
<td>43.3%</td>
</tr>
<tr>
<td>Universities</td>
<td>99,150</td>
<td>1,312</td>
<td>331</td>
<td>5,754</td>
<td>91,753</td>
<td>39,744</td>
<td>43.3%</td>
</tr>
<tr>
<td>NUHEIs</td>
<td>1,313</td>
<td>90</td>
<td>18</td>
<td>72</td>
<td>1,133</td>
<td>463</td>
<td>40.9%</td>
</tr>
<tr>
<td>Enrolment type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>61,386</td>
<td>870</td>
<td>265</td>
<td>3,899</td>
<td>56,352</td>
<td>23,028</td>
<td>40.9%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>39,077</td>
<td>532</td>
<td>84</td>
<td>1,927</td>
<td>36,534</td>
<td>17,179</td>
<td>47.0%</td>
</tr>
<tr>
<td>Course type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>61,386</td>
<td>870</td>
<td>265</td>
<td>3,899</td>
<td>56,352</td>
<td>23,028</td>
<td>40.9%</td>
</tr>
<tr>
<td>Post-graduate coursework</td>
<td>34,951</td>
<td>459</td>
<td>81</td>
<td>1,755</td>
<td>32,656</td>
<td>14,974</td>
<td>45.9%</td>
</tr>
<tr>
<td>Post-graduate research</td>
<td>4,126</td>
<td>73</td>
<td>3</td>
<td>172</td>
<td>3,878</td>
<td>2,205</td>
<td>56.9%</td>
</tr>
</tbody>
</table>
8. Response analysis

8.1. Response by time

Figure 11 illustrates the daily and cumulative response rate by day, with communication efforts marked. As was discussed earlier, Reminder 3 performed poorly relative to Reminders 2 and 4. It is also worth noting that Reminder 1 performed only moderately and this impacts the extent to which momentum was able to be established early in the fieldwork period.

Figure 11  Response rates by date

8.2. Non-response

8.2.1. Descriptive statistics

The distribution of various characteristics within respondents and non-respondents is shown in Table 21. A red asterisk (*) indicates the non-responding sample profile is significantly different (at the 95% level of confidence) from the total responding sample.

Table 21  Respondent characteristics

<table>
<thead>
<tr>
<th></th>
<th>% Respondents</th>
<th>% Non-Respondents</th>
<th>% Total sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>98.8</td>
<td>98.6*</td>
<td>98.7</td>
</tr>
<tr>
<td>NUHEIs</td>
<td>1.2</td>
<td>1.4*</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Enrolment type</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>57.3</td>
<td>63.7*</td>
<td>61.1</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>42.7</td>
<td>36.3*</td>
<td>38.9</td>
</tr>
<tr>
<td><strong>Course type</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>57.3</td>
<td>63.7*</td>
<td>61.1</td>
</tr>
<tr>
<td>Post-graduate coursework</td>
<td>37.2</td>
<td>33.2*</td>
<td>34.8</td>
</tr>
<tr>
<td>Post-graduate research</td>
<td>%</td>
<td>Respondents</td>
<td>%</td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
<td>-------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>36.5</td>
<td>14,689</td>
<td>42.6*</td>
</tr>
<tr>
<td>Female</td>
<td>63.5</td>
<td>25,512</td>
<td>57.4*</td>
</tr>
<tr>
<td><strong>Aboriginal and Torres Strait Islander</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>97.6</td>
<td>39,250</td>
<td>97.3*</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0.7</td>
<td>290</td>
<td>0.7</td>
</tr>
<tr>
<td>No information</td>
<td>1.7</td>
<td>667</td>
<td>2.0*</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No disability</td>
<td>96</td>
<td>38,607</td>
<td>96.7*</td>
</tr>
<tr>
<td>Disability</td>
<td>3.2</td>
<td>1,297</td>
<td>2.7*</td>
</tr>
<tr>
<td>No information</td>
<td>0.8</td>
<td>303</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 years or under</td>
<td>62.9</td>
<td>25,294</td>
<td>73.2*</td>
</tr>
<tr>
<td>Over 30 years</td>
<td>37</td>
<td>14,868</td>
<td>26.7*</td>
</tr>
<tr>
<td><strong>Mode of attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal and mixed mode</td>
<td>83.4</td>
<td>33,545</td>
<td>88.1*</td>
</tr>
<tr>
<td>External</td>
<td>16.3</td>
<td>6,541</td>
<td>11.7*</td>
</tr>
<tr>
<td>No information</td>
<td>0.3</td>
<td>121</td>
<td>0.2*</td>
</tr>
<tr>
<td><strong>Type of attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mainly Full-time</td>
<td>68.7</td>
<td>27,641</td>
<td>76.4*</td>
</tr>
<tr>
<td>Mainly Part-time</td>
<td>25.5</td>
<td>10,264</td>
<td>20.0*</td>
</tr>
<tr>
<td>No information</td>
<td>5.7</td>
<td>2,302</td>
<td>3.6*</td>
</tr>
<tr>
<td><strong>Main Language Spoken at Home</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>78.1</td>
<td>31,386</td>
<td>63.8*</td>
</tr>
<tr>
<td>Language other than English</td>
<td>20.4</td>
<td>8,204</td>
<td>33.6*</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.5</td>
<td>617</td>
<td>2.5*</td>
</tr>
<tr>
<td><strong>Born in Australia</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>62.7</td>
<td>25,205</td>
<td>52.6*</td>
</tr>
<tr>
<td>No</td>
<td>30.2</td>
<td>12,135</td>
<td>42.6*</td>
</tr>
<tr>
<td>Unknown</td>
<td>7.1</td>
<td>2,867</td>
<td>4.7*</td>
</tr>
</tbody>
</table>
## List of abbreviations and terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS</td>
<td>Australian Bureau of Statistics</td>
</tr>
<tr>
<td>AGS</td>
<td>Australian Graduate Survey</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>ANZSIC</td>
<td>Australian New Zealand Standard Industrial Classification</td>
</tr>
<tr>
<td>ANZSCO</td>
<td>Australian New Zealand Standard Classification of Occupations</td>
</tr>
<tr>
<td>BGS</td>
<td>Beyond Graduation Survey</td>
</tr>
<tr>
<td>CATI</td>
<td>Computer Assisted Telephone Interviewing</td>
</tr>
<tr>
<td>GCA</td>
<td>Graduate Careers Australia</td>
</tr>
<tr>
<td>GCAID</td>
<td>Graduate Careers Australia Identifier</td>
</tr>
<tr>
<td>GOS</td>
<td>Graduate Outcomes Survey</td>
</tr>
<tr>
<td>GOS-L</td>
<td>Graduate Outcomes Survey - Longitudinal</td>
</tr>
<tr>
<td>HEIMS</td>
<td>Higher Education Information Management System</td>
</tr>
<tr>
<td>ISO</td>
<td>International Standards Organisation</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>
</tbody>
</table>
References


Graduate Outcomes Survey - Longitudinal (GOS - L) 2018 Collection Guide
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1. What’s new to the GOS-L 2018

Please remember:

- If your institution chooses to provide telephone numbers for graduates it is considered that your institution consents to graduates receiving SMS and infield reminder calls during fieldwork. Please advise if SMS or in field reminder calls should not be carried out for your institution as soon as possible.

- We ask that qilt@srcentre.com.au is included in the send list for engagement emails that are sent out for GOS-L. This enables us to effectively track supporting activities’ impact on response maximisation.

- The Social Research Centre will conduct reminder calls while the official 6 week online fieldwork period is still open. Reminder calls during this period are free of charge to institutions, dependent upon the inclusion of phone numbers, and carried out on a needs basis to target underperforming areas. There is still the option for paid reminder calls and full CATI after online fieldwork closes (see Section 3.6).

- A new step to whitelisting has been added for Office 365 administrators, please direct the emails to “Focused” Inbox tab instead of “Other”.

2. Introduction

2.1. Overview of the GOS-L

The focus of the Graduate Outcomes Survey - Longitudinal (GOS-L) is on understanding the medium term labour force outcomes of recent graduates. The GOS-L replaced the Beyond Graduation Survey (BGS) in 2017. Participation in 2018 is open to any higher education institution that took part in the 2015 Australian Graduate Survey (AGS).

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

This document is aimed to be a user-friendly collection guide to the 2018 GOS-L.

2.2. The standard GOS-L instrument

The core GOS-L focuses on measuring the following:

- labour force history
- further study
- graduate attributes
- graduate preparation.

The items and definitions used in the GOS-L questionnaire (GOQ-L) are consistent with those in the GOS. A fully scripted version of the instrument is available on request.
2.3. Administration Schedule

The schedule for the 2018 GOS-L is shown on the following page at Table 1. The schedule is based on the best estimates we can make at the time of writing, may change, and are subject to external delays. You will be notified of changes if they need to be made.

Table 1. 2017 GOS-L Administration Schedule

<table>
<thead>
<tr>
<th>Key milestones</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional questions confirmed by institutions</td>
<td>4 Jan 2018</td>
</tr>
<tr>
<td>Telephone follow up confirmed by institutions</td>
<td>12 Jan 2018</td>
</tr>
<tr>
<td>Additional questions scripted and provided to institutions</td>
<td>15 Jan 2018</td>
</tr>
<tr>
<td>Additional questions signed off</td>
<td>22 Jan 2018</td>
</tr>
<tr>
<td>Online fieldwork</td>
<td>5 Feb – 12 Mar 2018</td>
</tr>
<tr>
<td>In-field reminder calls</td>
<td>19 Feb – 9 Mar 2018</td>
</tr>
<tr>
<td>Post-field CATI</td>
<td>13 – 25 March 2018</td>
</tr>
<tr>
<td>Final institutional reports and data outputs</td>
<td>30 June 2018</td>
</tr>
</tbody>
</table>

2.4. GOS-L Support

General enquiries and all queries relating to sampling and sample files, file formats, any questions or feedback on the instrument, should be directed to the Social Research Centre’s QILT Team. The team can be contacted on (03) 9236 8500 or (03) 9236 8521 or by emailing qilt@srcentre.com.au. We will endeavour to get back to you within 24 hours – even if only to acknowledge receipt of your communication.
3. Preparing for the GOS-L

3.1. Participation in the GOS-L

Participation in the 2018 GOS-L is optional. Consent is stored securely on a database of QILT contacts. You may request the information that the Social Research Centre holds about your institution in the QILT database by contacting the QILT Team.

3.2. GOS-L Sample

The key issue for the GOS-L is establishing a population frame of graduates who completed their studies three years prior to the survey. The launch of the GOS from November 2015 will provide a nationally consistent population frame for use in the GOS-L from next year. In the meantime, however, the GOS-L population frame will need to be drawn from previous responses to the Australian Graduate Survey (AGS), as has been the case with the BGS. This will effectively restrict participation to universities, given the very limited past participation of non-university providers in the AGS.

The Department and SRC are mindful that the initial implementation of the QILT surveys has created a level of reporting burden for universities. To reduce the potential reporting burden on universities, we proposed to the Department that the GOS-L be conducted on an opt-in basis. Under this proposal, we will confirm participation and administrative requirements with each individual university. As with all QILT surveys, there will be no financial cost for universities, and participating institutions will receive detailed files with the results of the survey.

It should be noted that updating contact details can help to increase response rate by just under 10%.

3.2.1. Creating the population file for the GOS-L

The 2018 GOS-L population consists of all graduates who completed a course of study at an Australian higher education institution in 2014 and provided a response to the 2015 AGS.

All participating institutions will receive three files prior to the GOS-L.

The first file is the original AGS data provided to GCA in 2015. The file is in Excel format and is included in the data package mainly as a point of reference to ensure that the correct records are selected for the GOS-L. The filename will look like this with the institution code and name: AGS 2015 [4-digit institution code] Final data.xlsx. Do not return this file to the Social Research Centre. It is for your reference only.

The second file is a template for the GOS-L population frame. It contains the data elements listed below in Table 1. Note that some of the data elements have been pre-populated. The critical task is linking the GCA unique identifier (GCAID) to the student identification code (E313). If this link can be made, the only information we need to execute the survey is the graduate’s name, date of birth, course and contact details. See the next section for more detail. The filename will look like this with your institution code and name: GOSL 2018 February [4-digit institution code] [institution name] Population File.xlsx. The last day to return the file to the Social Research Centre is 12 January 2017.

The third file, 2018 GOS Longitudinal Data Map.xlsx, contains data maps for the two CSV files above and the data dictionary for the 2015 AGS.
3.2.2. Pre-populated data elements

Eight data elements have been pre-populated.

- Graduates can only participate in the GOS-L if they consented to follow up in the AGS. We have populated this variable (CONSENT) where possible with the data we have available. Institutions are welcome to mark further records as consented to follow up if long term email addresses were provided in a master AGS file that you have in your archives. If there are a large number of your records that haven’t consented to follow up in your sample and will therefore not be surveyed, please get in touch about what to do.

- A unique identifier has been generated for each record in your file (GOSID).

- Your institutional code and name (E306 and E306C), the unique identification number (GCAID) and reference year (REFYEAR) recorded in your original AGS file have all been pre-populated in the template.
• Long term email addresses (LT_EMAIL). These are probably not the primary, the latest or even the best email addresses available. We have included them as a default if no other email address is available in your alumni database or student administration system. Please use the fields: email1 to email3 to provide the addresses most likely to find the graduate in 2018.

• We have taken the liberty of pre-populating the InScope field. All of the records have been flagged as in scope for the GOS-L except those excluded from the analysis of the 2015 AGS. As with all QILT surveys, we ask you to modify the ‘0’ values to a ‘2’ or a ‘3’, if a graduate should not be contacted; otherwise do not modify the ‘0’ for the graduate to be approached for GOS-L.

The variable InScope should be coded as follows:

0 = In scope
1 = Dropped from analysis in the AGS (where the AGS variable ‘analyse’=1)
2 = Not to be surveyed (deceased or not to be contacted under any circumstances)
3 = Other reasons as determined by institution

3.2.3. Essential and optional data elements

Table 2 above lists the essential and optional fields required for the GOS-L. Please ensure you use the format specified by the Department in HEIMS for each field.

a) The inclusion of graduate’s Student ID (E313) and Course details (E307 and E308) will enable us to use HEIMS to extract relevant course and enrolment details which are not available in the original AGS file.

b) We will need graduates’ names and dates of birth (E402, E403, E404 and E314) for response maximisation activities such as email wording targeted to age group and use of a name instead of something generic like ‘Dear graduate’ having shown to improve response rates.

c) Please include graduates’ permanent home address details in the file (E410 to E471) to feed into the questionnaire to confirm consent for future contact.

d) The most critical information we need from you are graduates’ email addresses. Graduates without email addresses will obviously not be included in the survey. At least one email address is mandatory. Two emails are preferable as graduates are often best reached on an alternate email address rather than an institutional email address. Up to three email addresses can be included. Provide the email address which you feel is most likely to find the graduate (email1) and the next best options (email2 and email3). Common sense suggests the best options are probably in an alumni database where the graduate’s personal or professional email addresses are likely to be held.
3.2.4. Optional data elements

Provision of phone numbers are optional. Phone numbers should be included if you would like to be included in Infield Telephone Reminder Calls or SMS workflows, or have signed up for fee-for-service post-field CATI or Reminder Calls. If your institution chooses to provide telephone numbers, it is considered that your institution consents to graduates receiving infield reminder calls or SMS unless otherwise specified.

a) Faculty and campus are fields that can be used by your institution to monitor the GOS-L. Please populate these variables as you see fit.

3.3. Privacy

All Social Research Centre staff involved in the 2018 GOS-L (including helpline operators) have entered into a Deed of Confidentiality.

The only data released to the Social Research Centre will be the student’s email address, the stratification variables and any additional, non-identifying administrative data required for operational or analytic purposes.

The GOS-L is conducted within the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research. All data collection for the 2018 GOS-L will be undertaken in accordance with ISO 20252 standards, the AMSRS code of practice, the Market and Social Research Privacy Principles, and the Australian Privacy Act. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required (see Appendix A).

3.4. Adding additional questions

The 2018 GOS-L provides institutions with the opportunity to include non-standard, institutional specific questions towards the end of the instrument. All questions need to be reviewed, and their inclusion to the instrument will incur an extra fee. This fee will be calculated on an individual basis depending on the requirements of the institution.

The final date for communications regarding the addition of extra questions is 4 January, 2018.

Programmed additional questions will be available to test from January 15, 2018 with institutions providing sign-off by January 22, 2018.

3.5. Infield Reminder calls

In-scope graduates that have not responded by either completing or opting out of the GOS-L may receive a reminder call from The Social Research Centre during the online fieldwork period. Reminder calls are short calls to graduates reminding them to go online and complete the survey and confirming or updating the best email address to send the survey link to. These reminder calls will be targeting graduates in cells or institutions that perform poorly. The provision of updated telephone numbers (preferably mobile) will greatly increase the effectiveness of these reminder calls. Additional online completes as a result of a reminder call will be reported nationally and on the QILT website. If your institution chooses to provide telephone numbers, it is considered that your institution consents to graduates receiving reminder calls unless otherwise specified.

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3.6. Post Field Telephone Non-Response follow-up

The 2018 GOS-L offers optional telephone non-response follow-up post field using the Social Research Centre’s in-house call centre. Telephone follow up will take place after online collection has closed.

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

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

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

Bookings for telephone surveying can only be accommodated up until January 12, 2018.

Please note full CATI completed surveys will not be reported nationally or appear on the QILT website; however, are included as a part of institutional files and institutional reports.
4. Student Engagement

The Social Research Centre will engage graduates as outlined below in Sections 4.1-4.3. Any additional efforts on the part of the institutions is voluntary and optional. If you wish to conduct any additional engagement with graduates through alumni services, or similar, and would like advice from the QILT team, please feel free to get in touch.

