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1. Introduction

1.1. About this report

This Methodological Report describes the sample preparation, data collection, data processing and reporting aspects of the 2019 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 structured into the following sections:

- Section 1 introduces the background and objectives of the survey.
- Section 2 describes the target audience and sample design.
- Section 3 documents the survey design and procedures for conducting the study.
- Section 4 outlines the structure of the questionnaire 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.
- Sections 9 and 10 summarises key changes and lists considerations for future iterations of the GOS-L.

1.2. Background

The GOS-L is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the department. In 2016, the GOS-L replaced the Beyond Graduation Survey (BGS), which was the longitudinal component of the Australian Graduate Survey (AGS) (superseded by the Graduate Outcomes Survey (GOS)) conducted between 2009 and 2015.

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’ refers to universities and non-university higher education institutions (NUHEI).

The Social Research Centre administered the GOS-L in February and March 2019 with the assistance of 75 participating institutions. Graduates who completed a course in 2015 and responded to the 2016 GOS were invited to participate in the 2019 GOS-L. A 55.9 per cent response rate was achieved representing a total of 42,466 completed surveys from graduates in all study levels, up from 43.3 per cent in 2018 and 42.2 per cent in 2017.

The 2019 iteration marked a key milestone in the GOS-L study with significant changes to the survey instrument and the definition of the in-scope population due to the transition from AGS to GOS for the establishment year sample. This Methodological Report documents the conduct of the 2019 GOS-L and discusses technical issues relevant to maximising operational performance in future iterations.
1.3. Objectives

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

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

1.4. Overview

In 2019, a total of 42,466 surveys were completed. This was made up of 41,257 graduates of 40 Australian universities and 1,209 graduates of 35 NUHEIs. Table 1 provides an overview of key project statistics. The 2019 GOS-L recorded the highest level of response to date with 55.9 per cent of in-scope graduates responding. One of the main reasons thought to contribute to this strong performance was the ‘establishment’ year sample was sourced from the GOS (2016 in this case) instead of the AGS. This is discussed in further detail throughout this Methodological Report.

The sample was drawn from graduates who completed a course in 2015 and responded to the 2016 GOS and consented or did not explicitly decline to be contacted for future follow-up. A Collection and Sample Guide was provided to institutions to help with their sample provision and is included at Appendix 1. The survey was fielded online and was open from 21 February to 31 March 2019 in English only. Invitations and reminders were sent by email to complete the survey online. Additional response maximisation activities included SMS reminders and reminder calls using Computer Assisted Telephone Interviewing (CATI) to selected non-respondents. Participating institutions could also commission additional telephone reminder calls after the conclusion of the main online fieldwork period.

Table 1 Key project statistics

<table>
<thead>
<tr>
<th>Participating institutions (n)</th>
<th>University (n)</th>
<th>NUHEI (n)</th>
<th>Total (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed the 2016 GOS (n)</td>
<td>104,438</td>
<td>3,352</td>
<td>107,790</td>
</tr>
<tr>
<td>Explicitly declined to be contacted for future follow-up (n) (A)</td>
<td>19,353</td>
<td>632</td>
<td>19,985</td>
</tr>
<tr>
<td>Consent to follow up (n) (B)</td>
<td>73,542</td>
<td>2,168</td>
<td>75,710</td>
</tr>
<tr>
<td>Did not answer consent to follow up (n) (C)</td>
<td>11,543</td>
<td>552</td>
<td>12,095</td>
</tr>
<tr>
<td>Total eligible sample for 2019 GOS-L (n) (B+C)</td>
<td>85,085</td>
<td>2,720</td>
<td>87,805</td>
</tr>
<tr>
<td>Institution removals and out-of-scope additional populations (n) (D)</td>
<td>5,322</td>
<td>0</td>
<td>5,322</td>
</tr>
<tr>
<td>Sample available for 2019 GOS-L (n) (Total eligible sample - D)</td>
<td>79,763</td>
<td>2720</td>
<td>82,483</td>
</tr>
<tr>
<td>Unusable (n) (E)</td>
<td>596</td>
<td>30</td>
<td>626</td>
</tr>
<tr>
<td>Out-of-scope (n) (F)</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>
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>Task</th>
<th>Responsibility</th>
<th>Date (2019 unless otherwise stated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample preparation</td>
<td>The Social Research Centre and institutions</td>
<td>Wed 3 Oct to Fri 21 Dec 2018</td>
</tr>
<tr>
<td>Start-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed final questionnaire to field (DET)</td>
<td>The Social Research Centre and the department</td>
<td>Fri 22 Jan</td>
</tr>
<tr>
<td>Programming / testing completed</td>
<td>The Social Research Centre</td>
<td>Wed 13 Feb</td>
</tr>
<tr>
<td>Fieldwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soft launch main online fieldwork (NUHEIs)</td>
<td>The Social Research Centre</td>
<td>Tue 19 Feb</td>
</tr>
<tr>
<td>Start main online fieldwork (Universities)</td>
<td>The Social Research Centre</td>
<td>Thu 21 Feb</td>
</tr>
<tr>
<td>In field telephone reminder calls</td>
<td>The Social Research Centre</td>
<td>Thu 28 Feb to Wed 20 Mar</td>
</tr>
<tr>
<td>End main online fieldwork*</td>
<td>The Social Research Centre</td>
<td>Sun 31 Mar</td>
</tr>
<tr>
<td>Post main online fieldwork telephone reminder calls†</td>
<td>The Social Research Centre</td>
<td>Mon 1 Apr to Sun 7 Apr</td>
</tr>
<tr>
<td>End extended fieldwork†</td>
<td>The Social Research Centre</td>
<td>Tue 9 Apr</td>
</tr>
<tr>
<td>Coding</td>
<td>The Social Research Centre</td>
<td>Wed 27 Feb to Mon 15 Apr</td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft data to the department</td>
<td>The Social Research Centre</td>
<td>Fri 31 May</td>
</tr>
<tr>
<td>Final data files to the department</td>
<td>The Social Research Centre</td>
<td>Fri 28 Jun</td>
</tr>
<tr>
<td>Draft National Report to the department</td>
<td>The Social Research Centre</td>
<td>Fri 28 Jun</td>
</tr>
<tr>
<td>Data files to institutions</td>
<td>The Social Research Centre</td>
<td>Wed 31 Jul</td>
</tr>
<tr>
<td>Tableau institutional reports to institutions</td>
<td>The Social Research Centre</td>
<td>Wed 31 Jul</td>
</tr>
<tr>
<td>Methodological report to the department</td>
<td>The Social Research Centre</td>
<td>Wed 31 Jul</td>
</tr>
</tbody>
</table>

* Institutions that did not opt for post main online fieldwork telephone reminder calls.
† Institutions that opted for post main online fieldwork telephone reminder calls.
2. **Sample design**

The 2019 GOS-L was the first time where the establishment year sample was sourced from the GOS (2016 in this case) instead of the AGS. This change was an opportunity to review content in the GOS-L survey instrument as well as the data file and the naming conventions of variables from the establishment year.

In preparation for these changes to the sample design and data file, the Social Research Centre provided a discussion paper to the department to ensure details of the updates were endorsed before fieldwork began. The paper presented the changes and recommendations applicable to the GOS-L questionnaire, data elements, variable naming conventions and output.

Following the department’s endorsement to the changes and recommendations, an information paper was released to institutions. In addition, a webinar, ‘Updates to the GOS and GOS-L’, was held on 27 March 2019 to present the paper and discuss the following topics of interest to institutions:

- Data elements – including alignment of data elements between the GOS and GOS-L, the replacement of old AGS variables with their GOS and or Higher Education Information Management System (HEIMS) equivalents, and removal of redundant variables as a function of drawing upon the 2016 GOS for establishment year sample.
- Variable naming – in particular changes to nomenclature and naming conventions.
- Data outputs – such as allowing secondary records for multiple study areas to be included in the same way the GOS data is structured (that is, multiple rows per respondent), and treatment of business entity changes.

2.1. **Population**

To qualify as part of the in-scope population for the 2019 GOS-L, graduates must have completed the 2016 GOS via the online survey and either:

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

It should be noted that only institutions covered under the Higher Education Support Act (HESA) are included in the National Report and this Methodological Report. Consent to being recontacted for future research is captured at the variable ‘CONTACT’ in the GOS questionnaire.

2.2. **Institutional participation**

Institutional participation in the 2019 GOS-L was optional (refer Appendix 2 for a list of participating institutions). Of the 92 eligible institutions, that is, those that participated in the 2016 GOS, 75 chose to participate including 40 universities and 35 NUHEIs.

---

1 An electronic information system that will provide students and higher education providers with a range of relevant information, such as the availability and usage of Commonwealth assistance by students and information on program management reporting. https://heimshelp.education.gov.au/resources/glossary/glossaryterm8642
2.3. Sampling process overview

The sample for the 2019 GOS-L was drawn from graduates who completed a course in 2015 and responded to the 2016 GOS and consented to or did not explicitly decline to be contacted for future follow-up.

While most of the necessary information was sourced from the GOS data file, institutions were required to update the in-scope status of the respondent, faculty name and campus name; provide email contact details; and consider providing telephone contact details to facilitate survey execution as detailed below.

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

1. Population file creation
   
The Social Research Centre prepared the population file based on the GOS data and distributed these files to institutions.

2. Population file review and update
   
Institutions then updated the following data elements in their population file:

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

- Email addresses
  
Institutions were asked to provide at least one valid email address for each graduate in the file. Graduates who did not have a valid email address were not included in the fieldwork as participation was sought via an email invitation to the online survey.

   Email 1 was the email address which institutions considered the most likely to be received by the graduate and the next best options were included at Email 2 and Email 3 if available.

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

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

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

- INSCOPE variable
The INSCOPE variable denoted whether the graduate was in-scope for the GOS-L, each record was allocated one of the following codes:

- **0** = In-scope (graduate did not explicitly decline to be contacted for future follow-up)
- **1** = Out-of-scope (graduate explicitly declined to be contacted for future follow-up)
- **2** = Out-of-scope (ineligible for the GOS-L)
- **3** = Not to be surveyed as instructed by institution (e.g. deceased or not to be contacted under any circumstances)

All records were pre-flagged in the sample file as code 0, 1 or 2 based on their responses in the GOS. Institutions were asked to review records that had been flagged as INSCOPE = 0 or 1 and update as appropriate. No action was required for records flagged as INSCOPE = 2.

- **Faculty and campus variables**
  
  The faculty and campus variables were pre-populated using information collected in the GOS. Faculty and campus information is useful for institutions to conduct their own internal analysis but this data is not used in the *National Report* or website content. Institutions were asked to review and update this information as required.

### 3. Sample review and selection

The Social Research Centre reviewed and verified the population file as part of selecting all cases where INSCOPE recorded a value of zero.

#### 2.3.1. Additional populations

Institutions were provided with the opportunity to include out-of-scope graduates as additional populations in the GOS-L on a fee-for-service basis. GOS-L out-of-scope populations included graduates who completed the GOS as either of the following:

- Out-of-scope populations.
- In-scope populations but who completed the survey via CATI, that is, via a different mode to the predominantly online collection.

Four institutions included additional populations in the 2019 GOS-L. Additional populations were not included in the *2019 GOS-L National Report* and do not appear in results presented in this *Methodological Report*.

#### 2.3.2. Data quality

The centralised approach to sampling based on data extracted from GOS maximised the sample quality. The main data quality issues associated with the population file returned by the institutions were as follows:

- Sample members being deleted from files.
- Formatting issues – altering of templates, use of special characters, incorrect formatting of certain fields (e.g. phone numbers, email addresses, name fields).
- Incorrect flagging of late additions and missing information for those late additions.
• Limited or missing contact information.
• Modifying of the in-scope variable incorrectly.
• Missorted information.

These aspects will be addressed in documentation and communications for future iterations of the GOS-L.

2.3.3. Cleaning

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

• Standardisation of sample return files – including compliance to a standard format.
• Email cleaning (e.g. correct domain formats, identification of non-personal emails, deduping).
• Phone cleaning (e.g. leading zeros, country codes).
• Name cleaning (e.g. correct capitalisation and salutations).
• Address cleaning (e.g. standardisation of state).
• Various institution specific corrections.

2.3.4. Coverage

The total target population was graduates who completed a course at an on-shore Australian higher education institution in 2015 and participated as part of the 2016 GOS. As described in Section 2.3, the operationalised sample excluded any GOS respondent who had explicitly declined to be contacted for future follow-up. Table 3 reiterates key concepts and information from Section 1.4 illustrating the coverage of the sample to the population.

<table>
<thead>
<tr>
<th>Participating Institutions (n)</th>
<th>University</th>
<th>NUHEI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>2,168</td>
<td>75,710</td>
</tr>
<tr>
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<td>0</td>
<td>5,322</td>
</tr>
<tr>
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<td>79,763</td>
<td>2720</td>
<td>82,483</td>
</tr>
</tbody>
</table>

\(^1\) National in-scope population approached.

2.3.5. 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 2016 GOS who explicitly declined to be contacted for future follow-up.
• Duplicate records.

2.3.6. Population file

One or two files were distributed to institutions, depending on their circumstances, as follows:

1. File 1 included all respondents from the 2016 GOS who were included in the National Report and website content. All institutions eligible for GOS-L received File 1.
2. File 2 included all respondents from the 2016 GOS who were not included in National Report and website content. This included additional populations in 2016 GOS (e.g. graduates who studied at an off-shore campus) and / or in-scope graduates who completed the 2016 GOS via CATI. Only institutions that had additional populations and / or respondents who completed the survey via CATI received File 2.

Table 4 illustrates the data map for the 2019 GOS-L population file including variable names, labels and requirement for institutions to check pre-populated data or provide essential information for the conduct of the survey.