4.1. Social Media campaign

Due to the targeted nature of GOS-L, the social media presence will be more 'low-key' than it is for the other QILT surveys. As with all QILT surveys, Survey Managers can share posts from QILT Facebook page. Where possible, using alumni social media channels is also recommended.

4.2. Institutional web presence

The SRC recommends creating or updating a web presence for the 2018 GOS-L to impart legitimacy to the survey, as well as provide a reference point for graduates to access general information about the GOS-L. You can use the logo and banners provided in the collection pack, the collection pack can be found on the QILT Portal (https://www.qilt.edu.au/login) under GOS resources. For general information please include a link to http://www.qilt.edu.au/surveys/gos-l on your website.

4.3. Incentivisation

All in-scope graduates will be entered into a rolling prize draw in the 2018 GOS-L. The prize pool will total $12,500, comprised of five weekly prize pools of $2,500. Each weekly prize pool will be made up of one $1,000, two $500 and five $100 prepaid VISA gift cards. The prize pool is designed to encourage early completion, as early completers are entered into all remaining prize draws from the date of their survey submission.

All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at http://www.srcentre.com.au/gosltcs (this link remains the same each collection and is updated by SRC before fieldwork). The link to the terms and conditions will be inserted into email activity sent to students and can be included on a webpage presence as outlined in Section 4.2. The key prize draw dates are available in Table 3.
Table 3: Prize draw key dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prize draw period opens/Fieldwork starts</td>
<td>5 Feb</td>
</tr>
<tr>
<td>Prize draw 1 close</td>
<td>12 Feb</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>14 Feb</td>
</tr>
<tr>
<td>Prize draw 2 close</td>
<td>19 Feb</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>21 Feb</td>
</tr>
<tr>
<td>Prize draw 3 close</td>
<td>26 Feb</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>28 Feb</td>
</tr>
<tr>
<td>Prize draw 4 close</td>
<td>5 Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>7 Mar</td>
</tr>
<tr>
<td>Prize draw 5 close</td>
<td>12 Mar</td>
</tr>
<tr>
<td>Online collection closes</td>
<td>12 Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>14 Mar</td>
</tr>
</tbody>
</table>
5. Response maximisation

5.1. Email invitations and reminders

All institutions will follow the same fieldwork period for the 2018 GOS-L; as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove students who have completed the survey or opted out of further follow up from email communications. Email reminders will be tailored according to progress within study areas, as well as graduates’ response status (whether they have started the survey or not).

The reminder schedule is based on sound operational experience. Given that centralisation of data collection for the GOS-L is designed to provide more robust, consistent and comparable data, the methodology cannot be altered without impacting on comparability. Requests to modify the email schedule cannot be accommodated at this stage.

The email schedule is outlined below in Table 4.

Table 4. 2018 GOS-L Response Maximisation Activities

<table>
<thead>
<tr>
<th>Reminder</th>
<th>NUHEI dates</th>
<th>Reminder</th>
<th>University dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite</td>
<td>Wednesday, 31 January 2018</td>
<td>Invite</td>
<td>Monday, 5 February 2018</td>
</tr>
<tr>
<td>R01</td>
<td>Sunday, 4 February 2018</td>
<td>R01</td>
<td>Thursday, 8 February 2018</td>
</tr>
<tr>
<td>R02</td>
<td>Thursday, 8 February 2018</td>
<td>R02</td>
<td>Monday, 12 February 2018</td>
</tr>
<tr>
<td>R03</td>
<td>Monday, 12 February 2018</td>
<td>R03</td>
<td>Saturday, 17 February 2018</td>
</tr>
<tr>
<td>R04</td>
<td>Saturday, 17 February 2018</td>
<td>R04</td>
<td>Tuesday, 20 February 2018</td>
</tr>
<tr>
<td>R05</td>
<td>Tuesday, 20 February 2018</td>
<td>R05</td>
<td>Saturday, 24 February 2018</td>
</tr>
<tr>
<td>R06</td>
<td>Saturday, 24 February 2018</td>
<td>R06</td>
<td>Tuesday, 27 February 2018</td>
</tr>
<tr>
<td>R07</td>
<td>Tuesday, 27 February 2018</td>
<td>R07</td>
<td>Saturday, 3 March 2018</td>
</tr>
<tr>
<td>R08</td>
<td>Saturday, 3 March 2018</td>
<td>R08</td>
<td>Tuesday, 6 March 2018</td>
</tr>
<tr>
<td>R09</td>
<td>Tuesday, 6 March 2018</td>
<td>R09</td>
<td>Saturday, 10 March 2018</td>
</tr>
</tbody>
</table>

5.1.1. Whitelisting and spam mitigation

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

- ‘Whitelist’ emails from the following domain:
  srcentre.com.au
  - It can also help to whitelist the actual email address:
    gos-l@srcentre.com.au
  - ‘Whitelist’ IP address ranges that GOS-L emails will be sent from:
Other useful information:

- The return-path is mbounces.com
- All mail originates from a server with a hostname that ends in 'emdbms.com'

Email subject headings:

- Graduate Outcomes Survey Longitudinal - Where are you now?
- Graduate Outcomes Survey Longitudinal - Don't miss your chance to win!
- Graduate Outcomes Survey Longitudinal - %%%E306C%% needs your help
- Graduate Outcomes Survey Longitudinal - Don't miss your chance to win!
- Graduate Outcomes Survey Longitudinal - Reminder to complete
- Graduate Outcomes Survey Longitudinal – Don't miss the next prize draw
- Graduate Outcomes Survey Longitudinal – Help future students
- Graduate Outcomes Survey Longitudinal – Closing soon
- Graduate Outcomes Survey Longitudinal – Final week
- Graduate Outcomes Survey Longitudinal – Last chance to win!

6. **During the GOS-L**

6.1. **Liaison**

Throughout the 2018 GOS-L, the Social Research Centre team will aim for a transparent and collaborative process. Communications will be delivered on a one-on-one basis and via the QILT newsletter, depending upon individual needs.

6.2. **Real time reporting**

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

The standard reporting link for the online survey features:

- a summary of progress towards the specified target in table format, by agreed variables
  - for the GOS-L, this would be study area and gender

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2 The Social Research Centre may vary subject headings slightly depending on needs arising during fieldwork.
- the capacity to download a CSV file of completed surveys and analyse by course code, Field of Education, study area and gender, providing the flexibility to create tables or charts in Excel; and

- the capacity to monitor completion status (completes, partial completes, disqualified).

A login will be assigned to your institution when fieldwork starts if your institution is new to QILT for the GOS-L. Previously issued logins can be used at https://data.srcentre.com.au/.
7. Deliverables

7.1. Datafiles

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

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

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

7.2. Institutional reports

Participating institutions in the GOS-L will receive an institutional report. The content will include:

- institutional GOS-L results stratified on the basis of key demographic and contextual groups
- appropriate benchmark results (e.g. national, higher education group) to provide context to the institutional results.

7.3. National Report

The National GOS-L Report will include:

- an executive summary
- an overview of the project and relevant contexts
- an overview of the methodology, including the study design, non-response treatment, psychometric properties of the instrument, and analysis techniques
- key findings for key analysis groups and identification of issues and sub-groups for further statistical analysis
- a detailed discussion of results and any other significant findings emerging from the survey.
Appendix A: Social Research Centre Deed of Confidentiality
Appendix 2  Population file guide
1. Background

The introduction of the Graduate Outcomes Survey Longitudinal (GOS-L) in 2016 followed the Beyond Graduation Survey (BGS) which had been conducted since 2009. The GOS-L will continue to provide this valuable perspective on the medium term labour market outcomes of Australian higher education graduates. The survey will be conducted on an opt-in basis in 2018 in order to minimise the reporting burden on universities. From 2019, the GOS-L population frame will be constructed from responses collected in the GOS, without imposing any additional burden on higher education providers. If you would like more information on GOS-L to date, GOS-L National Reports and associated materials can be found at: https://www.qilt.edu.au/about-this-site/graduate-employment

2. Creating the population file for the 2018 GOS-L

The 2018 GOS-L population consists of all graduates who completed a course of study at an Australian higher education institution in 2014 and provided a response to the 2015 Australian Graduate Survey (AGS). They will be invited to complete an online survey about their experiences since they completed their original course of study.

We will need your help in constructing the population frame for the 2018 GOS-L. Two files will be uploaded to your QILT SFX on December 5, 2018:

a) The first file is the original AGS data you provided to GCA. The file is in Excel format and is included in the data package mainly as a point of reference to ensure that the correct records are selected for the GOS-L. The filename will look like this with your institution code and name: AGS 2015 1019 JCU Final data.xlsx. Do not return this file to SRC. It is for your reference only.

b) The second file is essentially a template for the GOS-L population frame. It contains the data elements listed below in Table 1. Note that some of the data elements have been pre-populated. The critical task is linking the GCA unique identifier (GCAID) to your student identification code (E313). If you can make this link, the only information we need to execute the survey is the graduate’s name, date of birth, course and contact details. See the next section for more detail. The filename will look like this with your institution code and name: GOSL 2017 December 1019 JCU Population File.xlsx.

c) **Please return this file to SRC no later than 12 January 2018.**

Table 1 Data map for the 2018 GOS Longitudinal (GOS-L)

<table>
<thead>
<tr>
<th>Position</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GOSID</td>
<td>GOS Identifier</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>2</td>
<td>E306</td>
<td>Higher Education Provider code</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>3</td>
<td>E306C</td>
<td>Higher Education Provider name</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>4</td>
<td>GCAID</td>
<td>Unique response identification number</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>5</td>
<td>REFYEAR</td>
<td>Survey reference year</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>6</td>
<td>LT_EMAIL</td>
<td>Long-term email retained from AGS</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>7</td>
<td>CONSENT</td>
<td>Consent to contact flag</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>8</td>
<td>INSCOPE</td>
<td>Flag denoting graduate is in scope for the GOS-L</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>9</td>
<td>E313</td>
<td>Student identification code</td>
<td>Essential</td>
</tr>
<tr>
<td>10</td>
<td>E314</td>
<td>Date of birth</td>
<td>Essential</td>
</tr>
<tr>
<td>11</td>
<td>E307</td>
<td>Course code</td>
<td>Essential</td>
</tr>
<tr>
<td>12</td>
<td>E308</td>
<td>Course name - full</td>
<td>Essential</td>
</tr>
</tbody>
</table>
2018 Longitudinal Graduate Outcome Survey (GOS-L) Population File Guide

<table>
<thead>
<tr>
<th>Position</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>E402</td>
<td>Student surname</td>
<td>Essential</td>
</tr>
<tr>
<td>14</td>
<td>E403</td>
<td>Student given name - first</td>
<td>Essential</td>
</tr>
<tr>
<td>15</td>
<td>E404</td>
<td>Student given name - others</td>
<td>Essential</td>
</tr>
<tr>
<td>16</td>
<td>E410</td>
<td>Address of permanent home residence - Part 1</td>
<td>Essential</td>
</tr>
<tr>
<td>17</td>
<td>E411</td>
<td>Address of permanent home residence - Part 2</td>
<td>Essential</td>
</tr>
<tr>
<td>18</td>
<td>E469</td>
<td>Residential address - suburb or town</td>
<td>Essential</td>
</tr>
<tr>
<td>19</td>
<td>E470</td>
<td>Residential address - state</td>
<td>Essential</td>
</tr>
<tr>
<td>20</td>
<td>E413</td>
<td>Address of permanent home residence - postcode</td>
<td>Essential</td>
</tr>
<tr>
<td>21</td>
<td>E471</td>
<td>Residential address - country name</td>
<td>Essential</td>
</tr>
<tr>
<td>22</td>
<td>EMAIL1</td>
<td>Primary email</td>
<td>Essential</td>
</tr>
<tr>
<td>23</td>
<td>EMAIL2</td>
<td>Secondary email</td>
<td>If available</td>
</tr>
<tr>
<td>24</td>
<td>EMAIL3</td>
<td>Tertiary email</td>
<td>If available</td>
</tr>
<tr>
<td>25</td>
<td>PHONE1</td>
<td>Best number to call</td>
<td>Optional</td>
</tr>
<tr>
<td>26</td>
<td>PHONE2</td>
<td>Alternate number (if available)</td>
<td>Optional</td>
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<tr>
<td>27</td>
<td>PHONE3</td>
<td>Alternate number (if available)</td>
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<tr>
<td>28</td>
<td>FACULTY</td>
<td>Faculty name</td>
<td>Optional</td>
</tr>
<tr>
<td>29</td>
<td>CAMPUS</td>
<td>Campus name</td>
<td>Optional</td>
</tr>
</tbody>
</table>

3. Pre-populated data elements.

Eight data elements have been pre-populated.

a) Graduates can only participate in the GOS-L if they consented to follow up in the AGS. We have populated this variable (CONSENT) where possible with the data we have available. Institutions are welcome to mark further records as consented to follow up if long term email addresses were provided in a master AGS file that you have in your archives. If there are a large number of your records that haven’t consented to follow up in your sample and will therefore not be surveyed, please get in touch about what to do.

b) A unique identifier has been generated for each record in your file (GOSID).

c) Your institutional code and name (E306 and E306C), the unique identification number (GCAID) and reference year (REFYEAR) recorded in your original AGS file have all been pre-populated in the template.

d) Long term email addresses (LT_EMAIL). These are probably not the primary, the latest or even the best email addresses available. We have included them as a default if no other email address is available in your alumni database or student administration system. Please use the fields: email1 to email3 to provide the addresses most likely to find the graduate in 2018.

e) We have taken the liberty of pre-populating the InScope field. All of the records have been flagged as in scope for the GOS-L except those excluded from the analysis of the 2015 AGS. As with all QILT surveys, we ask you to modify the ‘0’ values to a ‘2’ or a ‘3’, if a graduate should not be contacted; otherwise do not modify the ‘0’ for the graduate to be approached for GOS-L.

The variable InScope should be coded as follows:

- 0 = In scope
- 1 = Dropped from analysis in the AGS (where the AGS variable ‘analyse’=1)
- 2 = Not to be surveyed (deceased or not to be contacted under any circumstances)
- 3 = Other reasons as determined by institution
4. Essential data elements to populate.

Table 1 above lists the essential and optional fields required for the GOS-L. Please ensure you use the format specified by the Department in HEIMS for each field.

a) The inclusion of graduate’s Student ID (E313) and Course details (E307 and E308) will enable us to use HEIMS to extract relevant course and enrolment details which are not available in the original AGS file.

b) We will need graduates’ names and dates of birth (E402, E403, E404 and E314) for response maximisation activities such as email wording targeted to age group and use of a name instead of something generic like ‘Dear graduate’ having shown to improve response rates.

c) Please include graduates’ permanent home address details in the file (E410 to E471) to feed into the questionnaire to confirm consent for future contact.

d) The most critical information we need from you are graduates’ email addresses. Graduates without email addresses will obviously not be included in the survey. At least one email address is mandatory. Two emails are preferable as graduates are often best reached on an alternate email address rather than an institutional email address. Up to three email addresses can be included. Provide the email address which you feel is most likely to find the graduate (email1) and the next best options (email2 and email3). Common sense suggests the best options are probably in an alumni database where the graduate’s personal or professional email addresses are likely to be held.

5. Optional data elements to populate.

a) Provision of phone numbers are optional. Phone numbers should be included if you would like to be included in Telephone Reminder Calls or SMS workflows, or have signed up for fee-for-service post-field CATI or Reminder Calls.

b) Faculty and campus are fields that can be used by your institution to monitor the GOS-L. Please populate these variables as you see fit.