<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-populated</td>
</tr>
<tr>
<td>2</td>
<td>E306</td>
<td>Higher Education Provider code</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>3</td>
<td>E306C</td>
<td>Higher Education Provider name</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>4</td>
<td>E313</td>
<td>Student identification code</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>5</td>
<td>E402</td>
<td>Student surname</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>6</td>
<td>E403</td>
<td>Student given name - first</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>7</td>
<td>E314</td>
<td>Date of birth</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>8</td>
<td>E308A</td>
<td>Course 1</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>9</td>
<td>E308B</td>
<td>Course 2</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>10</td>
<td>EXTQUOTA</td>
<td>Extra quota group flag</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>11</td>
<td>SURVEY</td>
<td>Mode of completion</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>12</td>
<td>INSCOPE</td>
<td>Flag denoting graduate is in-scope for the GOS-L</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>13</td>
<td>FACULTY</td>
<td>Faculty name</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>14</td>
<td>CAMPUS</td>
<td>Campus name</td>
<td>Pre-populated</td>
</tr>
<tr>
<td>15</td>
<td>E469</td>
<td>Residential address - suburb or town</td>
<td>Essential</td>
</tr>
<tr>
<td>16</td>
<td>E470</td>
<td>Residential address - state</td>
<td>Essential</td>
</tr>
<tr>
<td>17</td>
<td>E413</td>
<td>Address of permanent home residence - postcode</td>
<td>Essential</td>
</tr>
<tr>
<td>18</td>
<td>E471</td>
<td>Residential address - country name</td>
<td>Essential</td>
</tr>
<tr>
<td>19</td>
<td>EMAIL1</td>
<td>Primary email</td>
<td>Essential</td>
</tr>
<tr>
<td>20</td>
<td>EMAIL2</td>
<td>Secondary email</td>
<td>If available</td>
</tr>
<tr>
<td>21</td>
<td>EMAIL3</td>
<td>Tertiary email</td>
<td>If available</td>
</tr>
<tr>
<td>22</td>
<td>PHONE1</td>
<td>Best number to call</td>
<td>Optional</td>
</tr>
<tr>
<td>23</td>
<td>PHONE2</td>
<td>Alternate number (if available)</td>
<td>Optional</td>
</tr>
<tr>
<td>24</td>
<td>PHONE3</td>
<td>Alternate number (if available)</td>
<td>Optional</td>
</tr>
</tbody>
</table>
3. Survey design and procedures

3.1. Institutional engagement

3.1.1. Invitation to participate

On 15 November 2018, an email was sent to the primary contacts in each eligible institution asking whether they wished to participate in the 2019 GOS-L. Institutions confirmed their participation via an online form – the ‘Participation and additional services form’.

3.1.2. Collection and Sample Guide

The *Collection and Sample Guide* for the 2019 GOS-L was made available to all institutions on the QILT Provider Portal on 22 November 2018. A notification email was sent to all eligible institutions the following day advising of the publication of this document.

The *Collection and Sample Guide* included details of how to prepare for the 2019 GOS-L in terms of methodology (e.g. including additional populations, additional questions, conducting post field telephone activities), graduate engagement (refer to Section 3.2) and response maximisation. Refer to Appendix 1 for a copy of the 2019 GOS-L *Collection and Sample Guide*.

3.1.3. Webinars and newsletters

A regular program of QILT webinars and newsletters also provided institutions with up to date information about QILT surveys. Across 2018 and early 2019, three webinars and four newsletters showcased the GOS-L. The sessions guided institutions through key stages of the survey administration process, including sample preparation and fieldwork. Table 5 summarises all relevant communications covering the GOS-L and the level of engagement from participating institutions.

<table>
<thead>
<tr>
<th>Table 5</th>
<th>2019 QILT webinars and newsletters covering the GOS-L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>Title</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Webinars</strong></td>
<td></td>
</tr>
<tr>
<td>December 2018</td>
<td>2019 GOS-February and Longitudinal preparations</td>
</tr>
<tr>
<td>January 2019</td>
<td>Final preparations for 2019 GOS-February and update on GOS-Longitudinal</td>
</tr>
<tr>
<td>February 2019</td>
<td>Preparations for 2019 GOS-May and update on GOS-Longitudinal</td>
</tr>
<tr>
<td>March 2019</td>
<td>Updates to the GOS and GOS-L</td>
</tr>
<tr>
<td><strong>Newsletters</strong></td>
<td></td>
</tr>
<tr>
<td>November 2018</td>
<td>GOS-November update, GOS-February preparations and GOS-L</td>
</tr>
</tbody>
</table>
Webinars were also an opportunity for institutions to engage directly with the QILT research team through a live chat. One member of the QILT research team typically responded to institution’s queries in real-time during each webinar.

### 3.1.4. On-going dialogue with institutions

Throughout the GOS-L the QILT research team maintained an open dialogue with survey managers. In 2019, in addition to the newsletters and webinars, some new engagement activities were introduced to connect with institutions, including:

- **Program of institutional outreach**
  
  Members of the QILT research team spoke to participating institutions during fieldwork via telephone to hear their experiences of supporting the GOS-L and identify opportunities for improvement. Overall, for the 2019 GOS-L, 33 discussions were conducted as follows:

  - Thirty-three five to ten minute discussions during fieldwork, targeting all participating universities and selected NUHEIs in the 2019 GOS-L. The NUHEIs were selected on the basis of size and performance relative to the 2018 GOS-L, such that a large and underperforming NUHEI was prioritised for contact above a small and high performing institution. The objective was to discuss with institutions how their response rate was progressing, what type of engagement activities they had conducted and suggestions to improve their response rate for consideration where appropriate.

- **Respondent Engagement Survey**

  This survey was designed to collect information about the graduate engagement activities undertaken by institutions for the 2019 GOS-L. It collected data to inform analysis on response rate maximisation and was an opportunity for institutions to provide more general feedback on their experience with using QILT provided marketing resources.

  It consisted of a 5-7 minute online survey, conducted post fieldwork in April 2019, amongst participating institutions. A total of 40 institutions completed the survey.

In addition, the QILT research team maintained regular communication and contact with institutions to sustain high levels of engagement and momentum.

### 3.2. Contact protocol

The 2019 GOS-L employed an extensive protocol of contact attempts, including an email invitation and nine email reminders, as well as in field telephone reminder calls and SMS reminders. Table 6 shows the different contact dates and reach of each activity (i.e. ‘Number sent’). The number of emails and SMS’ sent decreases as time elapses in reflection of the surveys completed since the previous contact...
activity. Note that telephone reminder activity is split by in field telephone reminder calls as part of the standard QILT survey methodology and post main online fieldwork telephone reminder calls conducted on a fee-for-service basis. Further information is provided about email, telephone and SMS contacts in this section.

Table 6  Email invitation and reminder schedule and reach

<table>
<thead>
<tr>
<th>Contact activity</th>
<th>Date (2019)</th>
<th>Number sent¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email invitation - NUHEIs</td>
<td>Tue 19 Feb</td>
<td>2,720</td>
</tr>
<tr>
<td>Email invitation - Universities</td>
<td>Thu 21 Feb</td>
<td>79,751</td>
</tr>
<tr>
<td>Email reminder 1</td>
<td>Sat 23 Feb</td>
<td>71,626</td>
</tr>
<tr>
<td>Email reminder 2</td>
<td>Mon 25 Feb</td>
<td>64,582</td>
</tr>
<tr>
<td>Email reminder 3</td>
<td>Thu 28 Feb</td>
<td>58,083</td>
</tr>
<tr>
<td>In field telephone reminder calls</td>
<td>Thu 28 Feb</td>
<td>7,511</td>
</tr>
<tr>
<td>Email reminder 4</td>
<td>Mon 4 Mar</td>
<td>54,514</td>
</tr>
<tr>
<td>SMS 1</td>
<td>Mon 4 Mar</td>
<td>6,217</td>
</tr>
<tr>
<td>Email reminder 5</td>
<td>Fri 8 Mar</td>
<td>49,368</td>
</tr>
<tr>
<td>Email reminder 6</td>
<td>Mon 11 Mar</td>
<td>46,572</td>
</tr>
<tr>
<td>SMS 2</td>
<td>Mon 11 Mar</td>
<td>6,080</td>
</tr>
<tr>
<td>Email reminder 7</td>
<td>Thu 14 and Fri 15 Mar</td>
<td>42,769</td>
</tr>
<tr>
<td>Email reminder 8</td>
<td>Mon 18 Mar</td>
<td>41,327</td>
</tr>
<tr>
<td>Email reminder 9</td>
<td>Mon 25 Mar</td>
<td>39,036</td>
</tr>
<tr>
<td>SMS 3</td>
<td>Mon 25 Mar</td>
<td>5,137</td>
</tr>
<tr>
<td>End main online fieldwork*</td>
<td>Sun 31 Mar</td>
<td></td>
</tr>
<tr>
<td>Post main online fieldwork telephone reminder calls†</td>
<td>Mon 1 Apr to Sun 7 Apr</td>
<td>1,054</td>
</tr>
<tr>
<td>End extended fieldwork†</td>
<td>Tue 9 Apr</td>
<td></td>
</tr>
</tbody>
</table>

¹Based of the approached population (i.e. NATAPPROACHED=1). Total invitations do not sum to the population approached due to surveys completed prior to the invitation (n=12).

* Institutions that did not opt for post main online fieldwork telephone reminder calls.
† Institutions that opted for post main online fieldwork telephone reminder calls.

3.2.1. Email invitation and reminders

The Social Research Centre sent an email survey invitation to all in-scope sample members to complete the GOS-L, present the survey objectives, outline privacy provisions, mention the incentive and communicate the value of participation. The invitation and reminder emails included a unique link that took the graduates directly into their survey. Figure 1 illustrates the appearance of the email invitation on screen for graduates.

In compliance with the SPAM Act, each email contained an ‘unsubscribe’ facility if graduates did not wish to receive future reminder emails for the 2019 GOS-L. Graduates could also ‘opt-out’ by calling the GOS-L 1800 Helpdesk. A copy of the invitation and all reminders is provided at Appendix 3.
The invitation email was followed by nine email reminders sent to non-responding graduates who did not opt-out or unsubscribe from the GOS-L emailing list.

**Responding to email bounces**

The email send activity was designed to maintain survey completion momentum throughout the data collection period and maximise participation.

To optimise the performance of each round of activity, the following email send and bounce outcome protocol was used:

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

As a result, and provided that at least one of the email addresses available was valid, all sample members received at least one email invitation within the first 24 hours (approximately) of fieldwork commencing.

2. **For graduates whose email addresses failed, that is, at all available addresses:**
   a. If they were targeted for the in field telephone reminder calls (refer to Section 3.2.2) or the SMS activity (refer to Section 3.2.7), then they would have received at least one form of contact.
During any reminder call, the graduate had an opportunity to update their email address and receive access to the survey. When contacted by SMS, the graduate had to contact the helpdesk themselves to receive access to the survey.

b. If the graduate was not selected for the in field telephone reminder calls or the SMS activity, then they would not have been contacted as part of the 2019 GOS-L.

There is an opportunity to develop a contact solution for this cohort by ensuring they are systematically moved to the in field telephone reminder calls or the SMS sample.

3. From Reminder 6 onwards for graduates for whom Email 1 or 2 was successful, emails were sent to the next available addresses (that is, Email 3 and Email 4).

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

Table 7 provides a breakdown of email send outcomes by contact activity. The key point to note is that Reminder 3 and Reminder 7 performed comparatively poorly in terms of lower ‘opened’ and ‘clicked on link’ rates relative to other reminders. It is notable that both these emails featured a focussed altruistic theme in the subject line: ‘Help others by sharing your journey’ (Reminder 3) and ‘Help future students’ (Reminder 7). Both emails also used variations on the phrase ‘The GOS-L collects your real world experiences and knowledge… so future graduates are best prepared for life and work after studying’. These issues will be considered as part of producing the 2020 GOS-L materials.

Table 7 Email send outcomes by round of activity

<table>
<thead>
<tr>
<th>Round of activity</th>
<th>Date (2019)</th>
<th>Sent (n)</th>
<th>Bounced (%)</th>
<th>Opened (%)</th>
<th>Opened, clicked link (%)</th>
<th>Opened, opted out (%)</th>
<th>Opened, no action (%)</th>
<th>Unopened (%)</th>
<th>Clicked link as % of opened (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation</td>
<td>Thu 21 Feb</td>
<td>82,471</td>
<td>6.6</td>
<td>55.7</td>
<td>15.9</td>
<td>0.6</td>
<td>39.2</td>
<td>37.7</td>
<td>28.6</td>
</tr>
<tr>
<td>Reminder 1</td>
<td>Sat 23 Feb</td>
<td>71,626</td>
<td>0.4</td>
<td>46.3</td>
<td>11.7</td>
<td>0.7</td>
<td>34.0</td>
<td>53.3</td>
<td>25.2</td>
</tr>
<tr>
<td>Reminder 2</td>
<td>Mon 25 Feb</td>
<td>64,582</td>
<td>0.5</td>
<td>43.5</td>
<td>10.3</td>
<td>0.9</td>
<td>32.3</td>
<td>56.0</td>
<td>23.7</td>
</tr>
<tr>
<td>Reminder 3</td>
<td>Thu 28 Feb</td>
<td>58,083</td>
<td>0.4</td>
<td>35.2</td>
<td>4.4</td>
<td>1.3</td>
<td>29.4</td>
<td>64.4</td>
<td>12.7</td>
</tr>
<tr>
<td>Reminder 4</td>
<td>Mon 4 Mar</td>
<td>54,514</td>
<td>0.5</td>
<td>35.5</td>
<td>6.8</td>
<td>1.0</td>
<td>27.6</td>
<td>64.0</td>
<td>19.3</td>
</tr>
<tr>
<td>Reminder 5</td>
<td>Fri 8 Mar</td>
<td>49,368</td>
<td>1.4</td>
<td>34.7</td>
<td>6.1</td>
<td>1.2</td>
<td>27.5</td>
<td>63.9</td>
<td>17.5</td>
</tr>
<tr>
<td>Reminder 6</td>
<td>Mon 11 Mar</td>
<td>46,572</td>
<td>2.0</td>
<td>34.4</td>
<td>6.2</td>
<td>1.8</td>
<td>26.3</td>
<td>63.6</td>
<td>18.1</td>
</tr>
<tr>
<td>Reminder 7</td>
<td>Thu 14 and Fri 15 Mar</td>
<td>42,769</td>
<td>0.6</td>
<td>26.9</td>
<td>2.7</td>
<td>1.3</td>
<td>22.9</td>
<td>72.5</td>
<td>10.0</td>
</tr>
<tr>
<td>Reminder 8</td>
<td>Mon 18 Mar</td>
<td>41,327</td>
<td>2.3</td>
<td>28.0</td>
<td>5.0</td>
<td>0.7</td>
<td>22.2</td>
<td>69.7</td>
<td>18.0</td>
</tr>
<tr>
<td>Reminder 9</td>
<td>Mon 25 Mar</td>
<td>39,036</td>
<td>0.9</td>
<td>24.2</td>
<td>3.4</td>
<td>0.8</td>
<td>20.0</td>
<td>74.9</td>
<td>14.1</td>
</tr>
</tbody>
</table>

*Total invitations do not sum to the population approached due to surveys completed prior to the invitation (n=12).