6. Instructions.

1. Determine who is eligible for follow-up and update the CONSENT flag accordingly.
2. Make sure you have excluded graduates who should not be surveyed – these would normally be restricted to individuals flagged as ‘not to be surveyed’ in your student administration system – and update the IN-SCOPE variable accordingly.
3. Populate essential elements.
4. Populate optional elements at your discretion.
5. Ensure the Population File template has not been altered (i.e., no added variables, no changes to the order of variables).
## Participating institutions

<table>
<thead>
<tr>
<th>Universities</th>
<th>NUHEIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>Academy of Design Australia</td>
</tr>
<tr>
<td>Bond University</td>
<td>Australian College of Natural Medicine (t/a Endeavour</td>
</tr>
<tr>
<td>Central Queensland University</td>
<td>College)</td>
</tr>
<tr>
<td>Charles Darwin University</td>
<td>Australian College of Physical Education (ACPE)</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>Australian College of Theology</td>
</tr>
<tr>
<td>Curtin University of Technology</td>
<td>Australian Institute of Business Pty Ltd</td>
</tr>
<tr>
<td>Deakin University</td>
<td>Australian School of Management</td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td>Avondale College of Higher Education</td>
</tr>
<tr>
<td>Federation University Australia</td>
<td>Blue Mountains International Hotel Management School</td>
</tr>
<tr>
<td>Flinders University of South Australia</td>
<td>Box Hill Institute</td>
</tr>
<tr>
<td>Griffith University</td>
<td>Cambridge International College</td>
</tr>
<tr>
<td>James Cook University</td>
<td>Christian Heritage College</td>
</tr>
<tr>
<td>La Trobe University</td>
<td>Holmesglen Institute of TAFE</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>International College of Management, Sydney (ICMS)</td>
</tr>
<tr>
<td>MCD University of Divinity</td>
<td>Melbourne Institute of Technology</td>
</tr>
<tr>
<td>Monash University</td>
<td>Melbourne Polytechnic</td>
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<td>Murdoch University</td>
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<td>Queensland University of Technology</td>
<td>Polytechnic West</td>
</tr>
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<td>RMIT University</td>
<td>Raffles College of Design and Commerce</td>
</tr>
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<td>SP Jain School of Management</td>
</tr>
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<td>Sydney College of Divinity</td>
</tr>
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<td>Tabor Adelaide</td>
</tr>
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<td>The University of Adelaide</td>
<td>Tabor College Victoria</td>
</tr>
<tr>
<td>University of Melbourne</td>
<td>TOP Education Group Pty Ltd</td>
</tr>
<tr>
<td>The University of Notre Dame Australia</td>
<td>William Angliss Institute</td>
</tr>
<tr>
<td>The University of Queensland</td>
<td></td>
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<td>The University of Sydney</td>
<td></td>
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<td>The University of Western Australia</td>
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<td>University of New England</td>
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<td>University of New South Wales</td>
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<td>University of Southern Queensland</td>
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<td>University of Tasmania</td>
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<td>University of Technology Sydney</td>
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</tr>
<tr>
<td>University of the Sunshine Coast</td>
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</tr>
<tr>
<td>Victoria University</td>
<td></td>
</tr>
<tr>
<td>Western Sydney University</td>
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</tr>
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</table>
Appendix 4  Population file elements
Sample File Elements

<table>
<thead>
<tr>
<th>Position</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Status</th>
</tr>
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<tbody>
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<td>E306</td>
<td>Higher Education Provider code</td>
<td>From GCA</td>
</tr>
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<td>2</td>
<td>E306C</td>
<td>Higher Education Provider name</td>
<td>From GCA</td>
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<td>3</td>
<td>GCAID</td>
<td>Unique response identification number</td>
<td>From GCA</td>
</tr>
<tr>
<td>4</td>
<td>REFYEAR</td>
<td>Survey reference year</td>
<td>From GCA</td>
</tr>
<tr>
<td>5</td>
<td>LT_EMAIL</td>
<td>Long-term email retained from AGS</td>
<td>From GCA</td>
</tr>
<tr>
<td>6</td>
<td>InScope</td>
<td>Flag denoting graduate is in scope for the GOS-L</td>
<td>From GCA</td>
</tr>
<tr>
<td>7</td>
<td>E313</td>
<td>Student identification code</td>
<td>Essential</td>
</tr>
<tr>
<td>8</td>
<td>E314</td>
<td>Date of birth</td>
<td>Essential</td>
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<td>E307</td>
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<td>Student surname</td>
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<tr>
<td>12</td>
<td>E403</td>
<td>Student given name - first</td>
<td>Essential</td>
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<td>13</td>
<td>E404</td>
<td>Student given name - others</td>
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<tr>
<td>14</td>
<td>E410</td>
<td>Address of permanent home residence - Part 1</td>
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<td>15</td>
<td>E411</td>
<td>Address of permanent home residence - Part 2</td>
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</tr>
<tr>
<td>16</td>
<td>E469</td>
<td>Residential address - suburb or town</td>
<td>Essential</td>
</tr>
<tr>
<td>17</td>
<td>E470</td>
<td>Residential address - state</td>
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<td>E413</td>
<td>Address of permanent home residence - postcode</td>
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<td>Residential address - country name</td>
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<td>Primary email</td>
<td>Essential</td>
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<td>email2</td>
<td>Secondary email</td>
<td>If available</td>
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<tr>
<td>22</td>
<td>email3</td>
<td>Tertiary email</td>
<td>If available</td>
</tr>
<tr>
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<td>phone1</td>
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Appendix 5  Sample update status by institutions
### Institution by sample update status

<table>
<thead>
<tr>
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<th>Did not update sample</th>
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#### Sample update status - detail

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<td>Central Queensland University</td>
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<tr>
<td>Charles Darwin University</td>
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<td>Charles Sturt University</td>
<td>Yes</td>
</tr>
<tr>
<td>Curtin University of Technology</td>
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</tr>
<tr>
<td>Deakin University</td>
<td>Yes</td>
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<tr>
<td>Edith Cowan University</td>
<td>Yes</td>
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<td>Griffith University</td>
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<tr>
<td>James Cook University</td>
<td>Yes</td>
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<tr>
<td>La Trobe University</td>
<td>Yes</td>
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<tr>
<td>Macquarie University</td>
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<tr>
<td>MCD University of Divinity</td>
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<td>Monash University</td>
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<td>Murdoch University</td>
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<td>RMIT University</td>
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<td>Swinburne University of Technology</td>
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<td>The University of Queensland</td>
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<tr>
<td>University of the Sunshine Coast</td>
<td>Yes</td>
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<tr>
<td>Victoria University</td>
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</tr>
<tr>
<td>Western Sydney University</td>
<td>Yes</td>
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<tr>
<td>NUHEIs</td>
<td>Updated sample?</td>
</tr>
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</tr>
<tr>
<td>Academy of Design Australia</td>
<td>Yes</td>
</tr>
<tr>
<td>Australian College of Natural Medicine (t/a Endeavour College)</td>
<td>No</td>
</tr>
<tr>
<td>Australian College of Physical Education (ACPE)</td>
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</tr>
<tr>
<td>Australian College of Theology</td>
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</tr>
<tr>
<td>Australian Institute of Business Pty Ltd</td>
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</tr>
<tr>
<td>Australian School of Management</td>
<td>No</td>
</tr>
<tr>
<td>Avondale College of Higher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Blue Mountains International Hotel Management School</td>
<td>No</td>
</tr>
<tr>
<td>Box Hill Institute</td>
<td>Yes</td>
</tr>
<tr>
<td>Cambridge International College</td>
<td>No</td>
</tr>
<tr>
<td>Christian Heritage College</td>
<td>Yes</td>
</tr>
<tr>
<td>Holmesglen Institute of TAFE</td>
<td>No</td>
</tr>
<tr>
<td>International College of Management, Sydney (ICMS)</td>
<td>No</td>
</tr>
<tr>
<td>Melbourne Institute of Technology</td>
<td>No</td>
</tr>
<tr>
<td>Melbourne Polytechnic</td>
<td>Yes</td>
</tr>
<tr>
<td>Navitas Professional Institute Pty Ltd</td>
<td>No</td>
</tr>
<tr>
<td>Polytechnic West</td>
<td>No</td>
</tr>
<tr>
<td>Raffles College of Design and Commerce</td>
<td>Yes</td>
</tr>
<tr>
<td>SP Jain School of Management</td>
<td>Yes</td>
</tr>
<tr>
<td>Sydney College of Divinity</td>
<td>No</td>
</tr>
<tr>
<td>Tabor Adelaide</td>
<td>Yes</td>
</tr>
<tr>
<td>Tabor College Victoria</td>
<td>Yes</td>
</tr>
<tr>
<td>TOP Education Group Pty Ltd</td>
<td>No</td>
</tr>
<tr>
<td>William Angliss Institute</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Appendix 6  Survey invitations and reminders
Invitation
Subject: Graduate Outcomes Survey - Where are you now?

<If student age <30>
Dear %E403**Graduate%%,

We would love to know where your studies have taken you after you completed your %CourseName**course%% at %E306C**your institution%% between %grady_2**2013%% and early %gradyr**2015%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course over three years on, and the part it played in your current employment situation.

<If student age 30 or over>
Dear %E403**Graduate%%,

We are eager to find out what you have been doing since you completed your %CourseName**course%% at %E306C**your institution%% between %grady_2**2013%% and early %gradyr**2015%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course over three years on, and the part it played in your employment situation.

<If institution has former name>
Please note that you may recognise %E306C%% as %e306_former%%.

*** Complete the survey for your chance to win! If you submit your survey before midnight February 12 you will be entered into five weekly prize draws, and could win a share of the weekly prize pool of $2,500*

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

%%srvylink%%

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

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

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

    Username: %Username%%
    Password: %Password%%

Yours sincerely
Graham Challice
Executive Director, Major Projects
Social Research Centre

Reminder 1
Subject: Graduate Outcomes Survey - Don't miss your chance to win!

If student age <30 and study area=0>
Dear %E403**Graduate%%,

I contacted you a few days ago to find out what you have been doing since you completed your %CourseName**course%% at %E306C**your institution%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the valuable opportunity to express your views on your course over three years on, and the part it played in your current employment situation.

If student age 30 or over and study area=0>
Dear %E403**Graduate%%,

We recently contacted you to find out what you have been doing since you completed your %CourseName**course%% at %E306C**your institution%% between %gradyr_2**2013%% and early %gradyr**2015%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course over three years on, and the part it played in your employment outcomes.

If Study area= Architecture and built environment, Nursing, Teacher education, and Communications>
Dear %E403**Graduate%%,

I recently contacted you to find out what you have been doing since you completed your %CourseName**course%% at %E306C**your institution%%. I understand you must be busy but the Graduate Outcomes Survey - Longitudinal (GOS-L) gives you a valuable opportunity to express your views on your course over three years on, and the part it played in your employment outcomes.

If Study area= Law and Paralegal Studies, Pharmacy and Dentistry>
Dear %E403**Graduate%%,

I recently contacted you to find out what you have been doing since you completed your %CourseName**course%% at %E306C**your institution%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the valuable opportunity to express your views on your course over three years on, and the part it played in your employment outcomes. You are from a very select group of students studying %CourseName**your course%% which means it is extra important that you share your opinion so we have adequate numbers to publish your area's results.

If institution has former name>
Please note that you may recognise %E306C%% as %e306_former%%.

*** Complete the survey early to have more chances to win! If you submit your survey before midnight February 12 you will be entered into five weekly prize draws, and could win a share of the weekly prize pool of $2,500*

If partial status=1 (partially completed survey) and Device=1 (small screen device)>
It looks like you've started the survey. Did you know you can finish the GOS-L on your computer? To start the survey from where you left off, please click on the link below:

If partial status=1 (partially completed survey) and Device=0 (not small screen device)>
To start the survey from where you left off, please click on the link below:
To start the survey, please click on the link below:

%%srvylink%%

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

The Social Research Centre is running the survey on behalf of The Australian Government Department of Education and Training to help improve higher education in Australia for future graduates. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au/

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

Username: %Username%
Password: %Password%

Yours sincerely

Graham Challice
Executive Director, Major Projects
Social Research Centre

Reminder 2
Subject: Graduate Outcomes Survey - <e306c (institution name)> needs your help

If student age <30 and study area=0>
Dear %E403**Graduate%%,

It has already been over three years since you completed your %CourseName**course%% at %E306C**your institution%% between %gradyr_2**2013%% and early %gradyr**2015%% and I am contacting you to find out where your studies have taken you. I would be very grateful if you could take a moment out of your busy schedule to complete the Graduate Outcomes Survey - Longitudinal (GOS-L) today. Your response is really important to help %E306C**your institution%% and the Government to improve the quality of higher education in Australia.

If student age 30 or over and study area=0>
Dear %E403**Graduate%%,

We are contacting you to find out what you have been doing since you completed your %CourseName**course%% at %E306C**your institution%% between %gradyr_2**2013%% and early %gradyr**2015%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course over three years on, and the part it played in your employment outcomes.

If Study area= Architecture and built environment, Nursing, Teacher education, and Communications>
Dear %E403**Graduate%%,

Over three years have passed since you completed your %CourseName**course%% at %E306C**your institution%% between %gradyr_2**2013%% and early %gradyr**2015%% and I am contacting you to find out where your studies have taken you. I would be very grateful if you could take a moment out of your busy schedule to complete the Graduate Outcomes Survey - Longitudinal (GOS-L) today. Your response is really important to help %E306C**your institution%% and the Government to improve the quality of higher education in Australia.

If Study area= Law and Paralegal Studies, Pharmacy and Dentistry>
Dear %E403**Graduate%%,

Over three years have passed since you completed your %CourseName**course%% at %E306C**your institution%% between %gradyr_2**2013%% and early %gradyr**2015%% and I am contacting you to find out where your studies have taken you. I would be very grateful if you could take a moment out of your busy schedule to complete the Graduate Outcomes Survey - Longitudinal (GOS-L) today. As you are from a select group of students studying %CourseName**your course%% your response is really important that you help %E306C**your institution%% and the Government to improve the quality of higher education in Australia.

If institution has former name>
Please note that you may recognise %E306C%% as %e306_former%%.

*** Complete the survey early to have more chances to win! If you submit your survey before midnight February 12 you will be entered into all five weekly prize draws, and could win a share of the weekly prize pool of $2,500*
I noticed that you have started the survey but didn’t get the chance to finish. If it is easier you are able to finish the survey on a computer. To start the survey from where you left off, please click on the link below:

<If partial status=1 (partially completed survey) and Device=0 (not small screen device)>
To start the survey from where you left off, please click on the link below:

<If partial status not 1 (not a partially completed survey)>
To start the survey, please click on the link below:

%%srvylink%%

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

The Social Research Centre is running the survey on behalf of The Australian Government Department of Education and Training to help improve higher education in Australia for future graduates. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au/

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

   Username: %Username%
   Password: %Password%

Yours sincerely
Graham Challice
Executive Director, Major Projects
Social Research Centre

Reminder 3
Subject: Graduate Outcomes Survey - Don’t miss your chance to win!

<If student age <30 and study area=0>
Dear %E403**Graduate%%,

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

I would like to give you another chance to complete the Graduate Outcomes Survey - Longitudinal (GOS-L). Some of your classmates have already helped us out but we still need a few more responses from students like you to be able to publish your area of study on the website (www.qilt.edu.au ([http://www.qilt.edu.au/][http://www.qilt.edu.au/])). Without your important feedback future students won’t know what it is like to study at %E306C**your institution%%! We will then enter you in the prize draw (and I’ll stop sending reminder emails!).

<If student age 30 or over and study area=0>
Dear %E403**Graduate%%,

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

We are contacting you to find out what you have been doing since you completed your %%CourseName**course%% at %E306C**your institution%% between %grady_2**2013%% and early %gradyr**2015%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course three years on, and the part it played in your employment situation.

<If Study area= Architecture and built environment, Nursing, Teacher education, and Communications>
Dear %E403**Graduate%%,

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

I am contacting you to find out what you have been doing since you completed your %%CourseName**course%% at %E306C**your institution%% between %grady_2**2013%% and early %gradyr**2015%%. Some of your classmates have already helped us out but we still don’t have enough responses to publish the data on the website (www.qilt.edu.au). Without your important feedback future students will not know what it is like to study at %E306C**your institution%%. I would be very grateful if you could take the time today to fill in the survey. We will then enter you in the prize draw (and I’ll stop sending reminder emails!).

<If Study area= Law and Paralegal Studies, Pharmacy and Dentistry>
Dear %E403**Graduate%%,

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

I am contacting you to find out what you have been doing since you completed your %%CourseName**course%% at %E306C**your institution%% between %grady_2**2013%% and early %gradyr**2015%%. Some of your classmates have already helped us out but we still don’t have enough responses to publish the data on the website (www.qilt.edu.au). Without your important feedback future students will not know what it is like to study at %E306C**your institution%%. I would be very grateful if you could take the time today to fill in the survey. We will then enter you in the prize draw (and I’ll stop sending reminder emails!).
Complete the survey early to have more chances to win! If you submit your survey before midnight February 19 you will be entered into four weekly prize draws, and could win a share of the weekly prize pool of $2,500*

I noticed that you have started the survey but didn’t get the chance to finish. If it is easier you are able to finish the survey on a computer. To start the survey from where you left off, please click on the link below:

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

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

The Social Research Centre is running the survey on behalf of The Australian Government Department of Education and Training to help improve higher education in Australia for future graduates. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au/

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

Username: %UserName%
Password: %Password%

Yours sincerely,

Graham Challice
Executive Director, Major Projects
Social Research Centre

<If student age <30 and study area=0>>

Dear %E403**Graduate%%,

I understand that this is a busy time of year, but it is really important that you complete the Graduate Outcomes Survey - Longitudinal (GOS-L) If too few people from %CourseName**your course%% take part, your opinion cannot be shared with future students because we will not have reliable data to publish on the QILT website (www.qilt.edu.au).

<If student age 30 or over and study area=0>>

Dear %E403**Graduate%%,

We would like to invite you again to participate in the Graduate Outcomes Survey - Longitudinal (GOS-L) to find out what you have been doing since you completed your %CourseName**course%% at %E306C**your institution%% between %gradyr_2**2013%% and early %gradyr**2015%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course over three years on, and the part it played in your employment situation.

<If Study area= Architecture and built environment, Nursing, Teacher education, and Communications>>

Dear %E403**Graduate%%,

I understand that this is a busy time of year, but it is really important that you complete the Graduate Outcomes Survey - Longitudinal (GOS-L) since you are from a unique group of students that studied a %CourseName**course%% at %E306C**your institution%% between %gradyr_2**2013%% and early %gradyr**2015%%. If too few people from the %CourseName**your course%% take part, your opinion cannot be shared with future students because we will not have reliable data to publish on the QILT website (www.qilt.edu.au).

<If Study area= Law and Paralegal Studies, Pharmacy and Dentistry>>

Dear %E403**Graduate%%,

I understand that this is a busy time of year, but it is really important that you complete the Graduate Outcomes Survey - Longitudinal (GOS-L) If too few people from the %CourseName**course%% take part, your opinion cannot be shared with future students because we will not have reliable data to publish on the QILT website (www.qilt.edu.au).

<If institution has former name>>

Please note that you may recognise %E306C%% as %e306_former%%.

*** Complete the survey early to have more chances to win! If you submit your survey before midnight February 26 you will be entered into three weekly prize draws, and could win a share of the weekly prize pool of $2,500* ***

<If partial status=1 (partially completed survey) and Device=1 (small screen device)>>

I noticed that you have started the survey but didn’t get the chance to finish. If it is easier you are able to finish the survey on a computer. To start the survey from where you left off, please click on the link below:
To start the survey from where you left off, please click on the link below:

%%srvylink%%

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

The Social Research Centre is running the survey on behalf of The Australian Government Department of Education and Training to help improve higher education in Australia for future graduates. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au/

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

Username: %%Username%%
Password: %%Password%%

Yours sincerely
Graham Challice
Executive Director, Major Projects
Social Research Centre

Reminder 5
Subject: Graduate Outcomes Survey – Don’t miss the next prize draw

I would like to give you another chance to complete the Graduate Outcomes Survey - Longitudinal (GOS-L) about %CourseName% you completed at %E306C% between %gradyr_2%2013% and early %gradyr%2015%. Without your important feedback future students won't know what it is like to study at %E306C% ! I would be really grateful if you could take the time today to fill in the survey. Then you'll be in the prize draws* (and I'll stop sending you emails!)

We are eager to find out what you have been doing since you completed your %CourseName% at %E306C% between %gradyr_2%2013% and early %gradyr%2015%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course three years on, and the part it played in your employment situation.

I would like to give you another chance to complete the Graduate Outcomes Survey - Longitudinal (GOS-L), especially because you are from a unique group of students that studied a %CourseName% at %E306C% between %gradyr_2%2013% and early %gradyr%2015%. Without your important feedback future students won't know what it is like to study at %E306C% ! I would be really grateful if you could take the time today to fill in the survey. Then you'll be in the prize draws* (and I'll stop sending you emails!)

I understand that this is a busy time of year, but I would like to give you another chance to complete the Graduate Outcomes Survey - Longitudinal (GOS-L), especially because you are from a unique group of students that studied a %CourseName% at %E306C% between %gradyr_2%2013% and early %gradyr%2015%. Without your important feedback future students won't know what it is like to study at %E306C% ! I would be really grateful if you could take the time today to fill in the survey. Then you'll be in the prize draws* (and I'll stop sending you emails!).

Please note that you may recognise %E306C% as %e306_former%.

*** Complete the survey early to have more chances to win! If you submit your survey before midnight February 26 you will be entered into three weekly prize draws, and could win a share of the weekly prize pool of $2,500***
I noticed that you have started the survey but didn’t get the chance to finish. If it is easier you are able to finish the survey on a computer. To start the survey from where you left off, please click on the link below:

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

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

%%srvylink%%

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

The Social Research Centre is running the survey on behalf of The Australian Government Department of Education and Training to help improve higher education in Australia for future graduates. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au/

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

Username: %Username%%
Password: %Password%%

Thank you in advance,

Graham Challice
Executive Director, Major Projects
Social Research Centre

<If student age <30 and partial status=1>
Dear %%%E403**Graduate%%,

Thank you for making a start on the GOS-L survey. We appreciate that you must be busy, and haven't had a chance to complete it. It would be really great if you could take the time to finish it today, and then you will be entered into the final two prize draws.

<If student age <30 and partial status not 1>
Dear %%%E403**Graduate%%,

We understand that you must be busy, and would really appreciate it if you could find the time to complete the survey in the next couple of days. If you are able to, you will be entered into the final two prize draws.

<If student age 30 or over and partial status not 1>
Dear %%%E403**Graduate%%,

We are eager to find out what you have been doing since you completed your %%%CourseName**course%% at %%%E306C**your institution%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course three years on, and the part it played in your employment situation.

<If student age 30 or over and partial status=1>
Dear %%%E403**Graduate%%,

Thank you for making a start on the GOS-L survey. We appreciate that you must be busy and haven't had a chance to complete it yet. We are eager to find out what you have been doing since you completed your %%%CourseName**course%% at %%%E306C**your institution%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course three years on, and the part it played in your employment situation.

<If institution has former name>
Please note that you may recognise %%%E306C%% as %%%e306_former%%.

*** Complete the survey early to have more chances to win! If you submit your survey before midnight 5 March you will be entered into two weekly prize draws, and could win a share of the weekly prize pool of $2,500***

<If partial status=1 (partially completed survey) and Device=1 (small screen device)>
To start the survey, please click on the link below:

<If partial status=1 (partially completed survey) and Device=0 (not small screen device)>
To continue the survey from where you left off, please click on the link below:

<If partial status not 1 (not a partially completed survey)>
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.

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

Username: %%Username%%
Password: %%Password%%

Thank you in advance,

Graham Challice
Executive Director, Major Projects
Social Research Centre

Reminder 7
Subject: Graduate Outcomes Survey – Closing soon

Hurry, the survey is closing soon!

Dear %E403**Graduate%%,

The GOS-L is closing soon, don’t miss your chance to be entered in the last two prize draws to win $1,000. Complete the survey now so future students know what their future could hold if they study at %E306C**your institution%%.

Hurry, the survey is closing soon!

Dear %E403**Graduate%%,

The GOS-L is closing soon so don’t miss your chance to be entered into the last two prize draws for $1,000* - help future students by letting us know what you have been doing since graduating from %E306C**your institution%%.

Hurry, the survey is closing soon!

Dear %E403**Graduate%%,

The GOS-L is closing soon so don’t miss your chance to be entered into the last two prize draws for $1,000* - help future students by letting us know what you have been doing since graduating from %E306C**your institution%%.

*** If you submit your survey before midnight March 5 you will be entered into two weekly prize draws, and could win a share of the weekly prize pool of $2,500*

If you prefer, you can finish the survey on a computer. To start the survey from where you left off, please click on the link below:

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

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

%srvylink%%

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

The Social Research Centre is running the survey on behalf of the Australian Government Department of Education and Training to help improve higher education in Australia for future students. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au/l

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

    Username: %Username%%
    Password: %Password%%

Thank you in advance,
Graham Challice
Executive Director, Major Projects
Social Research Centre

Dear %E403**Graduate%%,

The GOS-L is almost over! Don't miss your chance to be entered in the final prize draw. Complete the survey now to make your opinion count.

<If institution has former name>
Please note that you may recognise %E306C%% as %e306_former%%.

*** If you submit your survey by midnight 12 March you will be entered into the final prize draw, and could win a share of $2,500*

If you prefer, you can finish the survey on a computer. To continue the survey from where you left off, please click on the link below:

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

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

%srvylink%%

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

The Social Research Centre is running the survey on behalf of the Australian Government Department of Education and Training to help improve higher education in Australia for future students. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to:

www.gos.edu.au/l

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

Username: %Username%%
Password: %Password%%

Thank you in advance,

Graham Challice
Executive Director, Major Projects
Social Research Centre

Dear %E403**Graduate**%

This is your last chance to complete the GOS-L and be entered into the final prize draw. Make sure you complete the survey by this coming Monday!

<If institution has former name>
Please note that you may recognise %E306C%% as %e306_former%%.

*** If you submit your survey by midnight March 12 you will be entered into the final prize draw, and could win a share of $2,500*

<If partial status=1 (partially completed survey) and Device=1 (small screen device)>
If you prefer, you can finish the survey on a computer. To continue the survey from where you left off, please click on the link below:

<If partial status=1 (partially completed survey) and Device=0 (not small screen device)>
To continue the survey from where you left off, please click on the link below:

<If partial status not 1 (not a partially completed survey)>
To start the survey, please click on the link below:

%%%srvylink%%

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

The Social Research Centre is running the survey on behalf of the Australian Government Department of Education and Training to help improve higher education in Australia for future students. It should take approximately 10-15 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.gos.edu.au/

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

    Username: %Username%
    Password: %Password%

Thank you in advance,

Graham Challice
Executive Director, Major Projects
Social Research Centre

Appendix 7  Briefing slides for telephone follow up activities
Quality Indicators for Learning and Teaching (QILT)

Graduate Outcomes Survey - Longitudinal

CATI in-field reminders
Briefing Overview

- Project background
- Data collection
- Structure of questionnaire
- Script run through
- Practice interviewing
- Live interviewing
The Graduate Outcomes Survey - Longitudinal (GOS-L) is conducted by the Social Research Centre on behalf of The Australian Government Department of Education and Training.

The GOS-L falls within the Quality Indicators for Learning and Teaching (QILT) survey suite and is a replacement for the Beyond Graduation Survey (BGS).

The GOS-L measures similar aspects to the GOS but with graduates from 3 years ago.
GOS-L – Further background

- Conducted once a year with those participants that completed the AGS three years earlier (2015 graduates).
- From next year we’ll be using the GOS (2016) as the sample source.
- Please note some participants may consider their graduation date to be 2013 or 2014 but all are in-scope.

- Over 100,000 graduates from 63 institutions (up from 55 last year) invited to participate in this collection. More than 1 in 5 have already completed the interview online – 23 per cent as of Thursday 15 February.
The GOS-L is designed to measure what graduates are doing now in terms of work or further study as well as their satisfaction with their studies.

Extremely important national benchmarking study for institutions to be able to improve their courses and the outcomes of graduates.

The Australian Government Department of Education and Training uses the results to monitor course quality.
GOS-L – Structure of questionnaire

- Module A: Screening and confirmation
- Module B: Labour Force
- Module H: Employment history
- Module C: Further study
- Module D: Graduate attributes
- Module E: Graduate preparation
- Module F: Additional items
- Module G: Contact Details
Data collection for the GOS-L is open from Wednesday 31 January to Monday 12 March.

### Email activity

<table>
<thead>
<tr>
<th>Email activity</th>
<th>Date (NUHEI)</th>
<th>Date (Uni)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork starts/email invite sent</td>
<td>Wed 31 Jan</td>
<td>Mon 5 Feb</td>
</tr>
<tr>
<td>Email reminder 1 sent</td>
<td>Sun 4 Feb</td>
<td>Thu 8 Feb</td>
</tr>
<tr>
<td>Email reminder 2 sent</td>
<td>Thu 8 Feb</td>
<td>Mon 12 Feb</td>
</tr>
<tr>
<td>Email reminder 3 sent</td>
<td>Mon 12 Feb</td>
<td>Sat 17 Feb</td>
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<td>Email reminder 4 sent</td>
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<tr>
<td>Email reminder 5 sent</td>
<td>Tue 20 Feb</td>
<td>Sat 24 Feb</td>
</tr>
<tr>
<td>Email reminder 6 sent</td>
<td>Sat 24 Feb</td>
<td>Tue 27 Feb</td>
</tr>
<tr>
<td>Email reminder 7 sent</td>
<td>Tue 27 Feb</td>
<td>Sat 3 Mar</td>
</tr>
<tr>
<td>Email reminder 8 sent</td>
<td>Sat 3 Mar</td>
<td>Tue 6 Mar</td>
</tr>
<tr>
<td>Email reminder 9 sent</td>
<td>Tue 6 Mar</td>
<td>Sat 10 Mar</td>
</tr>
<tr>
<td>Online collection closes</td>
<td>Mon 12 Mar</td>
<td>Mon 12 Mar</td>
</tr>
</tbody>
</table>

### Prize draw activity

<table>
<thead>
<tr>
<th>Prize draw activity</th>
<th>Date</th>
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<td>Prize draw period opens/Fieldwork starts</td>
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</tr>
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<td>Prize draw 1 close</td>
<td>12 Feb</td>
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<tr>
<td>Prize draw conducted</td>
<td>14 Feb</td>
</tr>
<tr>
<td>Prize draw 2 close</td>
<td>19 Feb</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>21 Feb</td>
</tr>
<tr>
<td>Prize draw 3 close</td>
<td>26 Feb</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>28 Feb</td>
</tr>
<tr>
<td>Prize draw 4 close</td>
<td>5 Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>7 Mar</td>
</tr>
<tr>
<td>Prize draw 5 close</td>
<td>12 Mar</td>
</tr>
<tr>
<td>Online collection closes</td>
<td>12 Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>14 Mar</td>
</tr>
</tbody>
</table>
GOS-L – Data collection cont.

- If a record has an international telephone number the ALTNUMxCOUNTRY variable will have a value.

Before dialling an international number go to Google websearch and type in: 

*Time [country]*

the current time for that country will be displayed

Call if appropriate or set an appointment for a suitable time taking into account acceptable calling times and our own working hours (9am to 10:30pm Mon – Thurs; 9am to 8:30pm Fri; 11am to 5pm Sat/Sun).
A ‘successful contact’ is counted as any QR contact that does not result in a refusal or similar outcome.

No more getting disheartened! Now collecting a **new** email will count as an interview on your screen.

The main purpose of the reminder call is to collect a current email address that we do not already have. Please make sure you read the email address back to the QR using the NATO alphabet. Error rates (Determined by rate of bounced emails) will be monitored closely throughout field.
GOS-L – Survey access

• The survey link has been in the email invitation and reminders but some of these email addresses are over three years old so they may not be used any more.

• The purpose of the reminder call is to collect an email from the QR where we can send the email invitation for them to complete the survey. This should be different from the emails we already have since they will have received the invitation and up to nine email reminders to existing email addresses we have by the time in-field reminders closes on 9 March.
GOS-L – Call outcomes

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

• These are very different call outcomes:
  • Refusal (Household/Respondent)
  • LOTE
  • Away duration
  • Claims to have already completed
  • Named person not known
  • Did not study at institution

Speak to a Call Centre Leader or Project Administrator if you’re unsure of any of these outcomes.
GOS-L – Privacy and confidentiality

- All GOS-L records are provided by the institutions themselves. The survey is voluntary.
- No identifying information forms part of the final data. Only aggregated data will appear on the QILT website.
- Please contact your supervisor if there are any queries or concerns. If your query is unable to be resolved it should be escalated to the shift manager who will escalate to the project team if necessary.
- General information about the Graduate Outcomes Survey - Longitudinal can be found here:
  - [www.gos.edu.au/l](http://www.gos.edu.au/l)
Any questions?

• **Job number:** 2035r – Prize draws are still running
• Very basic/quick call please practise for 10 minutes maximum.
• Do not request assistance from fellow interviewers if you are unsure how to proceed in any situation including Dimensions navigation correct coding of call outcomes or respondent queries. Speak to your Call Centre Leader or a Project Administrator
2035 Graduate Outcomes Survey – Longitudinal (GOS-L)

1. General Overview

1.1 SRC2035r GOS-L CATI in-field Reminder Calls

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATI rate</td>
<td>12.3 surveys per hour</td>
</tr>
<tr>
<td>Response rate</td>
<td>95% (10 surveys per refusal)</td>
</tr>
<tr>
<td>Interview length</td>
<td>1.5 minutes</td>
</tr>
</tbody>
</table>

### General Overview

<table>
<thead>
<tr>
<th>Starting date</th>
<th>31 January (Soft Launch NUHEI), 5 Feb (University)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finishing date</td>
<td>12 March</td>
</tr>
<tr>
<td>Geographical Area</td>
<td>National &amp; some international (est. 3% of surveys will be done via an international phone number)</td>
</tr>
<tr>
<td>Sample Source</td>
<td>Provided by administration at institution</td>
</tr>
<tr>
<td>Approach letter/email/SMS</td>
<td>Invitation email sent 31 Jan and up to 9 additional email reminders over the month of Feb and beginning of March.</td>
</tr>
<tr>
<td>LOTEs</td>
<td>No</td>
</tr>
<tr>
<td>Refusal conversion</td>
<td>No</td>
</tr>
<tr>
<td>Screening criteria</td>
<td>Named respondent completed course at institution in 2015. Please note some participants may consider their graduation date to be 2013 or 2014 but all are still in-scope.</td>
</tr>
</tbody>
</table>
2. Background

Data collection for the GOS-L is happening online for the whole month of February and first half of March. This is supplemented by CATI reminder calls (2035r). 100,000 graduates from 63 institutions have been invited to participate in this collection.

<table>
<thead>
<tr>
<th>Key Milestones – GOS-L 2018</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email invitation NUHEI sent</td>
<td>31-Jan</td>
</tr>
<tr>
<td>Reminder email #1 NUHEI sent</td>
<td>4-Feb</td>
</tr>
<tr>
<td>Email invitation University sent</td>
<td>5-Feb</td>
</tr>
<tr>
<td>Reminder email #1 University / Reminder Email #2 NUHEI sent</td>
<td>8-Feb</td>
</tr>
<tr>
<td>Reminder email #9 University sent</td>
<td>10-Feb</td>
</tr>
<tr>
<td>Reminder email #2 University / Reminder Email #3 NUHEI sent / Prize draw 1 close</td>
<td>12-Feb</td>
</tr>
<tr>
<td>Prize draw 1 conducted</td>
<td>14-Feb</td>
</tr>
<tr>
<td>Reminder email #3 University / Reminder Email #4 NUHEI sent</td>
<td>17-Feb</td>
</tr>
<tr>
<td>Reminder calls start / Prize draw 2 close</td>
<td>19-Feb</td>
</tr>
<tr>
<td>Reminder email #4 University / Reminder Email #5 NUHEI sent</td>
<td>20-Feb</td>
</tr>
<tr>
<td>Prize draw 2 conducted</td>
<td>21-Feb</td>
</tr>
<tr>
<td>Reminder email #5 University / Reminder Email #6 NUHEI sent</td>
<td>24-Feb</td>
</tr>
<tr>
<td>Prize draw 3 close</td>
<td>26-Feb</td>
</tr>
<tr>
<td>Reminder email #6 University / Reminder Email #7 NUHEI sent</td>
<td>27-Feb</td>
</tr>
<tr>
<td>Prize draw 3 conducted</td>
<td>28-Feb</td>
</tr>
<tr>
<td>Reminder email #7 University / Reminder Email #8 NUHEI sent</td>
<td>3-Mar</td>
</tr>
<tr>
<td>Prize draw 4 close</td>
<td>5-Mar</td>
</tr>
<tr>
<td>Reminder email #8 University / Reminder Email #9 NUHEI sent</td>
<td>6-Mar</td>
</tr>
</tbody>
</table>
### Key Milestones – GOS-L 2018

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prize draw 4 conducted</td>
<td>7-Mar</td>
</tr>
<tr>
<td>Reminder calls finish</td>
<td>9-Mar</td>
</tr>
<tr>
<td>Prize draw 5 close</td>
<td>12-Mar</td>
</tr>
<tr>
<td>Online collection close</td>
<td>12-Mar</td>
</tr>
<tr>
<td>Prize draw 5 conducted</td>
<td>14-Mar</td>
</tr>
</tbody>
</table>

### 3. Frequently Asked Questions

**What is the Graduate Outcomes Survey – Longitudinal?**

The Graduate Outcomes Survey-Longitudinal (GOS-L) is part of the largest survey of Australian higher education students to date. The 2018 GOS-L is being conducted amongst almost all higher education institutions in Australia.