The sample characteristics of graduates who did not open any emails is outlined in Table 8. 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 points 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 8 Characteristics of graduates who did not open emails against the total sample

<table>
<thead>
<tr>
<th>Group</th>
<th>Subgroup</th>
<th>Total sample approached</th>
<th>Unopened email sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td></td>
<td>82,471</td>
<td>13,565</td>
</tr>
<tr>
<td>Status</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td>46,947</td>
<td>7,936</td>
</tr>
<tr>
<td>Postgraduate coursework</td>
<td></td>
<td>30,984</td>
<td>4,929</td>
</tr>
<tr>
<td>Postgraduate research</td>
<td></td>
<td>4,540</td>
<td>700</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>31,554</td>
<td>5,093</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50,873</td>
<td>8,466</td>
</tr>
<tr>
<td>Age</td>
<td>30 years or under</td>
<td>57,016</td>
<td>9,631</td>
</tr>
<tr>
<td></td>
<td>Over 30 years</td>
<td>25,455</td>
<td>3,934</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander</td>
<td>Non-Indigenous</td>
<td>81,762</td>
<td>13,412</td>
</tr>
<tr>
<td></td>
<td>Indigenous</td>
<td>674</td>
<td>148</td>
</tr>
<tr>
<td>Disability</td>
<td>No disability</td>
<td>81,762</td>
<td>13,412</td>
</tr>
<tr>
<td></td>
<td>Disability</td>
<td>674</td>
<td>148</td>
</tr>
<tr>
<td>Mode of attendance</td>
<td>Internal and mixed mode</td>
<td>69,948</td>
<td>11,631</td>
</tr>
<tr>
<td></td>
<td>External</td>
<td>12,482</td>
<td>1,928</td>
</tr>
<tr>
<td>Type of attendance</td>
<td>Mainly full-time</td>
<td>56,461</td>
<td>9,266</td>
</tr>
<tr>
<td></td>
<td>Mainly part-time</td>
<td>25,968</td>
<td>4,293</td>
</tr>
<tr>
<td>Main language spoken at home</td>
<td>English</td>
<td>60,039</td>
<td>9,440</td>
</tr>
<tr>
<td></td>
<td>Language other than English</td>
<td>20,793</td>
<td>3,906</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>1639</td>
<td>219</td>
</tr>
<tr>
<td>Citizen/resident Indicator</td>
<td>Domestic</td>
<td>66,661</td>
<td>10,593</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>15,775</td>
<td>2,967</td>
</tr>
</tbody>
</table>

*Some subgroups may not add up to 100 per cent due to missing data.

3.2.2. Propensity model

A logistic regression model was used to predict response propensities to identify graduates who were less likely to respond. This information was then used to prioritise the reminder activities.

The response propensity model included known characteristics of sample members such as age, gender, course level, study area, attendance type, locality, and so on. The output of the model was a ‘propensity to respond’ score (from zero to one) which indicated a sample member’s probability of responding to the survey, conditional upon their characteristics. In field reminder activities targeted sample members with lower propensity to respond scores.

3.2.3. Telephone reminder calls

Telephone reminder calls to follow up non-response was undertaken in field and post field. The budget for telephone reminder call activity was spent by targeting sample members with lower propensity to respond scores (refer to section 3.2.1. Propensity model). 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.

Telephone reminder calls (in field and post field) involved attempting to contact graduates who had not completed or opted out of the online survey. Upon contact, updated email address details were collected, with a survey invitation emailed by the following day. If selected for the telephone reminder calls, up to two call attempts were made to graduates with no email addresses in the sample to maximise contact effectiveness for this cohort as there was no other contact channel available. One call attempt was made to graduates with an email address.

Telephone reminder calls 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.

*In field telephone reminder calls*

In field telephone reminder calls were undertaken from 28 February to 20 March.

To qualify for the in field telephone reminder calls, a graduate was required to meet the following criteria:

- Mobile number available in sample.
- Did not complete the survey.
- Did not opt-out of the 2019 GOS-L contact list (i.e. either via the unsubscribe link in the emails, an SMS or by submitting an opt-out request via the GOS-L Helpdesk).
- Did not receive an SMS reminder in the previous 48 hours.
- Selected by the propensity model in accordance with the available budget.

In field reminder call activity was undertaken for 35.8 per cent of the total eligible sample for the GOS-L.
Table 9 provides a summary of telephone reminder outcomes. Of note is that reminder call outcomes were very similar for undergraduate and postgraduate respondents.

### Table 9  In field 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>16,659</td>
<td>100.0</td>
<td>12,902</td>
<td>100.0</td>
<td>29,561</td>
<td>100.0</td>
</tr>
<tr>
<td>Unusable sample (disconnected,</td>
<td>1,745</td>
<td>10.5</td>
<td>1,539</td>
<td>11.9</td>
<td>3,284</td>
<td>11.1</td>
</tr>
<tr>
<td>away during fieldwork, etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No contact</td>
<td>10,023</td>
<td>60.2</td>
<td>7,640</td>
<td>59.2</td>
<td>17,663</td>
<td>59.8</td>
</tr>
<tr>
<td>Total contact</td>
<td>4,891</td>
<td>29.4</td>
<td>3,723</td>
<td>28.9</td>
<td>8,614</td>
<td>29.1</td>
</tr>
<tr>
<td>Collected graduate’s email</td>
<td>4,247</td>
<td>25.5</td>
<td>3,264</td>
<td>25.3</td>
<td>7,511</td>
<td>25.4</td>
</tr>
<tr>
<td>Other call outcome</td>
<td>644</td>
<td>3.9</td>
<td>459</td>
<td>3.6</td>
<td>1,103</td>
<td>3.7</td>
</tr>
</tbody>
</table>

**Post field telephone reminder calls**

Post field telephone activity was a fee-for-service option to enable institutions to ‘top-up’ response rates for their own internal analysis and reporting purposes. Six institutions (from 75 participating institutions in-scope for this report) opted for post field telephone reminder calls. These calls were conducted from 1 to 7 April, with the online survey remaining open until 9 April to allow for reminder emails from telephone activity to be sent and for graduates to respond.

To qualify for the post main online fieldwork telephone reminder calls, a graduate was required to meet the following criteria:

- Mobile number available in sample.
- Did not complete the survey.
- Did not opt-out of the 2019 GOS-L contact list (i.e. either via the unsubscribe link in the emails, an SMS reminder or by submitting an opt-out request via the GOS-L Helpdesk).

Post field reminder call activity was undertaken for 5.7 per cent of the total sample approached. Table 9 provides a summary of post field telephone reminder outcomes. The key point to note is that ‘no contact’ is slightly higher among undergraduate respondents while ‘collected graduates’ email’ is slightly higher among postgraduate respondents.

### Table 10  Post field 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>2,938</td>
<td>100.0</td>
<td>1,746</td>
<td>100.0</td>
<td>4,684</td>
<td>100.0</td>
</tr>
<tr>
<td>Unusable sample (disconnected,</td>
<td>255</td>
<td>8.7</td>
<td>171</td>
<td>9.8</td>
<td>426</td>
<td>9.1</td>
</tr>
<tr>
<td>away during fieldwork, etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No contact</td>
<td>1,927</td>
<td>65.6</td>
<td>1,084</td>
<td>62.1</td>
<td>3,011</td>
<td>64.3</td>
</tr>
<tr>
<td>Total contact</td>
<td>756</td>
<td>25.7</td>
<td>491</td>
<td>28.1</td>
<td>1,247</td>
<td>26.6</td>
</tr>
<tr>
<td>Collected graduate’s email</td>
<td>717</td>
<td>24.4</td>
<td>460</td>
<td>26.3</td>
<td>1,177</td>
<td>25.1</td>
</tr>
</tbody>
</table>
### 3.2.4. Full CATI

Full CATI refers to the completion of the GOS-L by telephone, rather than online, as a fee-for-service activity for institutions seeking to boost the number of completed surveys for their internal reporting purposes only. Given that the mode of completion (telephone interviewer-administered) is inconsistent with the main survey (online self-completion), surveys completed using a full CATI approach are not included in the *National Report* but are included in the files provided to institutions for their own internal analysis and reporting purposes.

For the 2019 GOS-L no institutions commissioned full CATI services.

### 3.2.5. Interviewer briefing

A total of 59 interviewers were selected to work on the 2019 GOS-L in field and post field telephone reminder calls, and attended a briefing session delivered by the Social Research Centre project management team. The interviewer briefing covered:

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

The briefing slides are provided at Appendix 4 with the interviewer handout included at Appendix 5.

### 3.2.6. Quality control

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

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

SMS follow up was used as needed 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 targeting those sample members known to be least likely to respond based on the propensity to respond score (refer to Section 3.2.2).

The content of the SMS was aimed at referring graduates to the email reminders sent (refer to Figure 2). All SMS contact had provision for recipients to opt-out of further contact and complied with legislation for electronic communications.

Figure 2 Example SMS content

The SMS deployment was timed to follow an email reminder. SMSs were scheduled on Mondays to coincide with the close of the prize draw.

To qualify for the SMS reminders, a graduate was required to meet the following criteria:

- Mobile number available in sample.
- Did not complete the survey.
- Did not opt-out of the 2019 GOS-L contact list (i.e. either via the unsubscribe link in the emails or by submitting an opt-out request via the GOS-L Helpdesk).
- Selected by the propensity model in accordance with available budget.

A breakdown of SMS send outcomes by round of activity is provided at Table 11. The key points to note are that as round of activity progresses the ‘bounced’ rate decreased (dramatically between SMS1 and SMS2) while ‘opened rate’ increased. In contrast, ‘Opened, opted out’ increased between SMS1 and SMS2 and then stabilised.

Table 11 SMS based follow up activity outcomes

<table>
<thead>
<tr>
<th>Round of activity</th>
<th>Date (2019)</th>
<th>Sent (n)</th>
<th>Bounced (%)</th>
<th>Opened (%)</th>
<th>Opened, opted out (%)</th>
<th>Unopened (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMS 1</td>
<td>Thu 21 Feb</td>
<td>6,217</td>
<td>35.3</td>
<td>63.6</td>
<td>2.5</td>
<td>1.2</td>
</tr>
<tr>
<td>SMS 2</td>
<td>Sat 23 Feb</td>
<td>6,080</td>
<td>9.8</td>
<td>89.0</td>
<td>4.2</td>
<td>1.2</td>
</tr>
<tr>
<td>SMS 3</td>
<td>Mon 25 Feb</td>
<td>5,137</td>
<td>3.2</td>
<td>96.1</td>
<td>4.3</td>
<td>0.7</td>
</tr>
</tbody>
</table>
3.2.8. Social media

A social media advertising campaign of three posts, using Facebook Ad Manager, was conducted to support the GOS-L response maximisation strategy. An example of the Facebook post is shown in Figure 3.

Figure 3 Example Facebook post

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 ‘link clicks’, that is, the number of people who clicked on the survey link\(^2\). As can be seen, males were generally more likely to see the ad and click on the link compared to their female counterparts.

Table 12 Facebook campaign outcomes by gender

<table>
<thead>
<tr>
<th>Audience</th>
<th>Impressions</th>
<th>Reach</th>
<th>Link clicks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Female</td>
<td>1,146</td>
<td>33.3</td>
<td>920</td>
</tr>
<tr>
<td>Male</td>
<td>2,282</td>
<td>66.4</td>
<td>1,686</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
<td>0.3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>3,438</td>
<td>100</td>
<td>2,615</td>
</tr>
</tbody>
</table>

\(^2\) https://www.facebook.com/business/help/447834205249495
3.3. Data collection

3.3.1. Online survey

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. Graduates who selected the link from the email invitation or reminder were routed directly to the beginning of the survey. Accessing the landing page would take graduates to an introduction page advising them to contact the GOS-L helpdesk to obtain access to the survey.

Online survey presentation was informed by web content 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 / validation checks
- presentation of a progress bar
- tailoring error messages, as appropriate
- 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 6 with screenshots of the online survey included in Appendix 7. Figure 4 illustrates the look and feel of the online survey link when viewed on a small screen device.
Further detail is provided on relevant elements below.

3.3.1.1. Look and feel

The survey’s look and feel was designed in line with the QILT branding guidelines, including the use of the GOS-L logo and colour scheme. This ensured consistency with communications such as images included in the email invitation and reminders, advertisements placed on Facebook and the QILT website. Refer to Figure 4, Figure 5 and Figure 6 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. Small screen optimisation was also triggered where screen width was less than 768 pixels, regardless of device type. Several elements of the survey were changed for small screen users. Grid (also known as table or matrix) items were reconfigured to ensure that they were usable on a small screen device; Figure 5 shows an example of a grid item in standard view and Figure 6 shows the same item in small screen device view. The small screen device view ensured that response options on the right-hand side of the grid did 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 (i.e. ‘Previous’ and ‘Next’) and Save buttons was changed for small screen devices. The desktop layout
placed 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 small screen device layout stacked the buttons vertically at the bottom of the screen, with the ‘Next’ button in the highest position, the ‘Previous’ button in the middle and the ‘Save’ button in the lowest position. The size of the navigation and ‘Save’ buttons was also increased in the small screen device view.

Figure 5  Grid item in desktop view

![Figure 5 Grid item in desktop view](image)

Figure 6  Grid item in small screen device view

![Figure 6 Grid item in small screen device view](image)
3.3.1.4. Progress bar

The online survey presentation included a progress bar indicating how far the respondent had progressed through the survey – this can be seen as the green coloured horizontal bar showing ‘65%’ at the top of the small screen device in Figure 6.

3.3.1.5. Error message

In contrast to other QILT surveys, there was no error message for GOS-L because all sample members were in-scope given they all completed the GOS three years ago.

3.3.1.6. Saving responses

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

3.3.1.7. Testing

The survey was thoroughly tested before fieldwork to ensure the look and feel, and logic aligned with the questionnaire design. The online survey link was tested to check the layout, wording, question type and respondent experience. Dummy data was generated and checked to enable testing of all question bases and survey sequencing. Institutions with additional questions were sent a test link with the specific items as part of final testing and institution sign off.

The survey was soft-launched with a small component of the total population and surveys completed on the day of the soft launch were checked for correct base sizes to ensure sequencing was functioning as intended. No issues were identified, and the survey proceeded to full launch. Data was again checked following the main 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 or maintain professional memberships relevant to their role, and the Social Research Centre is also a member of the Association of Market and Social Research Organisations (AMSRO). All sensitive or personally identifiable information such as sample and data were transferred using the QILT secure file exchange.

3.3.3. Institution progress reporting

Institutions were provided with two types of fieldwork monitoring:

1. Weekly updates delivered by email.
2. Live progress reporting delivered on the online Reporting Module.

In addition, as part of the on-going dialogue with institutions, the QILT team attempted to contact all universities and selected NUHEIs during fieldwork via telephone to discuss their response rate and
graduate engagement activities (refer Section 3.1.4). The NUHEIs were selected on the basis of size and performance relative to the 2018 GOS-L, such that a large and underperforming NUHEI was prioritised for contact above a small and high performing institution.