**Is this the first time the survey has been conducted?**

This is the third collection of GOS-L, with the first collection in February 2016.

**Who is undertaking the research?**

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

**What is the purpose of the research?**

The survey provides participants that completed the Australian Graduate Survey (AGS) three years ago to talk about their experience of the institution they attended. The GOS-L also intends to measure current and previous employment and further study outcomes for these graduates. The results of the research are used to help higher education providers and the government gain insight into students’ experiences, and use this information to monitor and improve teaching and learning in Australia.

**Who can complete the survey?**

Graduate students from both undergraduate and postgraduate courses, who completed the 2015 Australian Graduate Survey.

**What sort of questions will be asked?**

The questions are about: labor force outcomes; further study; graduate attributes; and graduate preparation.

**Are my answers confidential?**
Yes, all information you provide is treated as confidential. Please be assured that no personal information will be disclosed to any outside organisation or individual, nor will it be linked to any of the responses you give to this survey.

**What happens if I do not wish to participate?**

While participation is purely voluntary, the benefits are far-reaching. The survey data collected is used to help higher education providers and government improve teaching and learning in Australia. Your responses are important to us and we want to hear about all student experiences, whether positive or negative.

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

All questions on the GOS-L are voluntary. You are not obligated to answer any question that you are uncomfortable with.

**How do I enter the Prize Draw?**

The prize draws are still open, all you need to do is complete the survey before it closes on March 12 to be entered. The sooner you complete the survey the more weekly prize draws you will be entered into.

### 4. Calling International numbers (Dimensions)

If a record has an international telephone number, the record will automatically be set to that time zone so the dialler will only call when it’s appropriate. When setting appointments, check that the time zone is correct and appointments are made for acceptable calling times in the destination country and it is also within our standard calling times so interviewers will be here to honour the appointments set. You can search the local time of the Country assigned to international telephone numbers by searching TIME [Country] using google.

### 5. Useful websites and participant information

Participant information, including links to the privacy statement is here:
- www.gos.edu.au/L

**Useful QILT Websites for further information**

The QILT website helps future students and graduates compare official study experience and employment outcomes data from Australian higher education institutions.
- www.qilt.edu.au

General information about the various studies can be found here:

- Student Experience Survey

- Employers Satisfaction Survey

- Graduate Outcomes Survey
  - https://www.qilt.edu.au/surveys/graduate-outcomes-survey

- Graduate Outcomes Survey - Longitudinal
  - https://www.qilt.edu.au/surveys/graduate-outcomes-survey---longitudinal
6. Initial email invitation

Dear

Condition: AGE=1 (Under 29)
We would love to know where your studies have taken you after you completed your course at between %gradyr_2**2013% and early %gradyr**2015%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course over three years on, and the part it played in your current employment situation.

Condition: AGE does not=1 (Over 29)
We are eager to find out what you have been doing since you completed your course at between %gradyr_2**2013% and early %gradyr**2015%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course over three years on, and the part it played in your employment situation.

Please note that you may recognise %E306C% as %e306 Former%.

*** Complete the survey for your chance to win! If you submit your survey before midnight February 12 you will be entered into five weekly prize draws, and could win a share of the weekly prize pool of $2,500*

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

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

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

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

Username:

Password:

Yours sincerely

[Signature]

Graham Challice
Executive Director, Major Projects
Social Research Centre

7. Troubleshooting / common questions

This message is showing: 'A survey is active for your ID. Please continue the original survey or return in 10 minutes to restart'
For security reasons the survey is disabled for 10 minutes when you exit the survey without pausing. The survey should work again after 10 minutes.
If they say they have tried that you need to click on their link, if it passed through a weird McAfee site prior to the error message coming up they need to copy and paste the link into their browser after 10 minutes.

I paused the survey
Re-click on the original survey link and you will be able to log in and start from where you left off.

I haven't received an invite to the GOS-L
The GOS is available to all graduates who completed a course between 2013 and 2015 and completed the Australian Graduates Survey in 2015. We may have had an incorrect email address for you.
Get details and look them up in the database. If in the sample, send link to new email and update their email address in database.

What is my username and password?
If you go to http://www.gos.edu.au/l and click ‘start survey’ it will give you the option to retrieve your username and password. Alternatively, we can send you the link directly.

My link doesn’t work
Have they tried copying and pasting the link into the browser. We can re-send it.

How do I know I’ve been entered in the prize draw: Once you’ve hit submit at the end of the survey you are automatically entered in the future prize draws for the GOS-L 2018.

I got a reminder email even though I’ve completed: I’ve checked your record and it’s all gone through fine but sometimes the records don’t update before reminders are sent out.

I have completed the survey but it never asked for the username or password below: The direct link you used from the email already contained your unique username and password.

Go away/no thanks/refusals: I have taken you out of the sample so you shouldn’t receive any further reminders.

I accidentally said ‘no’ to the first question: That’s not a problem at all, I’ll get it reset and let you know when it’s ready to go again. You’ll be able to use the same login details.
NOTE: Please file survey resets via the call alert database under project 2035r with a brief comment advising survey needing to be reset and reason why reset is needed. Once this is done please follow up with the Project Administrator as they will need email programmer to have survey reset. Allow 24 hours for reset. GOS-L Help Desk will notify the respondent via email once their survey has
Email research gilt@srcentre.com.au to get survey reset.

If the survey is confidential, how do you know whether I have done it or not? The survey is confidential, meaning that your answers to any questions cannot be identified or traced back to you. Also, your institution won’t know you have completed, but we at the Social Research Centre are able to see that you have completed and entered you in the prize draw.

Not working/freezing/faulty/etc.: It all seems to be working fine on my end. Sometimes the website runs into issues if you are using a mobile device or tablet or are based in China (firewall issues)

The website is down
If the survey isn’t working for anyone it may be a server issue on our end that requires investigation. Thank them for notifying us and we will get back to them when the issue has been investigated.
Let the PC and QILT team know of this issue ASAP.
8. Phonetic Alphabet

phonetic alphabet
A  alpha
B  bravo
C  charlie
D  delta
echo
F  foxtrot
G  golf
H  hotel
i  india
juliett
kilo
lima
mike

november
oscar
papa
quebec
romeo

sierra
tango
uniform
victor
whiskey

xray
yankee
zulu
Appendix 8  Questionnaire instrument
Contents

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### Summary of key 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>GRADYR/YEAR</td>
<td>Graduation year</td>
<td>Year of graduation</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>GRADYR-2/YEAR_2</td>
<td>Graduation year less two years</td>
<td>Year of graduation less two years</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>&lt;course&gt;</td>
<td>Name of course or program</td>
<td>Name of course or program as defined by institution</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>E306C</td>
<td>Institution Name</td>
<td></td>
<td>Throughout survey</td>
</tr>
<tr>
<td>Age</td>
<td>Age</td>
<td>Identification of 65+ respondents *where Age is blank show all response frames for LF1–LF5</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>ADDFlag</td>
<td>Address provided</td>
<td>ADDFlag= 1, address provided ADDFlag=2, no address provided</td>
<td>Module F: Contact Details</td>
</tr>
<tr>
<td>&lt;ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY&gt;</td>
<td>Address details</td>
<td>Address provided in sample</td>
<td>Module F: Contact Details</td>
</tr>
<tr>
<td>&lt;email1&gt;</td>
<td>Email</td>
<td>Primary email provided in sample</td>
<td>Module F: Contact Details</td>
</tr>
<tr>
<td>&lt;HOURS/EHRS&gt;</td>
<td>Previous hours worked</td>
<td>Hours usually worked in a week in previous AGS survey</td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>&lt;WORKING/EWORKING&gt;</td>
<td>Employment status in 2013</td>
<td>Employment status in 2013</td>
<td>Throughout questionnaire (value=0/1/2/3)</td>
</tr>
<tr>
<td>&lt;PRVOC/EOCC&gt;</td>
<td>Occupation in 2013</td>
<td></td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>&lt;EMPNAME&gt;</td>
<td>Employer in 2013</td>
<td></td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>&lt;STUDY/ESTUDY&gt;</td>
<td>Studying in 2013</td>
<td></td>
<td>Throughout questionnaire</td>
</tr>
<tr>
<td>&lt;PRVFURI/EFURQUAL&gt;</td>
<td>Further qual in 2013</td>
<td></td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>&lt;PRVFURI/QPRVFURI&gt;</td>
<td>Further qual institution in 2013</td>
<td></td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>&lt;Level_txt&gt;</td>
<td>2013 AGS qual level</td>
<td>Level of qualification completed in AGS 2013</td>
<td>Throughout questionnaire</td>
</tr>
<tr>
<td>&lt;round_txt&gt;</td>
<td>Time of completing AGS in 2013</td>
<td>Whether respondent completed AGS in first or second half of 2013</td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>partial</td>
<td>Status</td>
<td>0 = not started 1 = started</td>
<td>Introduction</td>
</tr>
<tr>
<td>section</td>
<td>What section paused at</td>
<td>What section respondent stopped when completing online</td>
<td>Introduction</td>
</tr>
<tr>
<td>minutes</td>
<td>How many minutes left if partial=1</td>
<td></td>
<td>Introduction</td>
</tr>
<tr>
<td>TransferDate</td>
<td>Date of transfer to web</td>
<td></td>
<td>INTRO2</td>
</tr>
<tr>
<td>Full Name</td>
<td>Full name</td>
<td>E403 + E402</td>
<td></td>
</tr>
<tr>
<td>CATIType</td>
<td>CATI type</td>
<td>Reminder/Full</td>
<td></td>
</tr>
<tr>
<td>NoCall</td>
<td>Refusals</td>
<td>0=OK to call 1=Not to be called</td>
<td></td>
</tr>
</tbody>
</table>
## Summary of derived 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><code>&lt;daystart&gt;</code></td>
<td>Start of week day</td>
<td></td>
<td>Module B: Labour Force</td>
</tr>
<tr>
<td><code>&lt;datestart&gt;</code></td>
<td>Start of week date</td>
<td></td>
<td>Module B: Labour Force</td>
</tr>
<tr>
<td><code>&lt;dayend&gt;</code></td>
<td>End of week day</td>
<td></td>
<td>Module B: Labour Force</td>
</tr>
<tr>
<td><code>&lt;dayend&gt;</code></td>
<td>End of week date</td>
<td></td>
<td>Module B:Labour Force</td>
</tr>
<tr>
<td><code>&lt;FinalcourseA/B&gt;</code></td>
<td>Respondent course name</td>
<td>Respondent corrected course name</td>
<td>Throughout survey</td>
</tr>
<tr>
<td><code>&lt;newqual&gt;</code></td>
<td>New qualification</td>
<td>Completed new qualification since 2013 AGS</td>
<td>Module C: Further study</td>
</tr>
<tr>
<td><code>&lt;FinalWorking/FINWORK&gt;</code></td>
<td>Employment status</td>
<td>Respondent corrected employment status</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>EarlyComplete</td>
<td>Early completion flag</td>
<td>Survey technically complete prior to submission</td>
<td></td>
</tr>
</tbody>
</table>

### STARTMODE

- Mode of survey entry
  - 1. Link
  - 2. Type-in
  - 3. CATI
  - 4. Postcard
  - 5. Authentication
  - 6. LMS
  - 7. In-field reminder call
  - 8. VM link
  - 9. Full CATI – complete online
  - 10. SMS
  - 11. Post-field reminder call

### FINISHMODE

- Mode of survey exit
  - 1. Link
  - 2. Type-in
  - 3. CATI
  - 4. Postcard
  - 5. Authentication
  - 6. LMS
  - 7. In-field reminder call
  - 8. VM link
  - 9. Full CATI – complete online
  - 10. SMS
  - 11. Post-field reminder call

START

END
Module A: Screening and confirmation
*SRC LOGO AND GOS LOGO
*(TIMESTAMP 0)

[IF CATI]
*INTRODUCTION

*(ALL)
WELCOME SCREEN

Agreed to complete online date: 12:00:00 AM
Minutes left:  <minutes>

Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306C> and the Department of Education and Training from the Social Research Centre.

May I please speak to <E403> <E402>?

*(TRANSFERDATE=blank)
INTRO

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

I'm calling to follow up on an email that we recently sent inviting you to participate in an online survey about the qualification you completed at <E306C>.

[DISPLAY IF PARTIAL=0] We are seeking feedback about what you are doing now it's been some time since you completed your studies at <E306C>. Your feedback will help facilitate the ongoing improvement of <E306C> and the quality of Australian higher education in general. Your feedback is very important and we would appreciate your participation.

[DISPLAY IF PARTIAL=0] This interview should only take about 13 minutes and all information you give to us will be strictly confidential.

[DISPLAY IF PARTIAL=1] It looks like you have already started the survey and, based on the section you are up to, it should only take <minutes> from here.

Do you have some time now?

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 provided to us under strict privacy provisions by <E306C> and will be used only for this research.

1. Continue
2. Wants to complete online
3. Household refusal
4. Respondent refusal
5. Language difficulty
Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306C> and the 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 PARTIALCOMP=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 provided to us under strict privacy provisions by <E306C> and will be used only for this research.

1. Continue (GO TO MOB) [PROGRAMMER NOTE: Clear TransferDate in sample]
2. Wants email again (SUPPRESS)
3. Household refusal
4. Respondent refusal
5. Language difficulty

***(INTRO=2)***

EM1

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

<email1>

1. Email address shown is correct
2. Email address: [TEXT BOX FOR EMAIL]

[Programmer: Show TERM1 and flag as Transfer_To_Web]

***(INTRO=5)***

LOTE

RECORD LANGUAGE
1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic
7. Lebanese
8. Turkish
9. Other language [VERBATIM TEXT BOX]
10. Language not identified

***(ALL)***

MOB

DO NOT ASK

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?
1. Yes
2. No

*(MOB=1)
SAFE

Are you OK to talk with me now for the next minute?

1. Safe to take call
2. Not safe to take call (MAKE APPOINTMENT)

*(SAFE=2)
SAFE1

DO NOT ASK: Please make an appointment.

1. Returning from appointment (GO TO INTRO)

*(ALL)
MON

This call may be monitored or recorded for quality assurance purposes. Please tell me if you don’t want this to happen.

1. Monitoring and recording allowed
2. Monitoring and recording NOT permitted

*(ONLINE ONLY)
confirmO

Thank you for agreeing to take part in the Graduate Outcomes Survey - Longitudinal. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education and Training. It measures graduate employment outcomes and gives you the opportunity to express your views on your course three years on. Most people take less than 10 minutes to complete all the questions.

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

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

Please press the ‘Next’ button below to continue

*(ALL)
Institution/QCONFIRM

Did you complete your <Level_txt> at <E306C> between <GRADYR/YEAR_2> and early <GRADYR/YEAR>? 

IF E306<2154 OR 3004 OR 4363 OR 4396 SHOW: *Please note that throughout the survey we will refer to your institution formerly known as <former_name> by the new name of <E306C>.

1. Yes
2/QOTHTYR No, I completed my <Level_txt> at <E306C> in this year:____________________
3. No, I have never completed this<Level_txt> at <E306C> (TERM)

IF E308A#BLANK
*(COURSE NAME IN SAMPLE)
coursescrn2/QCONFLEV

[IF ONLINE] Can you please confirm the <Level_txt> you completed at <E306C>?
[IF CATI] Just to confirm the <course/s> you completed at <E306C>, our records show you completed;;;

<E308A>/<E308B>
1. Yes, the above is correct
2. No, the above is incorrect

IF (E308A=BLANK) OR (COURSESCRN2/QCONFLEV=2) *(COURSE NAME MISSING OR INCORRECT)
coursecrn3_E30A/QFINCSE

[IF ONLINE] Please enter the name of the <COURSE> you completed at <E306C> below.
[IF CATI] Can you please tell me the names of the course(s) you completed at <E306C>?

Course A/QFINCSEA:

Course B/QFINCSEB: [TICK BOX: No second <course>]

PROGRAMMER NOTE: ALL QUESTIONS NON-MANDATORY FROM HERE

IF COURSESCRN2/QCONFLEV=2 *(E308A CORRECTED)
level1/QOTHLEVA
And was <FinalCourseA> …

[IF CATI display 'READ OUT']
1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging and Enabling course

IF COURSESCRN2/QCONFLEV=2 AND COURSE B#BLANK *(E308B CORRECTED)
level2/QOTHLEVB
And was <FinalCourseB> …

[IF CATI display 'READ OUT']
1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging and Enabling course
IF <Working/EWORKING>=3 OR 0 *(UNEMPLOYED OR OTHER/UNKNOWN STATUS LAST AGS) statuso/PRVWKST
Which of the following best describes your situation in <GRADYR/YEAR> when you completed the Australian Graduate Survey?
Please select as many as apply

[IF CATI: display 'READ OUT']
1. / PRVWKST1 I was working
2. / PRVWKST2 I was studying
3. / PRVWKST3 I was looking for work
4. / PRVWKST4 I was temporarily not looking for work (but planning to in the future)
5. / PRVWKST5 I was permanently not looking for work
6. / PRVWKST6 I was doing something else (Specify____)

PROGRAMMER NOTE: Allow multiple selections. Do not allow code 3 AND (4 OR 5) combined.