**Weekly email updates**

At the start of each week, a fieldwork update was emailed to institutions to communicate their weekly response rate. To facilitate the interpretation of the 2019 GOS-L response rate the email provided comparative data, including the 2018 GOS-L response rate and their cohort (i.e. university or NUHEI) average.

In 2019, the ‘Technical response rate’ was first introduced in the GOS-L weekly updates. The ‘Technical response rate’ included all completed and partially completed surveys where a graduate provided enough information to be included in the National Report. In this way the response rate reported in the weekly email more closely aligned to the final rate reported in the National Report following post data collection processing activities. Previously the ‘Operational response rate’ was reported in the weekly email updates. The ‘Operational response rate’ includes only completed surveys regardless of whether a graduate has provided enough information to be included in the National Report. As a result, the ‘Operational response rate’ is generally lower than the ‘Technical response rate’, as it does not include partial surveys.

Contextual information, such as reminder activities conducted by the QILT team, and recommendations on institution led engagement activities (e.g. social media advertising) were also provided to further support institutions. A separate fieldwork update was emailed to the department each week outlining similar metrics but at an aggregate level and is discussed further at Section 3.4.11. Figure 7 provides an example of an institution’s weekly email update received during 2019 GOS-L fieldwork.
Figure 7  Example of weekly fieldwork update sent to institutions

Dear Joe,

Thanks for your engagement with the Graduate Outcomes Survey - Longitudinal (GOS-L). Early results are encouraging with high levels of national response rate recorded during the first week. As we progress in the fieldwork period, response rate tends to slow down. So we recommend that institutions continue to implement and conduct engagement activities with graduates where possible.

This weekly update includes your institution’s progress compared to the national average and your cohort average (either university or non-university higher education institutions). Below is the progress for your institution since launch (up to and inclusive of Sunday 3 March). Over the next few weeks we will build on this update with subsequent progress.

<table>
<thead>
<tr>
<th></th>
<th>Your 2019 GOS-L technical RR (%)</th>
<th>Your 2019 GOS-L operational RR (%)</th>
<th>Your 2018 GOS-L technical RR (%)</th>
<th>National technical RR average (%)</th>
<th>Cohort technical RR average (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>10.4</td>
<td>15.1</td>
<td>13.4</td>
<td>13.2</td>
<td>31.2</td>
</tr>
<tr>
<td>Week 2</td>
<td>34.1</td>
<td>23.9</td>
<td>21.5</td>
<td>24.7</td>
<td>24.9</td>
</tr>
</tbody>
</table>

You can also monitor progress by logging in to your institution’s reporting module using the details provided below:

Username: TEST
Password: TEST

To enable comparisons to GOS-L 2018, we have maintained an ‘Operational RR’ for GOS-L 2019. The ‘Operational RR’ includes all completed surveys regardless of whether a graduate has provided enough information to be included in the National Report. As a result the ‘Operational RR’ is likely to be lower than the ‘Technical RR’, as it does not include partial surveys.

Please let us know if your institution is engaged in GOS-L awareness activities (we’re always interested!). We also encourage institutions to post on their Facebook Alumni page(s), or any other relevant social media page, about the 2019 GOS-L.

You can use some of the social media materials we provided you in the Marketing Materials pack.

Kind regards,

Florence Le Guyader

---

**Live online Reporting Module**

Institutions were provided with a unique login to access the 2019 GOS-L national reporting module. This online platform was designed to deliver ‘live’ online monitoring of fieldwork data including response rates and national average. It included counts of completed surveys, partially completed surveys, out-of-scope sample records and opt-outs at the stage of studies (i.e. commencing or...
completing), study area, faculty or campus and demographic level. An example of the national reporting module is shown at Figure 8.

**Figure 8  National reporting module detailed institution view**

The national reporting module also provided an option to download the data in MS Excel format. This online report helped survey managers to monitor response rate progress towards the overall institutional target.

### 3.3.4. Department progress reporting

Similar to the institution progress reporting, the department was provided with weekly email updates and access to the national reporting module for real-time monitoring.

The online reporting provided an overview of response rates for each institution and the national average for universities and NUHEIs, and for undergraduates and postgraduates. It also included progress against target at the study area within institution level, and a comparison to the final 2018 response rate.

### 3.4. GOS-L Support

#### 3.4.1. Support for institutions

The QILT research team provided email and phone support to institutions participating in the GOS-L from Monday to Friday, 9:00am to 5:00pm (AEST), during the fieldwork period. The email and phone contact details were provided to institutions as part of project specific email communications.
3.4.2. Support for graduates

A GOS-L inbox helpdesk was established for graduates to make email contact with any queries throughout the fieldwork period. The GOS-L email address was provided in the invitation and reminder emails.

The Social Research Centre also established a GOS-L 1800 helpdesk to provide graduates an avenue to establish telephone contact with the GOS-L helpdesk 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 9:00am and 8:30pm on weekdays and between 11:00am and 5:00pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

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 retrieve sample member information.

A summary of graduate enquiries to the GOS-L helpdesk is provided at Table 13. The helpdesk received 159 phone calls with the majority of these interactions resulting in an interview being conducted with the operator (100) or an appointment being set to conduct an interview at a later time (16). Surveys completed via an interview with an operator are excluded from the National Report due to the difference in data collection mode and otherwise also excluded from analysis in this Methodological Report. The helpdesk fielded 360 email queries with the majority being for online survey support (86) or general information requests (83). The remainder of the calls to the helpdesk 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-scope sample members identified via the helpdesk were removed from the reminder email sample on a regular basis to avoid future reminders being sent to these sample members. Sample contact details updated via the helpdesk were also updated in the master contact file before each reminder email for those requesting an update to their details. Members of the GOS-L helpdesk team were responsible for monitoring the GOS-L inbox and responding as appropriate to queries.

<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>159</td>
<td>360</td>
<td>519</td>
</tr>
<tr>
<td>Completed survey with helpdesk</td>
<td>100</td>
<td>1</td>
<td>101</td>
</tr>
<tr>
<td>CATI appointment</td>
<td>16</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Refusal</td>
<td>14</td>
<td>71</td>
<td>85</td>
</tr>
<tr>
<td>Problems with URL / access / login</td>
<td>5</td>
<td>86</td>
<td>91</td>
</tr>
<tr>
<td>Requested general survey information</td>
<td>7</td>
<td>83</td>
<td>90</td>
</tr>
<tr>
<td>Already completed</td>
<td>3</td>
<td>38</td>
<td>41</td>
</tr>
<tr>
<td>Wrong number</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Change of contact details</td>
<td>3</td>
<td>35</td>
<td>38</td>
</tr>
</tbody>
</table>

3.5. Incentives

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, two $500 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 (2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prize draw period opens / Fieldwork starts</td>
<td>Tue 19 Feb</td>
</tr>
<tr>
<td>Prize draw 1 close</td>
<td>Mon 25 Feb</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>Wed 27 Feb</td>
</tr>
<tr>
<td>Prize draw 2 close</td>
<td>Mon 4 Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>Wed 6 Mar</td>
</tr>
<tr>
<td>Prize draw 3 close</td>
<td>Mon 11 Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>Wed 13 Mar</td>
</tr>
<tr>
<td>Prize draw 4 close</td>
<td>Mon 18 Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>Wed 20 Mar</td>
</tr>
<tr>
<td>Prize draw 5 close</td>
<td>Mon 25 Mar</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>Wed 27 Mar</td>
</tr>
<tr>
<td>Fieldwork closes</td>
<td>Sun 31 Mar</td>
</tr>
</tbody>
</table>
4. **Questionnaire**

The 2019 GOS-L marked an important milestone in the survey methodology involving opportunities to improve the questionnaire design. For the first time the ‘establishment’ year sample was sourced from the GOS (2016 in this case) instead of the AGS.

Significant changes to the questionnaire resulted from this transition. These updates were designed to improve the respondent experience, the analysis and reporting value and address feedback received from the sector.

4.1. **Development**

Three modules in the 2018 GOS-L questionnaire were significantly revised, including the screening and confirmation, the labour force and the employment history modules. Changes were made to better align concepts used in the GOS questionnaire to enable comparative analysis between short (i.e. 2016 GOS) and medium term (i.e. 2019 GOS-L) graduate outcomes.

Given the scope of the changes, following endorsement from the department, the Social Research Centre used a range of channels (including emails to all institutions, webinars and newsletters) to inform institutions of these 2019 updates.

4.2. **Overview**

Table 15 outlines the thematic areas of the eight main modules in the questionnaire. The core design of the GOS-L was modular and longitudinal so that the initial survey supported the active, ongoing follow up of graduates within the GOS framework. A copy of the generic survey instrument (i.e., excluding any institution-specific items) is included at Appendix 6 with screen shots of the online survey at Appendix 7.

<table>
<thead>
<tr>
<th>Module</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>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</td>
</tr>
<tr>
<td>Module E</td>
<td>Graduate preparation</td>
</tr>
<tr>
<td>Module F</td>
<td>Additional items</td>
</tr>
<tr>
<td>Module G</td>
<td>Contact details</td>
</tr>
</tbody>
</table>

4.3. **Changes from 2018**

The transition from AGS to GOS enabled the GOS-L to benefit from higher quality establishment sample data. Being part of the QILT suite of surveys and to minimise measurement error, the GOS and GOS-L use common concepts and variables such as study and employment status.
4.3.1. Module A: Screening and confirmation

Since its inception, GOS-L has included a large number of questions (in Module A) to confirm course completion and labour force status. These questions were asked because of the poor quality of the AGS data, and only the updated occupation and course information were actually used in reporting. Module A was edited from twelve questions in 2018 to two questions in the 2019 instrument and the rate of survey dropout decreased from 13 per cent in 2018 to one per cent in 2019. Two questions have remained: QCONFIRM (to confirm the date of course completion) and STATUSE (to confirm the occupation and name of the employer or business). A small number of other questions were moved or re-designed to improve questionnaire flow. Changes to Module A are summarised in Table 16 and can be read in conjunction with the questionnaire instrument for additional context (refer to Appendix 6).

Table 16 Questionnaire changes: Module A

<table>
<thead>
<tr>
<th>Question</th>
<th>Type of change</th>
<th>Description of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation statement (CONFIRMO)</td>
<td>Modified</td>
<td>Wording change to provide more context to the survey.</td>
</tr>
<tr>
<td>Graduation year confirmation</td>
<td>Removed</td>
<td>Removed because information available in the sample (i.e. based of 2016 GOS data).</td>
</tr>
<tr>
<td>Course name confirmation</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Course name if sample incorrect</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Course A level if sample incorrect</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Graduation year status</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Found employment since AGS</td>
<td>Removed</td>
<td>Removed because FIRSTWRK has been reworded to cover FOUNDWK information.</td>
</tr>
<tr>
<td>Year first obtained employment</td>
<td>Modified</td>
<td>Moved from Module A to Module B to improve question order and flow.</td>
</tr>
<tr>
<td>Occupation at time of AGS completion</td>
<td>Removed</td>
<td>Removed because information available in the sample.</td>
</tr>
<tr>
<td>Current employment situation</td>
<td>Modified</td>
<td>Question label relabelled ‘SAMEEMP’. Question wording refined and codeframe updated to align with GOS.</td>
</tr>
<tr>
<td>Confirmation to hours usually worked each week</td>
<td>Removed</td>
<td>Removed because information available in the sample.</td>
</tr>
<tr>
<td>Full title of qualification studying at time of AGS</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Status of qualification studying at time of AGS</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
</tbody>
</table>

4.3.2. Module B: Labour force

Changes made to the labour force module were mainly designed to improve respondent experience. These updates, summarised in the table below, impacted question wording, logic, order and some new questions were added to align with the GOS questionnaire. Changes to Module B are summarised in Table 17.
Table 17  
Questionnaire changes: Module B

<table>
<thead>
<tr>
<th>Question label</th>
<th>Type of change</th>
<th>Description of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment obtained after establishment survey (BETWEENWRK)</td>
<td>Added</td>
<td>New question added in 2019 GOS-L to improve filtering of following question. It captures any potential employment since graduation with those who indicated they were unemployed in the GOS. This data is then used to improve the logic of FIRSTWK question.</td>
</tr>
<tr>
<td>Employment activity last week (LF1/WORKED)</td>
<td>Modified</td>
<td>Logic modified to improve respondent experience and data quality. It auto-codes the answer based on data provided by the respondent at the prior question BETWEENWRK.</td>
</tr>
<tr>
<td>When began looking for work (LF41/BEGNLOOK)</td>
<td>Modified</td>
<td>Question moved from the end of Module B to improve question order and flow. Codeframe shortened to up to 2 years prior graduation (e.g. ‘2014 or earlier’ instead of ‘2010 or earlier’) to minimise the number of years prompted. This sought to minimise respondent burden.</td>
</tr>
<tr>
<td>Self-employment status (LF10/SELFEMP)</td>
<td>Modified</td>
<td>Wording change to provide more context to the question.</td>
</tr>
<tr>
<td>Actual hours worked in main job if multiple jobs (LF18/ACTLHRS)</td>
<td>Modified</td>
<td>Logic modified to include respondents who skipped the MORE1JOB question (i.e. respondents who work without pay LF2/VWOPAY).</td>
</tr>
<tr>
<td>Usual hours worked in main job if multiple jobs (LF19/USLHRS)</td>
<td>Modified</td>
<td>Same as above.</td>
</tr>
<tr>
<td>N/A</td>
<td>Added</td>
<td>Introduction text added to improve respondent experience.</td>
</tr>
<tr>
<td>Postcode location of workplace (LF28/LOCATION)</td>
<td>Added</td>
<td>New question added to reflect changes in the GOS questionnaire.</td>
</tr>
<tr>
<td>State/Territory of workplace (EMPSTATE)</td>
<td>Added</td>
<td>Question added to improve data quality. It captures the state information from respondents who are not able to provide postcode or suburb at the LOCATION question.</td>
</tr>
<tr>
<td>First full-time job confirmation (LF33/FFTJOB)</td>
<td>Modified</td>
<td>Logic modified to exclude respondents who indicated they are full time in the GOS (i.e. refer to variable FFTJOB in GOS).</td>
</tr>
<tr>
<td>Annual salary for all jobs if working in Australia (LF34/SALARYA)</td>
<td>Modified</td>
<td>Logic modified to reflect changes in the GOS questionnaire.</td>
</tr>
<tr>
<td>Annual salary for all jobs if working in Australia have more than one job (LF35/SALARYC)</td>
<td>Modified</td>
<td>It facilitates respondent experience in recollecting and providing accurate salary.</td>
</tr>
<tr>
<td>Where respondent found out about job (LF37/FINDJOB)</td>
<td>Modified</td>
<td>Codeframe modified to better capture the breadth of responses and facilitate data processing. Code numbering updated (e.g. 'Other' changed from code 13 to 15) and codeframe extended to include themes frequently appearing in previous rounds of GOS-L.</td>
</tr>
</tbody>
</table>
4.3.3. Module H: Employment history

The employment history module in the 2018 GOS-L instrument included a series of 19 questions asked for each occupation reported by the respondent. These questions were often not answered and this resulted in large amounts of missing data. In addition, these questions were not a key feature in the National Report. In light of these considerations, this set of questions was removed. Institutions were, however, offered the option to retain these questions for their institution if they wished, though no institutions requested this option. Changes to Module H are summarised in Table 18.

<table>
<thead>
<tr>
<th>Question label</th>
<th>Type of change</th>
<th>Description of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked elsewhere since graduation (OTHWORKI-iii)</td>
<td>Modified</td>
<td>Question wording updated for consistency.</td>
</tr>
<tr>
<td>Employment history (EH2)</td>
<td>Removed</td>
<td>Removed because it presents high respondent burden, tends to collect large amount of missing data and yields low analysis value.</td>
</tr>
<tr>
<td>Employer names since completing (VEHEMP)</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Occupation of jobs since completing (VEHOCC)</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Tasks and duties (EH3)</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Tasks and duties specific to each employer name (EH3i)</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Tasks and duties specific to each occupation (EH3ii)</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Main tasks and duties (a./VEHDUT)</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Hours usually worked each week (b./EHHRS)</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Working in Australia</td>
<td>Removed</td>
<td>Same as above.</td>
</tr>
</tbody>
</table>
4.3.4. Other changes

Other changes were made to the rest of the questionnaire to improve respondent experience, data quality, analysis value and to align with the GOS. Other changes to the questionnaire are summarised in Table 19.

Table 19 Other questionnaire changes

<table>
<thead>
<tr>
<th>Module</th>
<th>Question label</th>
<th>Type of change</th>
<th>Description of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Where qualification completed (FS7/FQLOC)</td>
<td>Added</td>
<td>Added to capture respondents who studied overseas.</td>
</tr>
<tr>
<td>C</td>
<td>Full title of most recent qualification completed (FS7/VFQUAL - used to be 'FS7/VFURQUAL')</td>
<td>Modified</td>
<td>Question label relabelled 'FS7/VFQUAL' to facilitate data processing.</td>
</tr>
<tr>
<td>C</td>
<td>Level of qualification studied (FS9/FQLEV)</td>
<td>Modified</td>
<td>Codeframe modified to better capture the breadth of responses and facilitate data processing.</td>
</tr>
<tr>
<td>C</td>
<td>Institution currently studying at (FS11/VQINST - used to be 'FS11/VFURINST')</td>
<td>Modified</td>
<td>Question label relabelled 'FS11/VFURINST' to facilitate data processing.</td>
</tr>
<tr>
<td>C</td>
<td>Current further study: Location (FS7/FURLOC)</td>
<td>Added</td>
<td>Added to capture respondents who are studying overseas.</td>
</tr>
<tr>
<td>C</td>
<td>Full title of qualification currently studying (FS7/VFQUAL - used to be 'FS7/VFURQUAL')</td>
<td>Modified</td>
<td>Question label relabelled 'FS7/VFURQUAL' to facilitate data processing.</td>
</tr>
<tr>
<td>C</td>
<td>Current further study: Level of qualification (FSC9/FURLEV)</td>
<td>Modified</td>
<td>Codeframe modified to better capture the breadth of responses and facilitate data processing.</td>
</tr>
<tr>
<td>C</td>
<td>Institution where you are currently studying (FS11/VQINST - used to be 'FS11/VFURINST')</td>
<td>Modified</td>
<td>Question label relabelled 'FS11/VFURINST' to facilitate data processing.</td>
</tr>
<tr>
<td>G</td>
<td>Living in Australia (CURCOUNTRY)</td>
<td>Added</td>
<td>New question added to capture respondent residential address and to align with the GOS questionnaire.</td>
</tr>
<tr>
<td>G</td>
<td>Postcode of usual residence (CURPCODE)</td>
<td>Added</td>
<td>Same as above.</td>
</tr>
</tbody>
</table>
### Module | Question label | Type of change | Description of change
--- | --- | --- | ---
G | State of usual residence (CURSTATE) | Added | Same as above.
G | Country of current residence (OSCOUNTRY) | Added | Same as above.

## 4.4. Respondent experience testing

Following these extensive changes to the questionnaire, the Social Research Centre conducted respondent experience testing to identify any potential cognitive burden. This involved five 30 minute user tests. Five staff members (with a mix of age and gender) from the Social Research Centre call centre and who had never been exposed to the GOS-L before participated. Participants completed the survey online in front of a researcher who moderated the session. While answering the survey, participants were requested to think aloud for the moderator to identify areas of confusion or other pain points.

The tests highlighted one potential comprehension issue with the wording of some of the graduate preparation questions (i.e. GOSOP1/FORMREQ, GOSOP2/QUALIMP, GOSOP3/CRSPREP). The wording of this question meant to refer to respondents’ main job. However, it was unclear to respondents with more than one job which one to refer to. As a result, the word ‘main’ was added in the question to avoid any misinterpretation for this cohort of respondents. No further respondent experience issues emerged from this testing.

## 4.5. Institution-specific items

Institutions have the option to commission institution-specific items. These additional questions are the property of the institutions – data is not included in the National Report and the questions are not included in the questionnaire instrument as publicly available. In 2019, two institutions and the Group of Eight (Go8) institutions included some institution-specific items:

- RMIT maintained the same additional items as 2018 and added one new question.
- The University of Melbourne maintained the same additional items as 2018 and added one new question.
- Go8 institutions maintained the same additional items as 2018.
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 2019 GOS-L data set, a record was considered complete and valid if the graduate had:

- completed the GOS in 2016
- provided a response as to whether they had worked in the last week, or
- responded that they were in further study.

5.2. Data cleaning and preparation

Data preparation occurred on the raw data file exported from the data collection platform, with 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 20, and
- cleaning of employer name and coding of occupation, industry, further study field of education and other verbatim answers

Table 20 Missing data conventions

<table>
<thead>
<tr>
<th>Missing data type</th>
<th>Data file convention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item skipped</td>
<td>99</td>
</tr>
<tr>
<td>Don’t know / Unsure</td>
<td>98</td>
</tr>
<tr>
<td>Item not applicable</td>
<td>97</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 2019. Table 21 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 (refer to Table 20).
Table 21 Items coded and source for coding decisions

<table>
<thead>
<tr>
<th>Item coded</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation (ANZSCO)</td>
<td>Occupation was coded using the Australian and New Zealand Standard Classification of Occupations (ANZSCO, Version 1.2, 2013, ABS catalogue number 1220.0) at the six digit level</td>
</tr>
<tr>
<td>Industry (ANZIC)</td>
<td>Industry was coded using the Australian and New Zealand Standard Industrial Classification (ANZSIC, 2006, ABS catalogue number 1292.0.55.002) at the four-digit level.</td>
</tr>
<tr>
<td>Location of employment (LOCATION)</td>
<td>For graduates working overseas, country of employment was coded using the Standard Australian Classification of Countries (SACC, Second edition, ABS catalogue number 1269.0). The online survey included a postcode look up list such that respondents entered the postcode or suburb of their employer and the location was automatically applied.</td>
</tr>
<tr>
<td>Further study field of education (FQFOE_L)</td>
<td>Field of education was coded using the Australian Standard Classification of Education (ASCED, 2001, ABS catalogue number 1272.0) at the six-digit level.</td>
</tr>
</tbody>
</table>

5.4. Non-response and weighting

Two sets of non-response regression modelling were conducted as follows:

- An ‘in field model’ was undertaken before fieldwork commenced to identify potential respondents for the in field telephone reminder calls as discussed in Section 3.2.2.
- A ‘post field’ model was completed during fieldwork to confirm that the characteristics of non-respondents were consistent with the in field model.

The 2016 GOS data was used for training the in field model since the 2016 GOS was the survey completed three years prior by the same population. Significant characteristics of the sample were used to build up the in field model for the 2019 GOS-L. E-mail outcomes were also included in the in field model given this is a good predictor of engagement levels indicating if the contact details are valid. Thereafter, a post field model was built to assess the representativeness of the responding sample.

The in field model identified that graduates with the following characteristics were more likely to respond to the 2019 GOS-L survey:

- From an English-speaking background.
- Studied in the area of rehabilitation.
- Graduated from Deakin University or University of Tasmania.

This differed to the post field model, where the study area of Medicine was the most likely to respond, and graduates from the rehabilitation area were no more likely to respond than other graduates (refer to Table 22). Additionally, graduates from RMIT University, The University of Melbourne and University of Divinity joined graduates from Deakin University and University of Tasmania in being significantly more likely to respond than the average graduate.

Table 22 shows the results of the post field model using 2016 GOS data to predict 2019 GOS-L response. In terms of institutions, particularly strong response was predicted among those studying Medicine and graduates with English speaking backgrounds. Lower response was predicted for
graduates in the study areas of Business and Management as well as Tourism, Hospitality, Personal Services, and Sport and Recreation.

Table 22  Results of a logistic regression predicting 2019 GOS-L response from 2016 GOS data

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Wald</th>
<th>df</th>
<th>p.value</th>
<th>Odds ratio</th>
<th>Lower limit</th>
<th>Upper limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Area (Ref = Grand mean)</td>
<td>680.62</td>
<td>20</td>
<td>&lt;.0001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture and environmental studies</td>
<td>1.18</td>
<td></td>
<td>1.07</td>
<td>1.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture and built environment</td>
<td>0.91</td>
<td></td>
<td>0.83</td>
<td>0.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and management</td>
<td>0.70</td>
<td></td>
<td>0.67</td>
<td>0.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>0.96</td>
<td></td>
<td>0.89</td>
<td>1.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computing &amp; Information Systems</td>
<td>0.84</td>
<td></td>
<td>0.78</td>
<td>0.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative arts</td>
<td>0.96</td>
<td></td>
<td>0.89</td>
<td>1.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td>1.03</td>
<td></td>
<td>0.84</td>
<td>1.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>0.90</td>
<td></td>
<td>0.85</td>
<td>0.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health services and support</td>
<td>1.09</td>
<td></td>
<td>1.03</td>
<td>1.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities, culture and social sciences</td>
<td>1.08</td>
<td></td>
<td>1.03</td>
<td>1.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law and paralegal studies</td>
<td>0.82</td>
<td></td>
<td>0.77</td>
<td>0.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>1.29</td>
<td></td>
<td>1.17</td>
<td>1.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>0.91</td>
<td></td>
<td>0.86</td>
<td>0.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>0.97</td>
<td></td>
<td>0.82</td>
<td>1.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>1.20</td>
<td></td>
<td>1.12</td>
<td>1.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>1.12</td>
<td></td>
<td>1.00</td>
<td>1.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and mathematics</td>
<td>1.17</td>
<td></td>
<td>1.11</td>
<td>1.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social work</td>
<td>0.99</td>
<td></td>
<td>0.91</td>
<td>1.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher education</td>
<td>1.01</td>
<td></td>
<td>0.96</td>
<td>1.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourism, Hospitality, Personal Services, Sport and recreation</td>
<td>0.78</td>
<td></td>
<td>0.60</td>
<td>0.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous</td>
<td>3.63</td>
<td></td>
<td>&lt;.1</td>
<td>0.93</td>
<td>0.86</td>
<td>1.00</td>
</tr>
<tr>
<td>Mode (Ref = Grand mean)</td>
<td>38.51</td>
<td>2</td>
<td>&lt;.0001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External</td>
<td>0.96</td>
<td></td>
<td>0.93</td>
<td>0.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>0.95</td>
<td></td>
<td>0.93</td>
<td>0.98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time attendance</td>
<td>5.16</td>
<td></td>
<td>&lt;.05</td>
<td>1.02</td>
<td>1.00</td>
<td>1.04</td>
</tr>
<tr>
<td>English speaking background</td>
<td>863.43</td>
<td>1</td>
<td>&lt;.0001</td>
<td>1.30</td>
<td>1.28</td>
<td>1.32</td>
</tr>
<tr>
<td>Has a Disability</td>
<td>8.85</td>
<td></td>
<td>&lt;.001</td>
<td>1.05</td>
<td>1.02</td>
<td>1.09</td>
</tr>
<tr>
<td>Age Group (Ref = Grand mean)</td>
<td>431.08</td>
<td>3</td>
<td>&lt;.0001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-22</td>
<td>0.83</td>
<td></td>
<td>0.80</td>
<td>0.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-29</td>
<td>0.82</td>
<td></td>
<td>0.80</td>
<td>0.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-44</td>
<td>1.08</td>
<td></td>
<td>1.05</td>
<td>1.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Student</td>
<td>21.34</td>
<td>1</td>
<td>&lt;.0001</td>
<td>1.04</td>
<td>1.02</td>
<td>1.06</td>
</tr>
<tr>
<td>Female</td>
<td>51.29</td>
<td>1</td>
<td>&lt;.0001</td>
<td>1.06</td>
<td>1.04</td>
<td>1.07</td>
</tr>
</tbody>
</table>
The post field model detailed above (refer to Table 22) can also be used to judge whether weighting the data is necessary. 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. Figure 9 shows the weighted and unweighted results for the GOS-L key indicators. The unweighted and weighted figures were generally very close, with greatest change in estimates being only 1%.

**Figure 9**: Comparison of weighted and unweighted values for selected GOS-L indicators

Finally, it is possible to estimate the number of extra surveys that were completed as a result of the in field model results. The predicted probabilities of response were used to prioritise non-respondents for selection in the in field telephone reminder telephone calls. It is assumed that those who completed the survey after receiving a telephone reminder call represent the upper limit of those influenced by the reminder activity. In that case, in field telephone reminder calls resulted in up to 10,312 completed surveys. In light of this information, we would recommend the continued use of the in field model to prioritise non-respondents for the in field telephone reminder calls.

To examine which institutions were most engaged with the survey, predicted response rates from the probabilities generated by the post field logistic regression\(^3\) were compared to actual response rates

---

\(^3\) 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.
This in effect compares each institution to an average institution with the same mix of graduates. Each of the following four institutions have at least a 10 per cent better response rate than what was predicted: Deakin University, University of Tasmania, RMIT University, The University of Melbourne and University of Divinity.