IF STATUSO/PRVWKST=3 AND STATUSO/PRVWKST≠1 *(UNEMPLOYED LAST AGS)
statuso2/FOUNDWK
Have you since found employment?
Please note your employment does not have to be related to <FinalCourseA/FinalCourseB>

1. Yes
2. No

IF STATUSO2/FOUNDWK=1 *(UNEMPLOYED LAST AGS AND NOW EMPLOYED) Status/FIRSTWK
In which year did you first obtain employment?

10. 2018
9. 2017
8. 2016
1. 2015
2. 2014
3. 2013
4. 2012
5. 2011
6. 2010 or earlier
7. Still looking for work

IF (<WORKING/EWORKING>≠3 OR 0) OR STATUSO=1 *(EMPLOYED LAST AGS) statusue
(SHOW IF: <WORKING/EWORKING>=1 OR 2 When you completed the Australian Graduate Survey (AGS) in the <round_txt> half of <GRADYR/YEAR>, you mentioned you were employed,) Please confirm the occupation you held and the name of the employer or business at that time.

[IF ONLINE: Please correct inaccuracies or fill in missing information.]

Name of your employer or business:  
Your occupation at that employer or business:
1. [if <EMPNAME> not missing show here]  
2. I was not employed when I completed the AGS
PROGRAMMER NOTE: HOVER OVER ‘occupation’ = ‘Any permanent, contract, casual or self employed occupation in which you were paid a wage, salary, commission or any payment in kind’

INTERVIEWER NOTE: ‘occupation’ = ‘Any permanent, contract, casual or self employed occupation in which you were paid a wage, salary, commission or any payment in kind’

PROGRAMMER NOTE: CREATE NEW VARIABLE <FinalWorking/FINWORK>

IF STATUSE≠2
*(EMPLOYED LAST AGS)
statuse2 <PRVOCC> was the last occupation you logged with us in the <round_txt> half of <GRADYR/YEAR>’. Do you still hold the same position at <EMPNAME>?

1. Yes
2. I am still at <EMPNAME> but in a different occupation
3. ‘<PRVOCC>’ is still my occupation but I have changed employer
4. No

IF STATUSE2=1 AND HOURS≠0
*(SAME EMPLOYER AND HOURS NOT ZERO)
statusehr You also mentioned you usually worked <HOURS/EHOURS> hours each week. Is this still the case?

1. Yes, the hours are the same
2. No, the number of hours I usually work in a week has increased to:
3. No, the number of hours I usually work in a week has decreased to:
4. I did not work that number of hours a week in that occupation

IF <STUDY/ESTUDY>=1 OR 2 OR STATUSO=2
*(STUDYING LAST AGS)
statuss ((SHOW IF: <STUDY/ESTUDY>=1 OR 2 When you completed the Australian Graduate Survey in <GRADYR/YEAR>, you mentioned you were undertaking further study.) Can you please confirm the name of the qualification and where you were studying (SHOW IF STATUSO/PRVWKST=2: when you completed the AGS in <GRADYR/YEAR>)?

[IF ONLINE: Please correct inaccuracies or fill in missing information.]

Name of the qualification:
1. [if <FURQUALS/EFURQUAL> not missing show here]

Institution where you were studying:
1. [if <FURINRAW/EFURINST> not missing show here]
2. /QFURNA I was not undertaking further study at that time

IF STATUSS≠2
*(STUDYING LAST AGS)
statuss2/QFURCOMP Which of the following best describes your situation with regards to your <FURQUALS/EFURQUAL>?

[IF CATI display ‘READ OUT’]
1. I completed the <FURQUALS/EFURQUAL>
2. I discontinued the <FURQUALS/EFURQUAL>
3. I transferred to another qualification
4. I’m still in the process of completing the <FURQUALS/EFURQUAL>

PROGRAMMER NOTE: Create variable <newqual/QNEWQUAL> if statuss2=1
Module B: Labour Force

[PROGRAMMER: IF EWORKING =0 – 3: Some of the questions we’re about to ask might seem familiar, but please bear with us, as we need to ask everyone the same questions in this section.

*(ALL)

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

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

1. Yes
5. No
6. Permanently unable to work
7. [DISPLAY IF AGE>64] Permanently not intending to work

*(LF1/WORKED=5)
*(NOT WORKING)

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

1. Yes
5. No
6. [DISPLAY IF AGE>64] Permanently not intending to work

*(LF2/WWOPAY=5)
*(NOT WORKING WITHOUT PAY)

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

1. Yes
5. No
6. [DISPLAY IF AGE>64] Permanently not intending to work

*(LF1/WORKED=1 OR 5 OR LF2/WWOPAY=1 OR 5 OR LF3/AWAYWORK=1 OR 5)
*(NOT WORKING)

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

1. Yes
5. No
6. [DISPLAY IF AGE>64] Permanently not intending to work

*(LF4/LOOKFTWK=1 OR 5)
*(INTENDING TO WORK)

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

1. Yes
5. No
6. [DISPLAY IF AGE>64] Permanently not intending to work

*(LF4/LOOKFTWK=1 OR 5)
*(LOOKING FOR FULL-TIME OR PART TIME WORK)
LF45/STARTWK
If you had found a job, could you have started last week?

1. Yes
5. No

*(LF4/LOOKFTWK=5 AND LF5/LOOKPTWK=5)
*(NOT LOOKING FOR WORK)

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

1. Yes
5. No

INTERVIEWER NOTE: ‘work you had already obtained’ = “refers to new types of work that you have acquired but not yet commenced”

[PROGRAMMER NOTE: POP UP ‘work you had already obtained’ = “refers to new types of work that you have acquired but not yet commenced”]

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1)
*(WORKING OR AWAY FROM JOB)

LF7/MORE1JOB
Did you have more than 1 job or business last week?

1. Yes
5. No

INTERVIEWER NOTE: ‘more than 1 job or business last week’ = “include jobs or businesses that you had even if you didn’t work at one or more of those jobs or businesses last week”

[PROGRAMMER NOTE: POP UP ‘more than 1 job or business last week’ = “include jobs or businesses that you had even if you didn’t work at one or more of those jobs or businesses last week”]

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1)
*(WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

INTROLF10ii/INTROSELFEMPii
[DISPLAY IF LF7/MORE1JOB=1] The next few questions are about the job or business in which you usually work the most hours, that is, your main job.

INTROLF10iii/INTROSELFEMPiii
[DISPLAY IF LF3/AWAYWORK=1] The next few questions are about the job or business in which you usually work the most hours.

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

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

*(LF10/SELFEMP=1)
*(WORKING FOR AN EMPLOYER)

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

1. Wage or Salary
5. Other or Uncertain
*(LF10/SELFEMP=3 OR LF11/PAYMENT=5)
*(OTHER WORK ARRANGEMENTS)
LF12/PAYARRNG
What are your <working/payment> arrangements?

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

[PROGRAMMER: NOTE CODES FOR TEXT SUBSTITUTION:]
IF LF7/MORE1JOB=1: <main job>
IF LF7/MORE1JOB=5: <job>
IF LF10/SELFEMP=2 OR LF12/PAYARRNG=12 OR 13: <business>
IF LF10/SELFEMP=1 OR LF12/PAYARRNG=10 -11, 14-20: <employer at the place you work> OR <employer>
IF LF10/SELFEMP=BLANK AND LF12/PAYARRNG=BLANK: <job>

*(LF7/MORE1JOB=1)
*(MORE THAN ONE JOB OR BUSINESS)
LF16/ACTLHRSM
How many hours did you actually work in your main job last week less time off but counting any extra hours worked?

1. Enter hours

INTERVIEWER NOTE: ‘time off = “includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike” AND ‘extra hours’ = “any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates”
PROGRAMMER NOTE: HOVER OVER ‘time off = “includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike”
PROGRAMMER NOTE: HOVER OVER ‘extra hours’ = “any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates”

*(LF7/MORE1JOB=1)
*(MORE THAN ONE JOB OR BUSINESS)
LF17/USLHRSM
How many hours do you usually work each week in your main job?

1. Enter hours

PROGRAMMER NOTE: HOVER OVER ‘time off = “includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike”
PROGRAMMER NOTE: HOVER OVER ‘extra hours’ = “any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates”

*(LF7/MORE1JOB=1 OR LF7/MORE1JOB=5)
* (WORKING IN ONE JOB OR MORE THAN ONE JOB OR BUSINESS) 

LF18/ACTLHRS
How many hours did you actually work last week less time off but counting any extra hours worked IF LF7/MORE1JOB=1: in all your jobs? 

1. Enter hours (RANGE 0 to 100)

*(LF7/MORE1JOB=1 OR LF7/MORE1JOB=5) *(WORKING IN ONE JOB OR MORE THAN ONE JOB OR BUSINESS) 

LF19/USLHRS
How many hours do you usually work each week IF LF7/MORE1JOB=1: in all your jobs? 

1. Enter hours

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) *(WORKING OR AWAY FROM JOB) 

LF20/PREFMHRS
Would you prefer to work more hours than you usually work IF LF7/MORE1JOB=1: in all your jobs? 

1. Yes 
5. No 
6. Don’t know

*(LF20/PREFMHRS=1) *(PREFER WORK MORE HOURS) 

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

1. Enter hours

[PROGRAMMER NOTE: IF hours entered less than LF19 insert error message ‘Preferred working hours are less than hours usually worked.’] 

*(LF20/PREFMHRS=1) *(PREFER WORK MORE HOURS) 

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

1. Yes 
2. No

TS2 TIMESTAMP 2

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1 OR LF6/WAITWORK=1) *(WORKING OR AWAY FROM JOB OR WAITING TO START WORK) 

LF23/OCC
What is your occupation in your main job/job/business? 

1. Enter occupation

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1 OR LF6/WAITWORK=1) *(WORKING OR AWAY FROM JOB OR WAITING TO START WORK) 

LF24/DUTIES
What are your main tasks and duties? 

1. Enter main tasks and duties
INTERVIEWER NOTE: ‘business or service’ = “refers to the industry your work falls under; for example, retail, construction, education”

[PROGRAMMER NOTE: POP UP ‘business or service’ = “refers to the industry your work falls under; for example, retail, construction, education”]

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1 OR LF6/WAITWORK=1) *(WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

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

1. Enter business or service

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1 OR LF6/WAITWORK=1) *(WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

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

1. Enter employer/business name

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

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) *(WORKING OR AWAY FROM JOB)

LF36/SECTOR
In what sector are you wholly or mainly employed?

[IF CATI display ‘READ OUT’]
1. Public or government
2. Private
3. Not-for-profit

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) *(WORKING OR AWAY FROM JOB)

LF27/INAUST
Are you working in Australia?

1. Yes
2. No
3. Not sure

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) AND LF27/INAUST=1) *

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

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

1. Enter postcode or suburb

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) AND LF27/INAUST=2)

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

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

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

*(IF LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) *(WORKING OR AWAY FROM JOB)
LF30/EMP12
Have you worked <for your employer/in your business> for 12 months or more?

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

*(LF30/EMP12=5)* *(WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)*

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

1. Enter number of months

*(LF30/EMP12=1)* *(WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS)*

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

1. Enter number of years

((LF10/SELFEMP=1 OR LF12/PAYARRNG=14, 15, 17-20) AND LF30/EMP12=5 AND LF19/USLHRS>=35). *(WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)*

LF33/FFTJOB
Is this your first full-time job?

1. Yes
2. No

PROGRAMMER: SHOW LF34/SALARYA AND LF35/SALARYC ON THE SAME PAGE WHEN LF7/MORE1JOB=1, WITH LF42/SALARYB AND LF43/SALARYD APPEARING AS DROP DOWN QUESTIONS WHEN THE FILTER IS MET

*[PROGRAMMER NOTE: error message to replace ‘(Item skipped)’ (9) cannot be combined with other answers = ‘Please also select the button against the amount entered’.]*

*[PROGRAMMER NOTE: IF LF19/USLHRS IS BLANK AND LF34 CODE 1 IS WITHIN RANGE, GO TO LF42]*

*[PROGRAMMER NOTE: POP UP ‘main job’ = “This refers to the job that you work the most hours”]*

*(LF27/INAUST=1)* *(WORKING IN AUSTRALIA)*

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

SINGLE RESPONSE

1. Amount per hour (Specify) (LIKELY RANGE: 5-250)
2. Amount per day (Specify) (LIKELY RANGE: 50-800)
3. Amount each week (Specify) (LIKELY UPPER LIMIT: 4,000)
4. Amount each fortnight (Specify) (LIKELY UPPER LIMIT: 8,000)
5. Amount each month (Specify) (LIKELY UPPER LIMIT: 17,500)
6. Amount each year (Specify) (LIKELY RANGE: 12 -250K)
7. No earnings
8. Don’t know
PROGRAMMER THIS QUESTION NEEDS TO BE A DROP DOWN QUESTION THAT ONLY SHOWS WHEN
*(LF34/SALARYA=BELOW OR ABOVE RANGE ALLOWED) OR (LF19/USLHRS=BLANK AND LF34/SALARYA=1))

[PROGRAMMER NOTE: POP UP ‘all your jobs’ = ‘This refers to the combined income received from all jobs’]
*(IN PAID WORK AND OUT OF RANGE SALARY ENTERED)

LF42/SALARYB

Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in < IF LF7/MORE1JOB=5: this job/ IF LF7/MORE1JOB=1: all your jobs>, per annum before tax or anything else was taken out?

(SINGLE RESPONSE)

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

[PROGRAMMER NOTE: IF LF17/USLHRSM IS BLANK AND LF35 CODE 1 IS WITHIN RANGE, GO TO LF43]

[PROGRAMMER NOTE: POP UP ‘main job’ = “This refers to the job that you work the most hours”]

[PROGRAMMER NOTE: error message to replace ‘(Item skipped)’ (9) cannot be combined with other answers = ‘Please also select the button against the amount entered’.

*(LF27/INAUST=1 AND LF7/MORE1JOB=1)

*(MORE THAN ONE JOB)

LF35/SALARYC

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

(SINGLE RESPONSE)

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

[PROGRAMMER NOTE: POP UP ‘main job’ = “This refers to the job that you work the most hours”]

*(LF35/SALARYC=BELOW OR ABOVE RANGE ALLOWED) OR (LF17/USLHRS=BLANK AND LF35/SALARYC=1))

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

LF43/SALARYD

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

(SINGLE RESPONSE)
1. $1 - $9,999
2. $10,000 - $19,999
3. $20,000 - $29,999
4. $30,000 - $39,999
5. $40,000 - $49,999
6. $50,000 - $59,999
7. $60,000 - $69,999
8. $80,000 - $89,999
9. $100,000 - $124,999
10. $125,000 - $149,999
11. $150,000 or more
12. Don't know

[PROGRAMMER NOTE: SALARY LOGIC CALCULATION IF LF7/MORE1JOB=1:]

1. IF RESPONDED TO BOTH SALARYA AND SALARYB, OR SALARYC AND SALARYD TAKE SALARYB OR SALARYD FOR THIS CALCULATIONCALCULATE ANNUAL SALARY FOR LF34/SALARY A AND LF35/SALARYC. SAS CALCULATION:

   if LF34/SALARYA =1 then SALARYA = LF19/USLHRS*365.25/7;
   else if LF35/SALARYC =1 then SALARYC= LF17/USLHRSM*365.25/7;
   else if LF34/SALARYA OR LF35/SALARYC =2 then SALARYA/SALARYC= 5*365.25/7;
   else if LF34/SALARYA OR LF35/SALARYC =3 then SALARYA/SALARYC=365.25/7;
   else if LF34/SALARYA OR LF35/SALARYC =4 then SALARYA/SALARYC=365.25/14;
   else if LF34/SALARYA OR LF35/SALARYC =5 then SALARYA/SALARYC=12;
   else if LF34/SALARYA OR LF35/SALARYC =6 then SALARYA/SALARYC=6
   else if LF34/SALARYA OR LF35/SALARYC =7 then SALARYA/SALARYC=0;

2. TAKE LOWEST VALUE IN THE RANGE SELECTED AT LF42/SALARYB AND LF43/SALARYD

3. CALCULATE:
   A. IF LF35/SALARYC > LF34/SALARYA GO TO SALCONF1
   B. IF LF43/SALARYD MINIMUM > LF34/SALARYA GO TO SALCONF1
   C. IF LF35/SALARYC > LF42/SALARYB MAXIMUM GO TO SALCONF1
   D. IF LF43/SALARYD MINIMUM > LF42/SALARYB MINIMUM GO TO SALCONF1

PROGRAMMER: SHOW SALCONF1 AND SALCONF2 ON THE SAME PAGE
PROGRAMMER: IF SALCONF1 > SALCONF2 show error message: “Please ensure your earnings for all your jobs is higher than your salary for your main job”.

[PROGRAMMER NOTE: error message to replace ‘(Item skipped)’ (9) cannot be combined with other answers = ‘Please also select the button against the amount entered’.