<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>52.64</td>
<td>53.06</td>
<td>99.22</td>
<td>1,645</td>
</tr>
<tr>
<td>Bond University</td>
<td>38.13</td>
<td>49.02</td>
<td>77.78</td>
<td>695</td>
</tr>
<tr>
<td>Central Queensland University</td>
<td>38.03</td>
<td>47.79</td>
<td>79.59</td>
<td>1,801</td>
</tr>
<tr>
<td>Charles Darwin University</td>
<td>56.46</td>
<td>54.28</td>
<td>104.02</td>
<td>627</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>53.42</td>
<td>54.41</td>
<td>98.18</td>
<td>2,224</td>
</tr>
<tr>
<td>Curtin University</td>
<td>45.82</td>
<td>50.65</td>
<td>90.46</td>
<td>3,053</td>
</tr>
<tr>
<td>Deakin University</td>
<td>59.49</td>
<td>50.84</td>
<td>117.00</td>
<td>3,167</td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td>56.48</td>
<td>54.91</td>
<td>102.85</td>
<td>1,714</td>
</tr>
<tr>
<td>Federation University Australia</td>
<td>47.19</td>
<td>46.41</td>
<td>101.68</td>
<td>303</td>
</tr>
<tr>
<td>Flinders University</td>
<td>52.79</td>
<td>54.11</td>
<td>97.56</td>
<td>1,254</td>
</tr>
<tr>
<td>Griffith University</td>
<td>52.62</td>
<td>52.42</td>
<td>100.39</td>
<td>3,069</td>
</tr>
<tr>
<td>James Cook University</td>
<td>53.86</td>
<td>54.32</td>
<td>99.16</td>
<td>919</td>
</tr>
<tr>
<td>La Trobe University</td>
<td>56.61</td>
<td>53.81</td>
<td>105.21</td>
<td>2,155</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>45.47</td>
<td>49.24</td>
<td>92.34</td>
<td>2,604</td>
</tr>
<tr>
<td>Monash University</td>
<td>46.07</td>
<td>47.53</td>
<td>96.92</td>
<td>6,471</td>
</tr>
<tr>
<td>Murdoch University</td>
<td>55.89</td>
<td>55.32</td>
<td>101.04</td>
<td>925</td>
</tr>
<tr>
<td>Queensland University of Technology</td>
<td>55.77</td>
<td>51.71</td>
<td>107.85</td>
<td>2,521</td>
</tr>
<tr>
<td>RMIT University</td>
<td>52.30</td>
<td>46.79</td>
<td>111.77</td>
<td>2,935</td>
</tr>
<tr>
<td>Southern Cross University</td>
<td>49.93</td>
<td>54.92</td>
<td>90.92</td>
<td>719</td>
</tr>
<tr>
<td>Swinburne University of Technology</td>
<td>50.05</td>
<td>49.08</td>
<td>101.98</td>
<td>1,930</td>
</tr>
<tr>
<td>The Australian National University</td>
<td>49.68</td>
<td>49.89</td>
<td>99.58</td>
<td>1,878</td>
</tr>
<tr>
<td>The University of Adelaide</td>
<td>53.70</td>
<td>49.64</td>
<td>108.17</td>
<td>2,205</td>
</tr>
<tr>
<td>The University of Melbourne</td>
<td>57.64</td>
<td>51.80</td>
<td>111.29</td>
<td>5,274</td>
</tr>
<tr>
<td>The University of Notre Dame Australia</td>
<td>49.15</td>
<td>53.66</td>
<td>91.58</td>
<td>702</td>
</tr>
<tr>
<td>The University of Queensland</td>
<td>49.05</td>
<td>49.22</td>
<td>99.64</td>
<td>5,656</td>
</tr>
<tr>
<td>The University of South Australia</td>
<td>51.25</td>
<td>51.27</td>
<td>99.95</td>
<td>1,565</td>
</tr>
<tr>
<td>The University of Sydney</td>
<td>45.76</td>
<td>48.69</td>
<td>94.00</td>
<td>4,510</td>
</tr>
<tr>
<td>The University of Western Australia</td>
<td>43.42</td>
<td>51.35</td>
<td>84.55</td>
<td>2,241</td>
</tr>
<tr>
<td>University of Canberra</td>
<td>53.60</td>
<td>53.01</td>
<td>101.13</td>
<td>1,013</td>
</tr>
<tr>
<td>University of Divinity</td>
<td>68.42</td>
<td>62.13</td>
<td>110.12</td>
<td>133</td>
</tr>
<tr>
<td>University of New England</td>
<td>55.52</td>
<td>57.18</td>
<td>97.11</td>
<td>1,394</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>45.84</td>
<td>44.90</td>
<td>102.09</td>
<td>3,257</td>
</tr>
<tr>
<td>University of Newcastle</td>
<td>51.10</td>
<td>52.78</td>
<td>96.82</td>
<td>2,464</td>
</tr>
</tbody>
</table>

---

1 Red indicates lowest three values and blue indicates the highest three values.
2 Institutions have been dropped from the post field model to predict the response rates.
3 Only institutions with at least 100 graduates in the sample file were included in this analysis.
As described in Section 3.1.4, the QILT research team maintained a program of institutional outreach to understand, among other things, how institutions were engaging with their graduates. Those institutions that achieved a higher than predicted response rate may have benefitted from their institutional specific or novel marketing strategies – two examples are included below:

- UTAS sent a ‘What are you doing now?’ postcard to graduates to raise their awareness of the GOS-L and reiterate the content of the email invitation. The postcard reiterated the email invitation and highlighted the survey dates, confidentiality provisions, prize draw and provided contact details for more information (refer to Figure 10).

- Deakin University included articles in their Alumni newsletter and sent email reminders to graduates with an infographic showing outcomes for past Deakin graduates (refer to Figure 11).

Figure 10  UTAS postcard sent as a survey reminder

<table>
<thead>
<tr>
<th>Institution</th>
<th>Achieved (%)</th>
<th>Predicted (%)</th>
<th>Achieved / Predicted (%)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Southern Queensland</td>
<td>56.61</td>
<td>54.19</td>
<td>104.47</td>
<td>1,703</td>
</tr>
<tr>
<td>University of Tasmania</td>
<td>63.14</td>
<td>54.61</td>
<td>115.61</td>
<td>1,739</td>
</tr>
<tr>
<td>University of Technology Sydney</td>
<td>45.58</td>
<td>45.59</td>
<td>99.97</td>
<td>2,001</td>
</tr>
<tr>
<td>University of the Sunshine Coast</td>
<td>55.84</td>
<td>53.54</td>
<td>104.28</td>
<td>874</td>
</tr>
<tr>
<td>University of Wollongong</td>
<td>46.07</td>
<td>50.24</td>
<td>91.70</td>
<td>1,298</td>
</tr>
<tr>
<td>Victoria University</td>
<td>44.30</td>
<td>46.97</td>
<td>94.31</td>
<td>1,088</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>49.09</td>
<td>49.32</td>
<td>99.54</td>
<td>2,202</td>
</tr>
<tr>
<td>NUHEI</td>
<td>45.16</td>
<td>50.07</td>
<td>90.20</td>
<td>2,812</td>
</tr>
</tbody>
</table>
Further analysis was conducted to identify certain subject areas of the universities with the lowest response rates (achieved / predicted ratio lower than 80) (Table 24). Again, achieved response was compared with predicted response by institution for each subject area with more than one 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 24  Study areas with low achieved response rates\(^7\)

<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>Business and management</td>
<td>32.94</td>
<td>40.81</td>
<td>80.72</td>
<td>170</td>
</tr>
<tr>
<td>Law and paralegal studies</td>
<td>35.34</td>
<td>47.74</td>
<td>74.03</td>
<td>133</td>
</tr>
<tr>
<td><strong>Central Queensland University</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and management</td>
<td>29.08</td>
<td>39.30</td>
<td>74.00</td>
<td>698</td>
</tr>
<tr>
<td>Computing &amp; Information Systems</td>
<td>25.10</td>
<td>38.25</td>
<td>65.64</td>
<td>239</td>
</tr>
<tr>
<td>Engineering</td>
<td>46.36</td>
<td>51.92</td>
<td>89.30</td>
<td>110</td>
</tr>
<tr>
<td>Health services and support</td>
<td>48.76</td>
<td>58.84</td>
<td>82.87</td>
<td>121</td>
</tr>
<tr>
<td>Nursing</td>
<td>45.05</td>
<td>55.63</td>
<td>80.98</td>
<td>202</td>
</tr>
<tr>
<td>Teacher education</td>
<td>47.79</td>
<td>58.70</td>
<td>81.42</td>
<td>136</td>
</tr>
<tr>
<td><strong>The University of Western Australia</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and management</td>
<td>39.68</td>
<td>42.39</td>
<td>93.60</td>
<td>431</td>
</tr>
<tr>
<td>Engineering</td>
<td>32.78</td>
<td>45.59</td>
<td>71.89</td>
<td>180</td>
</tr>
<tr>
<td>Humanities, culture and social sciences</td>
<td>53.45</td>
<td>55.16</td>
<td>96.89</td>
<td>290</td>
</tr>
<tr>
<td>Science and mathematics</td>
<td>43.43</td>
<td>54.70</td>
<td>79.39</td>
<td>799</td>
</tr>
</tbody>
</table>

\(^7\) 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 with the following deliverables for the 2019 GOS-L:

- finalised questionnaire in MS Word
- weekly progress reports to the department and institutions during data collection
- 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 maps specific for each institution
- files in Tableau packaged workbook format at the national (department), institution and Universities Australia level for institutions
- files of verbatim responses to open-ended questions in CSV and SPSS format, at the institution level
- files of updated graduate contact details for institution alumni services where permissible in CSV and SPSS format
- 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
- press release, and
- Methodological Report.
7. Final response rates

The overall response rate for the 2019 GOS-L was 55.9 per cent, representing the highest level since the start of the survey in 2017. As summarised in Table 25, the response rate increased from 43.3 per cent in 2018 and 42.2 per cent in 2017. Response rates by institution are presented at Appendix 8.

Table 25 Response summary

<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>82,483</td>
<td>626</td>
<td>10</td>
<td>5,814</td>
<td>76,033</td>
<td>42,466</td>
<td>55.9</td>
</tr>
<tr>
<td>Universities</td>
<td>79,763</td>
<td>596</td>
<td>10</td>
<td>5,527</td>
<td>73,630</td>
<td>41,257</td>
<td>56.0</td>
</tr>
<tr>
<td>NUHEIs</td>
<td>2,720</td>
<td>30</td>
<td>0</td>
<td>287</td>
<td>2,403</td>
<td>1,209</td>
<td>50.3</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>46,953</td>
<td>345</td>
<td>5</td>
<td>3,522</td>
<td>43,081</td>
<td>23,885</td>
<td>55.4</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35,530</td>
<td>281</td>
<td>5</td>
<td>2,292</td>
<td>32,952</td>
<td>18,581</td>
<td>56.4</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>46,953</td>
<td>345</td>
<td>5</td>
<td>3,522</td>
<td>43,081</td>
<td>23,885</td>
<td>55.4</td>
</tr>
<tr>
<td>Post-graduate coursework</td>
<td>30,990</td>
<td>221</td>
<td>4</td>
<td>2,053</td>
<td>28,712</td>
<td>15,901</td>
<td>55.4</td>
</tr>
<tr>
<td>Post-graduate research</td>
<td>4,540</td>
<td>60</td>
<td>1</td>
<td>239</td>
<td>4,240</td>
<td>2,680</td>
<td>63.2</td>
</tr>
</tbody>
</table>

1 National in-scope population approached
2 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.

The main factors that contributed to the high response rate of the 2019 GOS-L are thought to include the transition from AGS to GOS sample, the refinement of the in-scope definition, the email contact protocol, the revised email and SMS plan and increased engagement with the sector during fieldwork.

Transition from AGS to GOS sample

Moving from the AGS to the GOS for establishment sample meant that the 2019 GOS-L was able to draw upon higher quality establishment sample. The 2016 GOS survey collected a longer-term email address in its questions around consent for future contact. Because the graduates directly provided this address themselves the 2019 GOS-L sample benefited from more accurate and up to date contact information compared to previous years.

Similarly, the 2016 GOS provided the GOS-L with employment information which was more accurate than the AGS. It built up the coherence of the survey as some questions were directly based on this employment data.

These positive results highlight the benefits of transitioning to a centralised data collection approach especially in the context of a longitudinal study such as GOS-L.

Refinement of the in-scope population

Having access to the 2016 GOS sample in the 2019 GOS-L presented an opportunity to refine the definition of the in-scope population for the GOS-L. The GOS collected graduates’ consent to be re-contacted for future research. This information was used to determine who qualified for the GOS-L by excluding those who explicitly declined (in the 2016 GOS) to be contacted for future follow-up. As a result, the population approached only included graduates who demonstrated a certain level of engagement with the QILT research, which possibly translated into a stronger propensity to respond.
**Enhanced questionnaire design**

The survey design was revised in terms of reporting value and respondent experience. The higher quality sample data facilitated a significantly shorter Module A from twelve questions to two questions as part of confirming current occupation and employer name. Questions were removed because the GOS provided more accurate employment information. Analysis showed the proportion of respondents leaving the survey in Module A decreased from 13 per cent in 2018 to 1 per cent in 2019 suggesting an enhanced survey experience.

**Improved email contact protocol**

The use of alternative email addresses early in the contact workflow (via the email send and bounce outcome protocol described in Section 3.2.1) was first introduced in 2019 GOS-L. It optimised the email delivery from the invitation where bounces triggered a send to the next available email address. As a result, from the start of fieldwork all sample members were contacted at least once, provided they had at least one valid email addresses in the sample.

**Refreshed email and SMS plan**

Learnings relevant to email and SMS outcomes from the 2018 SES and more recently the 2019 GOS were applied in the 2019 GOS-L. As such, SMSs were scheduled on the same day as the prize draw closing date and after the email reminder has been sent. The content of the email was more succinct than in 2018 GOS-L and the wording updated to reflect findings from the email cognitive testing conducted in preparation for the 2019 GOS November fieldwork. In addition, during fieldwork daily monitoring of the performance of each reminder was undertaken with rapid incorporation of learnings into subsequent reminders.