[PROGRAMMER NOTE: POP UP ‘main job’ = “This refers to the job that you work the most hours”]

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

SALCONF1

Sorry but the salary you entered for your main job is higher than the salary you entered for all your jobs. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

(SINGLE RESPONSE)

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

[PROGRAMMER NOTE: POP UP ‘all your jobs’ = ‘This refers to the combined income received from all jobs’]  
*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)  
SALCONF2

And which of the following would you usually earn in your all your jobs, per annum before tax or anything else was taken out?  
(SINGLE RESPONSE)

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

*(LF27/INAUST=2)  
*(WORKING OUTSIDE AUSTRALIA)

LF44/SALARYOS

What is your gross (that is pre-tax) annual salary? You can estimate if necessary.  
Please select currency <Currency drop down list> (display list of currencies in accompanying excel sheet)

1. <text box>

*(LF30/EMP12=5 AND LF10/SELFEMP=1 OR LF12/PAYARRNG=12, 14, 15, 17-20)  
*(WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)

LF37/FINDJOB

How did you first find out about this job?  
(SINGLE RESPONSE)

[IF CATI display ‘READ OUT’]

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

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

a/1. My job requires less education than I have
b/2. I have more job skills than are required for this job
c/3. Someone with less education than myself could perform well on my job
d/4. My previous training is being fully utilised on this job
e/5. I have more knowledge than I need in order to do my job
f/6. My education level is above the level required to do my job
g/7. Someone with less work experience than myself could do my job just as well
h/8. I have more abilities than I need in order to do my job

(RESPONSE FRAME)

[IF CATI display 'READ OUT']
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

*(LF19/USLHRS<35 AND LF20/PREFMHRS=5)
*(USUALLY WORKING LESS THAN 35 HOURS AND NOT LOOKING FOR MORE HOURS)

LF39/RSNOMORE

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

(SINGLE RESPONSE)

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

*(LF19/USLHRS<35 AND LF20/PREFMHRS=1)
*(WORKING LESS THAN 35 HOURS AND LOOKING FOR MORE HOURS)

LF39a/RSMORE

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

(SINGLE RESPONSE)

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

[PROGRAMMER NOTE:]
SPOQSCL CALCULATION IF 6 VALID RESPONSES OTHERWISE SKIP
1. Calculate the average rating across all of the items someone answers - range 1 to 5 as per codeframe. NOTE: scores for SPOQ4. are reversed, strongly agree=1, strongly disagree=5
Example: Average = (3 + 4 + 4 + 4 + 2 + 2 + 4) / 8 = 27 / 8 = 3.375
- We calculate an average for each valid response, so if they skip an item (DK/Ref/no answer) we exclude that from the average.

*(LF38 score/SPOQSCL >= 3.5)
*(PERCEIVED OVERQUALIFICATION FOR CURRENT JOB)
LF40/RSOVRQ
Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education?
(SINGLE RESPONSE)
[IF CATI display ‘READ OUT’]
1. No suitable jobs in my local area
2. No jobs with a suitable number of hours
3. No suitable jobs in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
6. Short-term illness or injury
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
10. Studying
11. Other (Please specify ___)

*(LF4/LOOKFTWK=1 OR LF5/LOOKPTWK=1) AND (LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1)
*(WORKING AND LOOKING FOR WORK)
LF41/BEGNLOOK
When did you begin looking for work?
1. Dropdown months
2. Enter year

TS3 TIMESTAMP. Create <EarlyComplete> variable.

IF (WORKED=5 OR BLANK AND WWOPAY=5 OR BLANK AND AWAYWORK=5 OR BLANK) AND (LOOKFTWK=5 OR BLANK AND LOOKPTWK=5 OR BLANK AND WAITWORK=5 OR BLANK)
*(NOT WORKING OR INTENDING TO WORK OR LOOKING FOR WORK OR WAITING TO START WORK OR WORKING STATUS UNKNOWN)
Unemploy/UNEMP
What is the main reason you are currently not working or looking for work?
1. open text
Module H: Employment history

IF STATUSE2≠1 OR IF (WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (FinalWorking/FINWORK=3 OR 0) *(CURRENTLY OR PREVIOUSLY WORKING – NOT IN SAME OCCUPATION)

OTHWORKi Aside from your current occupation(s) have you worked anywhere else since <refyear>?  
OTHWORKii Aside from your <PRVOCC/EOCC> role at <EMPNAME>, have you worked anywhere else since <refyear>?  
OTHWORKiii Aside from your <PRVOCC/EOCC> role at <EMPNAME> and your current occupation(s), have you worked anywhere else since <refyear>?  

PROGRAMMER NOTE: HOVER OVER ‘occupation’ = ‘Any permanent, contract, casual or self employed occupation in which you were paid a wage, salary, commission or any payment in kind’  
INTERVIEWER NOTE: ‘occupation’ = ‘Any permanent, contract, casual or self employed occupation in which you were paid a wage, salary, commission or any payment in kind’  

1. Yes  
2. No  

IF OTHWORKi/ii/iii=2 *

EH9/OTHOCC Have you changed occupations within the same business since <refyear>?

An example of changing occupations may be getting a promotion from ‘Business analyst’ to ‘Senior business analyst’

1. Yes  
2. No  

IF OTHWORKi/ii/iii=1 OR EH9/OTHOCC=1 *

EH7/NUMOCC How many other occupations (IF WORKING SHOW: excluding your current occupation) have you performed since <refyear>? If you changed occupations within the same business, please include each occupation separately.

An example of changing occupations may be getting a promotion from ‘Business analyst’ to ‘Senior business analyst’.

1. Enter number of occupations

IF NUMOCC#O OR BLANK *

EH2 (IF WORKING SHOW: Excluding your current job, p) Please list the names of the businesses and the title of your occupation(s) you have held since completing your qualification in <refyear>.

Please include those positions you consider are of most value to your resumé

VEHEMP Name of your employer or business:  
1.  
2.  
3.  
4.  
5.  
6. I would like to add more answers

VEHOCC Occupation at that employer or business:  
1.  
2.  
3.  
4.  
5. 

21
PROGRAMMER NOTE: include number of boxes shown to be answer to EH7/NUMOCC with a maximum of 10. IF NUMOCC IS BLANK SHOW 5 BOXES

INTERVIEWER NOTE: 'occupation' = 'Any permanent, contract, casual or self employed occupation in which you were paid a wage, salary, commission or any payment in kind'

IF EH2#BLANK
*(WORKED ELSEWHERE OR CHANGED OCCUPATION)

EH3 Can you please tell us more information about when you were a/an [EH2title=1] at [insert business name from EH2=1].

EH3i Can you please tell us more information about when you were a/an [EH2title=1] at [insert business name from EH2=1].

EH3ii Can you please tell us more information about when you were at [insert business name from EH2=1].

a.VEHDUT What were your main tasks/duties? [Open text]
b.EHHRS How many hours did you usually work each week? [Open text]
c.EHAUST Were you working in Australia?
   1. Yes [Specify postcode]
   2. No
e.EHFIN What month and year did you finish the occupation listed above?
   1. Dropdown Month and Year (refyear to current year)
   2. I am still working in that occupation with the same employer or business

PROGRAMMER NOTE: Add 'Prefer not to answer these questions' tick box at bottom of screen. If month/year and 'I am still working...' both selected please show error message 'These cannot be both selected. Please uncheck the box or reset Month/Year to be Please Select'

IF EHAUST=2
*(WORKED OUTSIDE AUSTRALIA IN 'OTHER' COUNTRY)

EH8/EHCTRY You said your employer was based outside Australia, in what country was your employer or business based?
   1. Lookup list

IF EHAUST=1
*(WORKED ELSEWHERE IN AUSTRALIA)

EH4/EHSLY And in Australian dollars, how much were you usually earning as a [EH2=1 title] at [insert business name from EH2=1] before tax or anything else is taken out? Please make only one selection

EH4i/EHSLEY And in Australian dollars, how much were you usually earning as a [EH2=1 title] before tax or anything else is taken out? Please make only one selection

EH4ii/EHSLEYii And in Australian dollars, how much were you usually earning at [insert business name from EH2=1] before tax or anything else is taken out? Please make only one selection

SINGLE RESPONSE

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

IF EHSLEY=BELOW OR ABOVE RANGE ALLOWED
*(WORKED ELSEWHERE IN AUSTRALIA)
 Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much were you usually earning as a [EH2=1 title] at [insert business name from EH2=1] per annum before tax or anything else was taken out?

**SINGLE RESPONSE**

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

*IF EH3C/EHAUST=2 OR (EH3C/EHAUST=MISSING AND EH8/EHCTRY=MISSING)*

**WORKED ELSEWHERE OUTSIDE AUSTRALIA OR MISSING**

**EH6/EHCRCY**

When you were working as <a/an> [EH2=1 title] at [insert business name from EH2=1] what was your gross (that is pre-tax) annual salary? You can estimate if necessary.

**EH6i/EHCRCYi**

When you were working as <a/an> [EH2=1 title] what was your gross (that is pre-tax) annual salary? You can estimate if necessary.

**EH6ii/EHCRCYii**

When you were working at [insert business name from EH2=1] what was your gross (that is pre-tax) annual salary? You can estimate if necessary.

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

1 <text box>
Module C: Further study

*(ALL) fquali

The next few items are about qualifications you may have completed between <GRADYR/YEAR_2> and <GRADYR/YEAR>

Since you completed your <FinalCourseA/FinalCourseB> between <GRADYR/YEAR_2> and early <GRADYR/YEAR> have you completed another qualification?

Fqualii

The next few items are about qualifications you may have completed between <GRADYR/YEAR_2> and <GRADYR/YEAR>

Since you completed your <QNEWQUAL/newqual> have you completed another qualification?

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

IF FQUALI/II= 1 OR 2 *(STUDIED)
FS7/VFURQUAL What is the full title of the most recent qualification you completed?

1. Qualification title

INTERVIEWER NOTE: ‘qualification’ = “refers to the course, degree or program that you recently completed”.

[PROGRAMMER NOTE: POP UP ‘qualification’ = “refers to the course, degree or program that you recently completed”.]

IF FQUALI/II= 1 OR 2 *(STUDIED)
FS8/FQMAJ What was your major field of education for this qualification?

[IF CATI display ‘READ OUT’]
1. Natural and Physical Sciences
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health
7. Education
8. Management and Commerce
9. Society and Culture
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
13. Other (please specify_____)
1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging and Enabling course

IF FQUALII= 1 OR 2 *(STUDIED)
FS11/VFURINST And the institution where you completed the qualification?

1. Institution

ALL
FSC1/FURSTUD
The following items are about qualifications you are currently studying…

Are you currently a full-time or part-time student <STATUSS2#4 at a TAFE, university or other educational institution>?

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

IF FSC1/FURSTUD= 1 OR 2 OR STATUSS2=4 (PREFILL STATUSS2=4 WITH QNEWQUAL DATA AND DO NOT SHOWN ITEM FOR THIS GROUP) *(STUDYING CURRENTLY)
FSC7/VFQUAL What is the full title of the most recent qualification you are currently studying?

1. Qualification title

INTERVIEWER NOTE: ‘qualification’ = “refers to the course, degree or program that you are currently studying”.

[PROGRAMMER NOTE: POP UP ‘qualification’ = “refers to the course, degree or program that you are currently studying”.

*(FS1/FURSTUD= 1 OR 2) *(STUDYING)
FSC8/FURFOE What is your major field of education for this qualification?

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

*(FS1/FURSTUD= 1 OR 2)
*(STUDYING)
FSC9/FURLEV

What is the level of this qualification?

[IF CATI display ‘READ OUT’]
1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging and Enabling course

*(FS1/FURSTUD=1 OR 2)
*(STUDYING)
FSC11/VFQINST

And the institution where you are currently studying?

1. Lookup list

TS5 TIMESTAMP 5
Module D: Graduate attributes

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1)
*(WORKING OR AWAY FROM JOB)

[PROGRAMMER NOTE: RANDOMISE STATEMENTS WITHIN CATEGORIES. DO NOT DISPLAY CATEGORY HEADINGS. REPEAT ITEM STEM ON EACH PAGE]

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

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

STATEMENTS

Foundation skills
- foundation1/GFOUND1 Oral communication skills
- foundation2/GFOUND2 Written communication skills
- foundation3/GFOUND3 Numeracy skills
- foundation4/GFOUND4 Ability to develop relevant knowledge
- foundation5/GFOUND5 Ability to develop relevant skills
- foundation6/GFOUND6 Ability to solve problems
- foundation7/GFOUND7 Ability to integrate knowledge
- foundation8/GFOUND8 Ability to think independently about problems

Adaptive skills and attributes
- adaptive1/GADAPT1 Broad general knowledge
- adaptive2/GADAPT2 Ability to develop innovative ideas
- adaptive3/GADAPT3 Ability to identify new opportunities
- adaptive4/GADAPT4 Ability to adapt knowledge in different contexts
- adaptive5/GADAPT5 Ability to apply skills in different contexts
- adaptive6/GADAPT6 Capacity to work independently

Teamwork and interpersonal skills
- collab1/GCOLLAB1 Working well in a team
- collab2/GCOLLAB2 Getting on well with others in the workplace
- collab3/GCOLLAB3 Working collaboratively with colleagues to complete tasks
- collab4/GCOLLAB4 Understanding of different points of view
- collab5/GCOLLAB5 Ability to interact with co-workers from different or multicultural backgrounds

RESPONSE FRAME
[IF CATI display ‘READ OUT’]
- a. Strongly disagree
- b. Disagree
- c. Neither disagree nor agree
- d. Agree
- e. Strongly agree
- f. Not applicable

TS7 TIMESTAMP 7
Module E: Graduate Preparation

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) *(WORKING OR AWAY FROM JOB)
Gosop1/FORMREQ
Is a <FinalCourseA/FinalCourseB> a formal requirement for you to do your current job?

1. Yes
2. No

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) *(WORKING OR AWAY FROM JOB)
Gosop2/QUALIMP
To what extent is it important for you to have a qualification to be able to do your job?

[IF CATI display ‘READ OUT’]
1. Not at all important
2. Not that important
3. Fairly important
4. Important
5. Very important

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) *(WORKING OR AWAY FROM JOB)
Gosop3/CRSPREP
Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?

[IF CATI display ‘READ OUT’]
1. Not at all
2. Not well
3. Well
4. Very well
5. Don’t know / Unsure

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) *(WORKING OR AWAY FROM JOB)
bestprep/VPREP
What are the main ways that <E306C> prepared you for employment in your organisation?

1. <text box>

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) *(WORKING OR AWAY FROM JOB)
Improveprep/VBETTER
What are the main ways that <E306C> could have better prepared you for employment in your organisation?

1. <text box>
Thinking about your original decision to complete this higher education course between <GRADYR/YEAR_2> and early <GRADYR/YEAR>, if you had to make this choice again, would you study...

[IF CATI display 'READ OUT']
1. The same qualification at the same institution
2. The same qualification at a different institution
3. The same subject area(s) at the same institution
4. The same subject area(s) at a different institution
5. Something completely different at the same institution
6. Something completely different at a different institution
7. I wouldn’t study at all

PROGRAMMER NOTE: SINGLE RESPONSE

IF SAMESTUDY1/STCHOICE#1
( IF NOT 1 AT SAMESTUDY/STCHOICE)
samestudy2/VCHOICE
   What is the main reason you say that?

1. <text box>
Module F: Additional items

IF E306C=3034 *(RMIT GRADUATES)
  rmitnps On a scale of 0 to 10 where 0 is not at all likely and 10 is extremely likely, how likely is it that you would recommend RMIT as a place to study to a friend, colleague or relative?

  0. Not at all likely
  1.
  2.
  3.
  4.
  5.
  6.
  7.
  8.
  9.
  10. Extremely likely

IF E306C=3034 AND RMITNPS=0-10 *(RMIT GRADUATES)
  rmitnpsop What is the main reason you gave this score?

  1. (Full open) [PROGRAMMER: NOT MANDATORY]

IF E306C=3034 *(RMIT GRADUATES)
  rmitnpsa On a scale of 0 to 10 where 0 is not at all likely and 10 is extremely likely, how likely is it that you would recommend this <FinalCourseA> <course> to a friend, colleague or relative?

  RESPONSE FRAME
  0. Not at all likely
  1.
  2.
  3.
  4.
  5.
  6.
  7.
  8.
  9.
  10. Extremely likely

IF E306C=30434 AND NPSA=0-10 *(RMIT GRADUATES)
  rmitnpsopa What is the main reason you gave this score?

  1. (Full open) [PROGRAMMER: NOT MANDATORY]

IF E306C=3034 AND FinalCourseB#Blank *(RMIT GRADUATES WITH SECOND COURSE)
  rmitnpsb On a scale of 0 to 10 where 0 is not at all likely and 10 is extremely likely, how likely is it that you would recommend this <FinalCourseB> <course> to a friend, colleague or relative?
RESPONSE FRAME
0. Not at all likely
1.
2.
3.
4.
5.
6.
7.
8.
9.
10. Extremely likely

IF E306C=3034 AND FinalCourseB#Blank AND NPSB=0-10 *(RMIT GRADUATES WITH SECOND COURSE)
rmitnpsopb What is the main reason you gave this score?
1. (Full open) [PROGRAMMER: NOT MANDATORY]
The next few questions are about the job or business in which you usually work the most hours; that is, your main job.

Please select the approximate number of staff in the organisation where you are currently employed.

SINGLE RESPONSE
1. 1 to 19
2. 20 to 99
3. 100 to 499
4. 500 to 999
5. 1,000 or more
99. Unsure

In your current job, how many reporting levels are you from the CEO or equivalent?

For example, if you report directly to the CEO or equivalent, you are 1 reporting level away.

1. Enter number of levels (RANGE 0 TO 30)
2. Unsure tick box

Which of the following statements best describe your leadership role in your job?

SINGLE RESPONSE
1. I currently hold a formal leadership role (e.g. supervisor or manager)
2. I currently hold an informal leadership role (e.g. mentor, direct or influence others)
3. I do not currently hold a leadership role

Did you attend or participate in any of the following activities organised by the University of Melbourne? Please select all that apply.

MULTI RESPONSE
1. Careers fairs or events
2. Employer seminars, workshops or events
3. Networking events
4. Internships or work placements
5. Mentoring programs
6. Other career advice or support (Please specify: __________)
7. None of these

IF E306C=3036 AND (UNIMACT1#7 OR BLANK) *(UNIMELB GRADUATES PARTICIPATED IN ACTIVITY) uniMact2 To what extent do you agree or disagree that the below activity or activities helped prepare you for employment?