**Engagement with the sector**

Another important aspect which was likely to have positively impacted the 2019 GOS-L response was the organised program of institutional outreach. Before and during fieldwork, proactive outbound contact was maintained with institutions’ survey managers through regular email or telephone conversations, and monthly newsletter and webinars. The support delivered by the QILT team and survey managers throughout the GOS-L contributed to institutional engagement with the survey.
8. Response analysis

8.1. Response by time

Figure 12 illustrates the daily and cumulative response rate by day, with communication efforts marked. The invitation email (sent on a Thursday) yielded the highest level of daily response (10.2%) while Reminder 7 was split across a Thursday and a Friday and resulted in the lowest response (0.8% for both days). It is worth noting that Reminder 2 (sent on a Monday and close of the first prize draw) performed better than its precedent email Reminder 1 (sent on the preceding Saturday), achieving a 7.5 per cent and 6.4 per cent response respectively. SMS complemented the email reminders and helped boost response rates with reminder 4, 6 and 9 clearly benefiting from it. Email outcomes by institution and graduate type are presented at Appendix 9 while respondent characteristics are illustrated at Appendix 10.

In addition, a third SMS was deployed – a decision informed by previous research conducted internally which revealed the higher cost-effectiveness of SMSs compared to in field telephone reminder calls.

8.2. Non-response

The distribution of various characteristics within respondents and non-respondents is shown in Table 26. A red asterisk (*) indicates the non-responding sample profile is significantly different (at the 95% level of confidence) from the total responding sample. Note, however, that the majority of percentage point differences between responders and non-respondents is very small and only significant due to the large number of completed surveys. Refer to Section 5.4 for a more complete description of non-response.
## Table 26  Respondent characteristics

| Group                        | Subgroup | Respondents | | Non-respondents | | Total sample | |
|------------------------------|----------|-------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                              |          | n           | %                        | n                        | %                        | n                        | %                        |
| **Base**                     |          | 42,466      | 100                      | 40,007                   | 100                      | 82,473                   | 100                      |
| **Institution type**         |          |             |                          |                          |                          |                          |                          |
| Universities                 |          | 41,257      | 97.2                     | 38,496                   | 96.2*                    | 79,753                   | 96.7                     |
| NUHEIs                       |          | 1209        | 2.8                      | 1511                     | 3.8*                     | 2,720                    | 3.3                      |
| **Enrolment type**           |          |             |                          |                          |                          |                          |                          |
| Undergraduate                |          | 23,885      | 56.2                     | 23,063                   | 57.6*                    | 46,948                   | 56.9                     |
| Postgraduate                 |          | 18,581      | 43.8                     | 16,944                   | 42.4*                    | 35,525                   | 43.1                     |
| **Course type**              |          |             |                          |                          |                          |                          |                          |
| Undergraduate                |          | 23,885      | 56.2                     | 23,063                   | 57.6*                    | 46,948                   | 56.9                     |
| Post-graduate coursework      |          | 15,901      | 37.4                     | 15,085                   | 37.7                      | 30,986                   | 37.6                     |
| Post-graduate research       |          | 2,680       | 6.3                      | 1,859                    | 4.6*                     | 4,539                    | 5.5                      |
| **Gender**                   |          |             |                          |                          |                          |                          |                          |
| Male                         |          | 15,275      | 36.0                     | 16,281                   | 40.7*                    | 31,556                   | 38.3                     |
| Female                       |          | 27,171      | 64.0                     | 23,702                   | 59.2*                    | 50,873                   | 61.7                     |
| **Aboriginal and Torres Strait Islander** | | | | | | | |
| Non-Indigenous               |          | 42,088      | 99.1                     | 39,676                   | 99.3*                    | 81,764                   | 99.1                     |
| Indigenous                   |          | 364         | 0.9                      | 310                      | 0.7                      | 674                      | 0.8                      |
| **Disability**               |          |             |                          |                          |                          |                          |                          |
| No disability                |          | 40,206      | 94.7                     | 38,268                   | 95.7*                    | 78,474                   | 95.2                     |
| Disability                   |          | 2244        | 5.3                      | 1718                     | 4.3*                     | 3,962                    | 4.8                      |
| **Age**                      |          |             |                          |                          |                          |                          |                          |
| 30 years or under            |          | 27,692      | 65.2                     | 29,327                   | 73.3*                    | 57,019                   | 69.1                     |
| Over 30 years                |          | 14,774      | 34.8                     | 10,680                   | 26.7*                    | 25,454                   | 30.9                     |
| **Mode of attendance**       |          |             |                          |                          |                          |                          |                          |
| Internal and mixed mode      |          | 35,380      | 83.3                     | 34,569                   | 86.4*                    | 69,949                   | 84.8                     |
| External                     |          | 7,068       | 16.6                     | 5,415                    | 13.5*                    | 12,483                   | 15.1                     |
| **Type of attendance**       |          |             |                          |                          |                          |                          |                          |
| Mainly full-time             |          | 28,482      | 67.1                     | 27,980                   | 69.9*                    | 56,462                   | 68.5                     |
| Mainly part-time             |          | 13,966      | 32.9                     | 12,003                   | 30.0*                    | 25,969                   | 31.5                     |
| **Main language spoken at home** | | | | | | | |
| English                      |          | 37,765      | 88.9                     | 31,541                   | 78.8*                    | 69,306                   | 84.0                     |
| Language other than English  |          | 4,701       | 11.1                     | 8,466                    | 21.2*                    | 13,167                   | 16.0                     |
| **Citizen/resident indicator** | | | | | | | |
| Domestic                     |          | 36,781      | 86.6                     | 29,874                   | 74.7*                    | 66,655                   | 80.8                     |
| International                |          | 5,667       | 13.3                     | 10,110                   | 25.3*                    | 15,777                   | 19.1                     |

1Some subgroups may not add up to 100 per cent due to missing data.
9. Summary of key changes

The 2019 GOS-L highlighted the benefits of centralising data collection with the transition from the AGS, an external sample source, to the GOS for establishment sample. This milestone in the GOS-L methodology enabled access to higher quality contact information and the opportunity to improve survey design and enhance the respondent experience.

High quality data

The quality of graduates contact details is higher in the GOS compared to the AGS, because it relies on information provided by institutions and by graduates. Contact information is supplied by institutions for the GOS sample and respondents are able to pass on their longer-term email address within the GOS survey. In addition, institutions are requested to provide up to date contact information during the GOS-L sample preparation.

These multiple sources of information, from both institutions and graduates, improve the quality of email addresses and phone numbers, contributing to survey response.

Improved survey design

This year’s transition to the GOS for establishment sample was an opportunity to revisit the GOS-L questionnaire. The first module, that is ‘Screening and confirmation’, was designed to address the low-quality contact information coming from the AGS sample by getting respondents to confirm their study and employment information. Given that the GOS provided robust information most of these initial questions were removed. It resulted in a notable decrease in the number of respondents exiting the survey within the first module.

To better reflect the reporting needs of the GOS-L, several questions in the ‘Employment history’ module were removed. Previously, thirteen questions were repeated for each occupation reported by the respondent. The repetition of these questions presented a high level of respondent burden.

Enhanced respondent experience

The in-scope population for the 2019 GOS-L excluded graduates who explicitly declined to be contacted for future follow up. As a result, the initial 2019 GOS-L sample was marginally smaller than previous years. That said, graduates from the 2016 GOS who did not explicitly decline to be contacted for future follow up were arguably more engaged with QILT and this possibly contributed to the higher response rate in the 2019 GOS-L.

Another aspect which translated in a better respondent experience was the GOS information used for the GOS-L survey. Some questions prompted employment details such as occupation or employer name within the questions. Because the information prompted this year was more accurate, it helped building-up the credibility of the GOS-L.
10. Considerations for future surveys

The 2020 iteration of the GOS-L presents an opportunity to continue improving the deployment and consolidating the QILT centralised approach. Learnings gained from other QILT surveys can also be transferred to the GOS-L.

Panel maintenance

One of the main challenges of longitudinal surveys is to maintain healthy levels of engagement and updated contact details for sample members. To address this challenge, a GOS Panel maintenance activity was fully implemented in 2019. It consisted of a follow up activity with respondents (to the 2017 GOS and 2018 GOS) to confirm or update their contact details via an online form. Panel maintenance is conducted each year in the years between completion of the GOS and participation in the GOS-L. It is expected to drive response rate in future iterations of the GOS-L with earlier completion of the survey enabling a focus on response maximisation activities among audiences that are harder to engage.

An analysis of the impact of Panel maintenance on GOS-L will be conducted in 2020 to better understand the value of investing in Panel maintenance activities.

Email look and feel

In 2018-2019, a refresh of the look and feel of the QILT invitation and reminder emails was undertaken. The new design aimed to enhance visual appeal, develop engaging materials and build up brand credibility. A refreshed version was first introduced as part of the GOS Panel maintenance. Notable changes included the use of the department logo, a more contemporary footer (with links to privacy, unsubscribe and contact information) and a call to action button for respondents to take the survey. The positive results from the Panel maintenance in terms of response rate supported the deployment of this new look and feel to other QILT surveys.
# List of abbreviations and terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</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>
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Graduate Outcomes Survey - Longitudinal (GOS-L) Collection
Guide and Sample Guide

2019 GOS-L Collection
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Summary points to note

Please note:

Complete the Participation and Additional Services form. This is your centralised place to confirm your institutions’ participation in the research and nominate additional services.

The first date is to confirm your institutions participation by 22 November 2018. We have strived to separate out correspondence and deadlines between the GOS-February and the GOS-Longitudinal (GOS-L) as much as possible but we are constrained to a degree by the Christmas / New Year period.

This is the first year that the GOS-L will draw upon the GOS as the source of sample, rather than the previous Australian Graduate Survey (AGS). This requires additional work as part of set-up and preparations for processing – hence we need to start these activities before we break for the year.

Updated guidance has been prepared to clarify the definition of and expectations for the in-scope audience (refer ‘Section 2 Target audience and sample provision’). Updated guidance has also been prepared to assist with populating the sample file (refer ‘Section 3 Populating the sample file template’).

Keeping to timelines for provision and confirmation of sample means the project can go to field on time – otherwise one institutions’ delays impact all others. There are a couple of points in time where late delivery can have significant downstream impacts on the delivery of the project.

We have fast tracked sample extraction and provision for 26 November. We are aware this period will cross over for institutions engaged in the GOS-February collection but hope the advanced sample provision and extended period to update details facilitates this work. It is critical that institutions return their sample to us by 20 December 2018.

Data collection must be ready to commence when Authentication opens on 19 February 2019. The limited flexibility around launch proceedings means that data quality risks being compromised if timelines are compressed, or that other institutions are impacted by a delayed start date potentially impacting response maximisation activity and the overall response rate. Please familiarise yourself with ‘Table 1 GOS-L summary timeline’.

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. These generally commence from the second week of fieldwork.

Institutions are expected to send their own hardcopy letter or email to arrive in the week before the survey officially opens - please work with your Alumni area for this. This institution led contact adds a sense of legitimacy so when graduates get an email or SMS they will not think the GOS-L is spam. Contact with graduates should be advised to the Social Research Centre (refer ‘Section 5 Response maximisation’).

We ask that qilt@srcentre.com.au is included in the send list for the engagement letter and emails. This enables us to effectively track supporting activities’ impact on response maximisation and ensure the content messaging is consistent with the broader QILT study.

Please update us with any changes to your personnel or the availability of staff, especially during the sample preparation and fieldwork periods.
1. Introduction and overview

1.1. Background and objectives

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

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

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

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

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

The sample of graduates is provided from the 2016 GOS.

1.2. Summary timeline

The schedule for the 2019 GOS-L collection is shown at Table 1. These timings may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

<table>
<thead>
<tr>
<th>Key milestones</th>
<th>Responsible</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Additional Services form distributed to institutions</td>
<td>SRC</td>
<td>15-Nov-18</td>
</tr>
<tr>
<td>Collection and Sample Guide distributed to institutions</td>
<td>SRC</td>
<td>15-Nov-18</td>
</tr>
<tr>
<td>Marketing and Communication Pack distributed to institutions</td>
<td>SRC</td>
<td>15-Nov-18</td>
</tr>
<tr>
<td>Institutions to confirm participation in the GOS-L</td>
<td>Institutions</td>
<td>22-Nov-18</td>
</tr>
<tr>
<td>Extra populations nominated by institutions</td>
<td>Institutions</td>
<td>22-Nov-18</td>
</tr>
<tr>
<td>Send out sample to institutions</td>
<td>SRC</td>
<td>23-Nov-18</td>
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<tr>
<td>Institution sample preparation undertaken</td>
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<td>26 Nov-19 Dec ’18</td>
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<tr>
<td>Completed sample to be returned by institutions</td>
<td>Institutions</td>
<td>20-Dec-18</td>
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<tr>
<td>All sample checked, followed up with institutions as required</td>
<td>SRC</td>
<td>21-Dec-18</td>
</tr>
<tr>
<td>Sample absolutely finalised (queries resolved and QA undertaken)</td>
<td>SRC</td>
<td>21-Dec-18</td>
</tr>
<tr>
<td>Additional questions nominated by institutions</td>
<td>Institutions</td>
<td>21-Jan-19</td>
</tr>
<tr>
<td>Additional questions (MS Word) approved by institutions</td>
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<td>01-Feb-19</td>
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### Key milestones

<table>
<thead>
<tr>
<th>Key milestones</th>
<th>Responsible</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed variations to engagement activity plan to the Social Research Centre</td>
<td>Institutions</td>
<td>04-Feb-19</td>
</tr>
<tr>
<td>Additional questions scripted and online survey test link provided to institutions for testing</td>
<td>SRC</td>
<td>08-Feb-19</td>
</tr>
<tr>
<td>Additional questions survey test link approved</td>
<td>Institutions</td>
<td>15-Feb-19</td>
</tr>
<tr>
<td>Authentication survey entry opens</td>
<td>SRC</td>
<td>19-Feb-19</td>
</tr>
<tr>
<td>Soft launch – Online fieldwork</td>
<td>SRC</td>
<td>19-Feb-19</td>
</tr>
<tr>
<td>Main launch – Online fieldwork</td>
<td>SRC</td>
<td>21-Feb-19</td>
</tr>
<tr>
<td>Telephone follow-up nominated by institutions</td>
<td>Institutions</td>
<td>12-Mar-19</td>
</tr>
<tr>
<td>Final institutional reports and data outputs</td>
<td>SRC</td>
<td>9-Aug-19</td>
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<tr>
<td>Institutional files</td>
<td>SRC</td>
<td>9-Aug-19</td>
</tr>
<tr>
<td>National reports</td>
<td>SRC</td>
<td>TBA</td>
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</tbody>
</table>

Dates may change due to operational requirements, methodological learnings and circumstances beyond our control such as decisions from the department on release dates. The Social Research Centre will endeavour to keep institutions updated and maintain the timeline in this document.