[PROGRAMMER NOTE: ONLY SHOW THOSE SELECTED AT UNIMACT1]

a. Careers fairs or events
b. Employer seminars, workshops or events
c. Networking events
d. Internships or work placements
e. Mentoring programs
f. Other career advice or support

RESPONSE FRAME
1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree
6. Not applicable

*(IF E306=1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040 AND IF LF10 = 2 or LF12=12 or LF12=13, GROUP OF 8 GRADUATES AND MAIN JOB IS OWN BUSINESS)
G8_1 You indicated that your main job is in your own business. Apart from yourself, approximately how many additional people are employed by <insert name of business from LF26/your business>?

1. Enter number
2. Not sure

*(IF E306=1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040 AND IF LF10 = 2 or LF12=12 or LF12=13, GROUP OF 8 GRADUATES AND MAIN JOB IS OWN BUSINESS)
G8_2 Thinking about by <insert name of business from LF26/your business>, please select the range that best describes your expected gross (pre-tax) annual turnover for the current financial year in Australian dollars.

*PROGRAMMER NOTE: HOVER OVER “turnover” = “the annual turnover is the annual gross (pre-tax) revenue or income of the business”

1. Less than $20,000
2. Between $20,000 and $49,999
3. Between $50,000 and $199,999
4. Between $200,000 and $499,999
5. Between $500,000 and $999,999
6. Between $1,000,000 and $1,999,999
7. $2,000,000 or more
8. Don’t Know

LEADERSHIP
*(IF E306=1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040) AND (IF LF1=1 OR LF2 = 1 OR LF3 = 1), GROUP OF 8 GRADUATE AND WORKING OR AWAY FROM JOB)
G8_15 Which of the following statements best describe your leadership role in your main job?

1. I currently hold a formal leadership role (e.g. supervisor or manager)
2. I currently hold an informal leadership role (e.g. mentor, direct or influence others)
3. I do not currently hold a leadership role

* (IF G8_15=1, FORMAL LEADERSHIP ROLE)

G8_16 How many employees do you manage or supervise directly or indirectly? That is, how many employees report through to you (include the staff that you supervise directly and any staff that report through to them)?

1. 0
2. 1-2
3. 3-4
4. 5-9
5. 10 – 19
6. 20-49
7. 50-99
8. 100+

OWN BUSINESS
* (IF E306=1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040) AND (LF10=1 AND LF11=1) or (LF11=5 OR LF10=3 AND LF12 = 10,11,14-20)), GROUP OF 8 GRADUATES AND MAIN JOB IS NOT OWN BUSINESS)

G8_3 Do you currently have your own business?

1. Yes
2. No

* (IF G8_3 = 1, OWNS BUSINESS THAT IS NOT MAIN JOB)

*PROGRAMMER NOTE: HOVER OVER ‘business or service’ = ‘Refers to the industry your work falls under; for example retail, construction, education’

G8_4 What kind of business or service is carried out by your business? (note this matches LF25)

1. Enter business or service (to code into ANZSIC)

* (IF G8_3 = 1, OWNS BUSINESS THAT IS NOT MAIN JOB)

G8_5 Is the business based in Australia?

1. Yes
2. No
3. Not Sure

* (IF G8_5 = 1, BUSINESS IN AUSTRALIA)

G8_6 What is the postcode or suburb of the business?

1. Enter postcode (RANGE 200 to 9999; WHOLE NUMBERS)
2. If you’re not sure of the postcode, enter suburb (Specify ______)
3. Not Sure

* (IF G8_5 = 2, BUSINESS IS NOT IN AUSTRALIA)

G8_7 In which country is your business based?

1. Country list (SACC – exclude Australia from list)
2. Other (Specify ______)

* (IF G8_3 = 1, OWNS BUSINESS THAT IS NOT MAIN JOB)

G8_8 Apart from yourself, approximately how many additional people are employed by your business?
1. Enter number
2. Not sure

*(IF G8_3 = 1, OWNS BUSINESS THAT IS NOT MAIN JOB)

G8_9 Thinking about your business, please select the range that best describes your expected gross (pre-tax) annual turnover for the current financial year in Australian dollars.

*PROGRAMMER NOTE: HOVER OVER “turnover” = “the annual turnover is the annual gross (pre tax) revenue or income of the business”

1. Less than $20,000
2. Between $20,000 and $49,999
3. Between $50,000 and $199,999
4. Between $200,000 and $499,999
5. Between $500,000 and $999,999
6. Between $1,000,000 and $1,999,999
7. $2,000,000 or more
8. Don’t Know

VOLUNTEERING

*(IF E306=1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040, ALL GO8 GRADUATES)

G8_10 During the past 12 months, have you done any volunteering work?

1. Yes
2. No
3. Not Sure

*(IF G8_10 = 1, HAS VOLUNTEERED IN LAST 12 MONTHS)

G8_11 From the following list, please select the category that best describes the type of volunteering that you have done over the past 12 months? You may choose more than one category?

1. General Administration/office work
2. Governance/Boards/Committee
3. Pro-bono work (providing your professional service for free)
4. Aged Care/Support
5. Disability Care/Support
6. Homeless Support
7. Child/Youth Mentoring
8. Tutoring
9. Working with animals
10. Creative Arts
11. Fundraising/Events
12. Political
13. Safety and Emergency Services
14. Sporting Organisations
15. School Support
16. Counselling and Help Line
17. Trades and Maintenance
18. Tour Guides/Information
19. Other (please specify _____)

*(IF G8_10 = 1, HAS VOLUNTEERED IN LAST 12 MONTHS)

G8_12 During the past 12 months, approximately how many hours have you spent on volunteering activities?

1. 1-9 hours
2. 10-19 hours
3. 20-29 hours
4. 30-49 hours
5. 50-99 hours  
6. 100 - 199 hours  
7. 200+ hours  
8. Not Sure.

*(IF G8_10 = 1, HAS VOLUNTEERED IN LAST 12 MONTHS)*

G8_13 During the past 12 months, was your volunteering in Australia or overseas?

1. Australia  
2. Overseas  
3. Both in Australia and overseas

*(IF G8_13= 2 OR 3, VOLUNTEERED OVERSEAS)*

*PROGRAMMER NOTE: SET UP AS 3 TEXT BOXES WITH PREDICTIVE TEXT FOR COUNTRIES*

G8_14 Aside from Australia, in which countries did you volunteer in the last 12 months? Please enter up to three countries. If more than three countries please choose the countries where you did the most hours of volunteering.

1. <Text box> Country list (SACC – excluding Australia from list).
2. <Text box> Country list (SACC – excluding Australia from list).
3. <Text box> Country list (SACC – excluding Australia from list).

TS9 TIMESTAMP 9
Module G: Contact Details

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

1. Yes
2. No

*(ALL) Alumni
Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?

1. Yes
2. No

IF CONTACT=1 or ALUMNI=1 *(CONSENT TO FURTHER RESEARCH)
*(ALL) email
We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

<email>

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

IF ADDFLAG=1 *(CONSENT TO FURTHER RESEARCH AND ADDRESS IN SAMPLE FILE)
*(ALL) address
The postal address we have for you is:

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

Is this correct?

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

IF ADDFLAG=2 *(CONSENT TO FURTHER RESEARCH AND ADDRESS MISSING)
*(ALL) address2
We do not have any postal information provided for you. Would you like to update your postal details?

1. Yes
2. No
3. Do not wish to be contacted by post
NOTIFY Would you like to be notified via email when the national GOS-L data is released on the Quality Indicators for Learning and Teaching (QILT) website?

1. Yes
2. No

IF CONTACT=2 AND NOTIFY=1 *(DECLINED FURTHER RESEARCH AND CONSENTED TO RECEIVE RESULTS)
NTFEMAIL What is the best email address to send the notification to?

<email>

1. Address as above
2. Enter new email address

END

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

TERM SCRIPT: Unfortunately you do not qualify to complete this survey. If you have any questions, please contact the Social Research Centre GOS-L helpdesk on 1800 055 818 or via email at gosl@srcentre.com.au.
Appendix 9  Questionnaire screen shots
Questionnaire screen shots

Thank you for agreeing to take part in the Graduate Outcomes Survey - Longitudinal. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education and Training. It measures graduate employment outcomes and gives you the opportunity to express your views on your course three years on. Most people take less than 10 minutes to complete all the questions.

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

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

Please press the 'Next' button below to continue.

---

Did you complete your Bachelor's Pass at **Institution A** between 2013 and early 2015?

- [ ] Yes
- [ ] No, I completed my Bachelor's Pass at Institution A in this year: [ ]
- [ ] No, I have never completed this Bachelor's Pass at Institution A

---

Can you please confirm the Bachelor's Pass you completed at **Institution A**?

**Course A**

- [ ] Yes, the above is correct
- [ ] No, the above is incorrect

---
When you completed the Australian Graduate Survey (AGS) in the second half of 2015, you mentioned you were employed. Please confirm the occupation you held and the name of the employer or business at that time.

Please correct inaccuracies or fill in missing information.

Name of your employer or business:

Employer A

Your occupation at that employer or business:

Hotel supervisor

☐ I was not employed when I completed the AGS

Previous  Next

Hotel supervisor was the last occupation you logged with us in the second half of 2015? Do you still hold the same position at Employer A?

☐ Yes
☐ I am still at Employer A but in a different occupation
☐ Hotel supervisor is still my occupation but I have changed employer
☐ No

Previous  Next

You also mentioned you usually worked 40 hours each week. Is this still the case?

☐ Yes, the hours are the same
☐ No, the number of hours I usually work in a week has increased to: 
☐ No, the number of hours I usually work in a week has decreased to: 
☐ I did not work that number of hours a week in that occupation

Previous  Next
Some of the questions we’re about to ask might seem familiar, but please bear with us, as we need to ask everyone the same questions in this section.

Thinking about last week, the week starting Monday, 4/9/2018 and ending last Sunday, 10/9/2018.

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

- Yes
- No
- Permanently unable to work

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

- Yes
- No
Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?

- Yes
- No

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

- Yes
- No

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

- Yes
- No
If you had found a job, could you have started last week?

☐ Yes
☐ No

Save

Next

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

☐ Yes
☐ No

Save

Next

The next few questions are about the job or business in which you usually work the most hours.
Did you work for an employer, or in your own business?
- Employee
- Own business
- Other or Uncertain

Are you paid a wage or salary, or some other form of payment?
- Wage or Salary
- Other or Uncertain

How many hours did you actually work last week less time off, but counting any extra hours worked?
How many hours do you usually work each week?

Would you prefer to work more hours than you usually work?
- Yes
- No
- Don't know

How many hours a week would you like to work?

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

- Yes
- No

What is your occupation in your job?

What are your main tasks and duties?
What kind of business or service is carried out by your employer at the place where you work?

What is the name of your employer?

In what sector are you wholly or mainly employed?
- Public or government
- Private
- Not-for-profit
Are you working in Australia?

- Yes
- No
- Not sure

And what is the postcode or suburb of your employer?

- Not sure

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

- Yes, more than 12 months
- No, less than 12 months
How many years have you worked for your employer?

Save

In Australian dollars, how much do you usually earn in this job, before tax or anything else is taken out?

Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).

- Amount per hour (Specify)
- Amount per day (Specify)
- Amount each week (Specify)
- Amount each fortnight (Specify)
- Amount each month (Specify)
- Amount each year (Specify)
- No earnings
- Don't know

Save

Previous

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

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

When did you begin looking for work?

Enter month:
- Select month →

Enter year

The next few items are about qualifications you may have completed between 2013 and 2015.

Since you completed your Course A between 2013 and early 2015 have you completed another qualification?

- Yes – full-time
- Yes – part-time
- No
What is the full title of the most recent qualification you are currently studying?

Qualification title: 

What is your major field of education for this qualification?

- Natural and Physical Sciences
- Information Technology
- Engineering and Related Technologies
- Architecture and Building
- Agriculture Environmental and Related Studies
- Health
- Education
- Management and Commerce
- Society and Culture
- Creative Arts
- Food, Hospitality and Personal Services
- Other field qualification
- Other (please specify) 

What is the level of this qualification?

- Higher Doctorate
- Doctorate by Research
- Doctorate by Coursework
- Master Degree by Research
- Master Degree by Coursework
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) Degree
- Bachelor (Pass) Degree
- Advanced Diploma
- Associate Degree
- Diploma
- Non-award course
- Bridging and Transitioning course
And the institution where you are currently studying?

For each of the following skills or attributes, to what extent do you agree or disagree that your Course A from Institution A prepared you for your current job?

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

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

For each of the following skills or attributes, to what extent do you agree or disagree that your Course A from Institution A prepared you for your current job?

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to apply skills in different contexts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to identify new opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bread general knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to develop innovative ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity to work independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to adapt knowledge in different contexts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For each of the following skills or attributes, to what extent do you agree or disagree that your Course A from Institution A prepared you for your current job?

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working well in a team</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Getting on well with others in the workplace</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Understanding of different points of view</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Working collaboratively with colleagues to complete tasks</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to interact with co-workers from different or multicultural backgrounds</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Overall, how well did your Course A prepare you for your job?

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

What are the main ways that Institution A prepared you for employment in your organisation?

What are the main ways Institution A could have better prepared you for employment in your organisation?
Thinking about your original decision to complete this higher education course between 2013 and early 2015, if you had to make this choice again, would you study...

- The same qualification at the same institution
- The same qualification at a different institution
- The same subject area(s) at the same institution
- The same subject area(s) at a different institution
- Something completely different at the same institution
- Something completely different at a different institution
- I wouldn’t study at all

What is the main reason you say that?

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

- Yes
- No
Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?

- Yes
- No

Save

Previous

Next

We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: test1@icentre.com.au

- Permanent email address is as above
- Enter new permanent email address
- Don't have a permanent email address
- Do not wish to be re-contacted by email

Save

Previous

Next

The postal address we have for you is:

3-1 Dong da Ju yuan, Qi Yun East Street,
Xuming County,
Anhui Province,
345400
China

Is this correct?

- Yes
- No
- Do not wish to be contacted by post

Save

Previous

Next
Would you like to be notified via email when the national GOS-L data is released on the Quality Indicators for Learning and Teaching (QILT) website?

- Yes
- No

[Save] [Previous] [Next]
Appendix 10  Response rates by institutions
## Response rate by institution and graduate type

<table>
<thead>
<tr>
<th></th>
<th>2018 GOS-L</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Postgraduate</td>
<td>Total</td>
</tr>
<tr>
<td><strong>University</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating institutions</td>
<td>39</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Graduates approached</td>
<td>60,494</td>
<td>38,656</td>
<td>99,150</td>
</tr>
<tr>
<td>Final in-scope graduates</td>
<td>55,588</td>
<td>36,165</td>
<td>91,753</td>
</tr>
<tr>
<td>Completed surveys</td>
<td>22,718</td>
<td>17,026</td>
<td>39,744</td>
</tr>
<tr>
<td><strong>Response rate (%)</strong></td>
<td><strong>40.9%</strong></td>
<td><strong>47.1%</strong></td>
<td><strong>43.3%</strong></td>
</tr>
<tr>
<td><strong>NUHEI</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating institutions</td>
<td>19</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Graduates approached</td>
<td>892</td>
<td>421</td>
<td>1,313</td>
</tr>
<tr>
<td>Final in-scope graduates</td>
<td>764</td>
<td>369</td>
<td>1,133</td>
</tr>
<tr>
<td>Completed surveys</td>
<td>310</td>
<td>153</td>
<td>463</td>
</tr>
<tr>
<td><strong>Response rate (%)</strong></td>
<td><strong>40.6%</strong></td>
<td><strong>41.5%</strong></td>
<td><strong>40.9%</strong></td>
</tr>
<tr>
<td><strong>Total institutions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating institutions</td>
<td>58</td>
<td>53</td>
<td>60</td>
</tr>
<tr>
<td>Graduates approached</td>
<td>61,386</td>
<td>39,077</td>
<td>100,463</td>
</tr>
<tr>
<td>Final in-scope graduates</td>
<td>56,352</td>
<td>36,534</td>
<td>92,886</td>
</tr>
<tr>
<td>Completed surveys</td>
<td>23,028</td>
<td>17,179</td>
<td>40,207</td>
</tr>
<tr>
<td><strong>Response rate (%)</strong></td>
<td><strong>40.9%</strong></td>
<td><strong>47.0%</strong></td>
<td><strong>43.3%</strong></td>
</tr>
</tbody>
</table>
Appendix 11 Email outcomes by institution and graduate type
## Email send outcomes by institution and graduate type

<table>
<thead>
<tr>
<th>University</th>
<th>Invite</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R4</th>
<th>R5</th>
<th>R6</th>
<th>R7</th>
<th>R8</th>
<th>R9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total sent n</strong></td>
<td>99,150</td>
<td>86,722</td>
<td>79,882</td>
<td>74,304</td>
<td>71,099</td>
<td>65,980</td>
<td>63,616</td>
<td>61,964</td>
<td>58,975</td>
<td>58,025</td>
</tr>
<tr>
<td><strong>Opened %</strong></td>
<td>53.7</td>
<td>43.5</td>
<td>38.7</td>
<td>26.7</td>
<td>32.8</td>
<td>26.6</td>
<td>27.3</td>
<td>24.3</td>
<td>23.3</td>
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<th>R6</th>
<th>R7</th>
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<th>R9</th>
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<th>R6</th>
<th>R7</th>
<th>R8</th>
<th>R9</th>
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<td>28,498</td>
<td>27,138</td>
<td>25,257</td>
<td>24,265</td>
<td>23,511</td>
<td>22,262</td>
<td>21,849</td>
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<td>0.5</td>
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Appendix 12  Respondent characteristics
## Sample and respondent characteristics

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<td>%</td>
<td>n</td>
<td>%</td>
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Note: under adds for some characteristics due to missing data.
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<th>Respondents n</th>
<th>%</th>
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Note: under adds for some characteristics due to missing data
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Note: under adds for some characteristics due to missing data
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Note: under adds for some characteristics due to missing data