### 1.3. Privacy provisions

All aspects of this research will be undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Australian Market and Social Research Society’s Code of Professional Practice, ISO 20252 standards and the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research\(^1\). The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required. The Deed of Confidentiality can be located on the QILT portal ([www.qilt.edu.au/login](http://www.qilt.edu.au/login)) under QILT Resources > Deed of Confidentiality QILT.

### 1.4. Institutional support

General enquiries and all queries relating to sampling and sample files, file formats, any questions or feedback on the instrument, should be directed to the Social Research Centre’s QILT team. The team can be contacted on (03) 9236 8500 or by emailing [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au). We will endeavour to get back to you by the next working day – even if only to acknowledge receipt of your communication. The QILT provider portal (through the QILT website) also contains a range of factsheets and other resources to assist institutions in administration of the QILT suite of surveys.

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

---

2. Target audience and sample provision

2.1. In scope audience and reference period

Graduates are in-scope for the 2019 GOS-L collection if they:

- Participated in the 2016 GOS and consented to future research participation, that is, responded ‘yes’ at the variable CONTACT.
- Participated in the 2016 GOS and did not confirm future research participation, that is, did not answer the variable CONTACT).

In-scope graduates who completed the 2016 GOS via Computer Assisted Telephone Interviewing (CATI), will be provided the opportunity to participate in the GOS-L (as appropriate to the above points) as an ‘additional population’. Costs for completed online surveys, verbatim cleaning and coding of open-ended responses will be passed on in a fee-for-service capacity. Out of scope populations from the 2016 GOS can also be included in the 2019 GOS-L on a fee-for-service basis (this is discussed further at Section 4.1). Both of these populations were excluded from the 2016 GOS National Report and will be excluded from the 2019 GOS-L National Report.

Respondents in the 2016 GOS who did not consent to future research participation, that is, responded ‘no’ at the variable CONTACT, are included in the sample provided to you and flagged as INSCOPE = 1 (graduate declined future follow up in GOS 2016). We provide this information to institutions for transparency. While we will not approach these graduates in the GOS-L, institutions may wish to initiate contact with them during the sample preparation period to promote the GOS-L and encourage them to participate. If institutions wish to proactively contact these graduates and are able to confirm their willingness to participate they should edit the sample to indicate the record is now ‘in-scope’ to contact by revising the record to INSCOPE = 0. This is discussed further at Section 3.2.1. We stress it is up to the institutions to make decisions around this activity.
3. Populating the sample file template

3.1. Preamble

The 2019 GOS-L population consists of all graduates who completed a course of study at an Australian higher education institution in 2015 and provided a response to the 2016 Graduate Outcomes Survey (GOS).

While we can source most of the information for the sample population frame directly from 2016 GOS, we need your help to update a small amount information for each graduate to facilitate survey execution.

3.2. What you need to do

One or two GOS-L sample population files will be uploaded to your QILT SFX as per ‘Table 1 GOS-L summary timeline’.

File 1 will include all respondents from GOS 2016 for your institution who were included in national and website reporting. All institutions eligible for GOS-L will receive File 1.

File 2 will include all respondents from GOS 2016 for your institution who were not included in national and website reporting. This includes additional populations in GOS 2016 (e.g. graduates who studied at an off-shore campus) and / or in-scope graduates who completed the 2016 GOS via Computer Assisted Telephone Interviewing (CATI). Only institutions that had additional population and / or CATI completed population will receive File 2 in addition to File 1.

Table 2 lists the variables that will be included in both files.

Please update as instructed in Section 3.2.1 and return your sample population file(s) to the Social Research Centre via the QILT SFX no later than 20 December 2018.

While 20 December 2018 is the final deadline for the return of the population file(s), earlier returns will be much appreciated.

<table>
<thead>
<tr>
<th>Position</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Format</th>
<th>Status</th>
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<tbody>
<tr>
<td>1</td>
<td>GOSID</td>
<td>GOS Identifier</td>
<td>F13</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>2</td>
<td>E306</td>
<td>Higher Education Provider code</td>
<td>F4</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>3</td>
<td>E306C</td>
<td>Higher Education Provider name</td>
<td>A72</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>4</td>
<td>E313</td>
<td>Student identification code</td>
<td>A10</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>5</td>
<td>E402</td>
<td>Student surname</td>
<td>A35</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>6</td>
<td>E403</td>
<td>Student given name - first</td>
<td>A30</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>7</td>
<td>E314</td>
<td>Date of birth</td>
<td>A8</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>8</td>
<td>E308A</td>
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<td>A75</td>
<td>Pre-pop</td>
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<td>9</td>
<td>E308B</td>
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<tr>
<td>10</td>
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<td>Extra quota group flag</td>
<td>F1</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>11</td>
<td>SURVEY</td>
<td>Mode of completion</td>
<td>F1</td>
<td>Pre-pop</td>
</tr>
<tr>
<td>12</td>
<td>INSCOPE</td>
<td>Flag denoting graduate is in scope for the GOS-L</td>
<td>F1</td>
<td>Pre-pop (update if req)</td>
</tr>
<tr>
<td>13</td>
<td>FACULTY</td>
<td>Faculty name</td>
<td>A100</td>
<td>Pre-pop (update if req)</td>
</tr>
<tr>
<td>14</td>
<td>CAMPUS</td>
<td>Campus name</td>
<td>A100</td>
<td>Pre-pop (update if req)</td>
</tr>
</tbody>
</table>
### 3.2.1. Data elements to be updated by institutions

**INSCOPE (optional update)**

The INSCOPE flag denotes whether the graduate is in scope for GOS-L 2019.

- **0** = In scope (graduate did not decline future followed up in GOS 2016)
- **1** = Out of scope (graduate declined future follow up in GOS 2016)
- **2** = Out of scope (ineligible for GOS-L)
- **3** = Not to be surveyed as instructed by institution (e.g. deceased or not to be contacted under any circumstances)

All records have been pre-flagged in the sample file as code 0, 1 or 2 based on their responses in the GOS 2016. Institutions are asked to review records that have been flagged as INSCOPE = 0 or 1 and update as appropriate. No action is required for records flagged as INSCOPE = 2.

**Residential address**

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

**Email addresses**

Please provide at least one valid email address for each graduate in the file. We cannot include your graduate in the survey if their email address is missing or invalid because GOS-L is primarily an online survey.

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

Common sense suggests that the best option is the graduate’s personal email address (hotmail, gmail, etc.). Other options may include the email address issued by the institution while they were enrolled, or an alumni email address issued after graduation.

Please double check the format of the email addresses you provide to us in the return file. They should contain an @ symbol and do not end with a full stop.

**Phone numbers**

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

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

**Faculty and Campus (optional update)**

The Faculty and Campus fields have been pre-populated using information collected in GOS 2016. Faculty and campus information is very useful to institutions when it comes to analysing the data from the survey. The information is not used in national or website reporting. Institutions are asked to review and update this information as required. Updates should be provided as text values. Please ensure that your Faculty and Campus information is formatted and written consistently, for example a mix of Business and Management, business and management and business & management etc. will present as different faculties in your reports.

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

The following data elements are sourced from the GOS 2016 data: **GOSID, E306, E306C, E313, E402, E403, E314, E308A, E308B, EXTQUOTA and SURVEY.** These are provided for information and require no update from institutions.

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

4.1. The standard GOS-L instrument

The core GOS-L questionnaire focuses on measuring:

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

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

4.2. Adding additional questions

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

Refer to ‘Table 1 GOS-L summary timeline’ for the final date to nominate additional questions and to approve the wording, response options and structure. Remember to use your Participation and Additional Services form to register for additional questions. If you need this form sent to you again please contact the Social Research Centre at qilt@srcentre.com.au.

4.3. Survey testing

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

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

4.4. Including additional populations

Institutions can include out of scope populations surveyed as part of the GOS 2016 collection. This includes additional populations in GOS 2016 (e.g. graduates who studied at an off-shore campus) and / or in-scope graduates who completed the 2016 GOS via Computer Assisted Telephone Interviewing (CATI). Further information and fees are presented in the ‘Additional Populations’ fact sheet in the general resources section of the QILT website.

Refer to ‘Table 1 GOS-L summary timeline’ for the final date to nominate additional populations and to approve the population composition and number to approach. Remember to use your Participation and Additional Services form to register for additional populations. If you need this form sent to you again please contact the Social Research Centre at qilt@srcentre.com.au.
5. Response maximisation

5.1. Basic principles

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

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

Some basic guidelines apply:

- Awareness raising and engagement
  - Institutions should send a pre-survey awareness raising letter or email. This may involve liaison and coordination of activities with your Alumni. This correspondence should say upfront how sample member details are provided, the importance of this government commissioned work and introduce the Social Research Centre.
  - **Institutions should not send actual survey links in any correspondence** except through their Learning Management System (which is not applicable for the GOS-L).
  - Any direct correspondence with in-scope graduates during the online fieldwork period should be discussed with the Social Research Centre and the materials provided.

- Prize draws
  - Refer ‘Section 5.6.5 Incentivisation’ for the core prize draw process.
  - Institutions are welcome to consider their own incentives; however, they need to advise the Social Research Centre of any planned activities to ensure they are completely independent and do not interfere with the standard methodology or prize draw terms and conditions. Institutions are responsible for meeting all relevant gaming and lottery legislation.
  - No monetary or financial prizes are permitted, however, tangible prizes can generally be expected to be in scope, for example, institutional branded hoodies, dinner vouchers, etc. There has been some discussion in the past regarding laptops. We suggest consideration be given to whether sample members can already be expected to have technology and devices of their choice and if this is a worthwhile investment.

- Social media
  - Social media is prevalent and provides a readily available means to communicate to large groups of people. This means negative comments from a small minority of sample members can gain significant momentum, but it also provides an opportunity for institutions to proactively engage with sample members during the:
    - pre-survey phase as part of raising awareness, explaining the purpose and why the research is so important.
in-field phase as part of thanking those who have already participated, discussing
email and telephone reminders, how the data is used and that all contact has the
opportunity for sample members to opt-out.

end of survey phase to thank everyone for helping to make a difference and how
they can access the reports and data on the QILT website.

5.2. Institutional engagement

5.2.1. Guide to marketing the GOS-L

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

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

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

- Pre-survey awareness institution-branded letter, posted 11 February at the earliest
- Pre-survey awareness campaign, 14 – 18 February
- GOS-L now open messaging, 21 February
- Last chance to complete the GOS-L, 25 March

Engagement materials will be distributed to institutions and will include:

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

5.2.2. Pre-field awareness institution-branded letter

It is expected that institutions send an early awareness letter or email to assure graduates of the
legitimacy of the survey. Most institutions should have the facilities to conduct this in-house and it is
recommended that institutions begin to organise this early. Signatories such as the VC or faculty
heads have the biggest impact. This particular activity is exceptional in that it is an engagement
activity that can be institution-branded (i.e., institutional logo with QILT logos). Institutions are asked to
notify us of the content and date of delivery of the letter. We will also provide a template in the
marketing pack.
5.3. Engagement activity plan

The Social Research Centre has created a best-practice engagement activity plan based on the effectiveness of structured and well-timed engagement during several iterations of QILT surveys. Institutions will be asked to adhere to the activity plan below. Variations to the activities outlined in the GOS-L Engagement Activity Plan are only permitted upon agreement with the Social Research Centre. Refer to ‘Table 1 GOS-L summary timeline’ for the final date to propose variations to the engagement activity plan.

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.

Table 3 Standard GOS-L Engagement Activity Plan

<table>
<thead>
<tr>
<th>The Social Research Centre</th>
<th>How institutions can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the lead-up to the launch: 11 February – Awareness Campaign</td>
<td></td>
</tr>
<tr>
<td>• Send awareness letter from your institution to all in scope selections with the aim of the mail to land during the week of 11 February. Primary approach letters and emails are effective in terms of legitimacy and can be carried out in-house (Refer to GOS-L Awareness letter and institutional hardcopy mail out fact sheet in the Communications and Marketing Pack).</td>
<td></td>
</tr>
<tr>
<td>In the lead-up to the launch: 14 – 18 February – Awareness Campaign</td>
<td></td>
</tr>
<tr>
<td>• Create a web presence for GOS-L (or update a previous GOS-L information page) on institutional website under ‘current surveys’ or similar.</td>
<td></td>
</tr>
<tr>
<td>• Send an email from the Vice Chancellor to graduates advising of the GOS-L. (Refer to GOS-L to graduates email);</td>
<td></td>
</tr>
<tr>
<td>• Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter). Refer to Open Facebook Post, GOS-L Facebook Copy Text and <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</td>
<td></td>
</tr>
<tr>
<td>• Upload online posters to your institution’s alumni page or website for the duration of the fieldwork period (Refer to Awareness Webtiles);</td>
<td></td>
</tr>
<tr>
<td>• Advertise the GOS-L in alumni newsletters (or similar) (Refer to Awareness Posters, Webtiles, or Slides);</td>
<td></td>
</tr>
<tr>
<td>• Ensure whitelisting strategies are in place.</td>
<td></td>
</tr>
<tr>
<td>Online survey launch: Week commencing Thursday 21 February – Open Campaign</td>
<td></td>
</tr>
<tr>
<td>Thursday 21 February Email invitation will be sent to all students sampled for inclusion in the GOS-L</td>
<td></td>
</tr>
<tr>
<td>• Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), raising awareness, explaining the purpose and why the research is so important</td>
<td></td>
</tr>
<tr>
<td>Saturday 23 February</td>
<td></td>
</tr>
<tr>
<td>• Post an announcement on your institution’s alumni page or website (Refer to Open Webtiles).</td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre</td>
<td>How institutions can help</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>The Social Research Centre Reminder email #1</td>
<td></td>
</tr>
<tr>
<td><strong>Week commencing Monday 25 February – Open Campaign</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 25 February</td>
<td>• Post a reminder on your institution’s alumni page or website (Refer to Open Webtiles);</td>
</tr>
<tr>
<td>The Social Research Centre</td>
<td>• Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), raising awareness, explaining the purpose and why the research is so important</td>
</tr>
<tr>
<td>Reminder email #2</td>
<td>• Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to Open Facebook Post, GOS-L Facebook Copy Text and <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</td>
</tr>
<tr>
<td>Thursday 28 February</td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre</td>
<td></td>
</tr>
<tr>
<td>Reminder email #3</td>
<td></td>
</tr>
<tr>
<td><strong>Week commencing Monday 4 March – Open Campaign</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 4 March</td>
<td>• Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contacts have the opportunity for recipients to opt-out.</td>
</tr>
<tr>
<td>The Social Research Centre</td>
<td>• Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to Open Facebook Post, GOS-L Facebook Copy Text and <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</td>
</tr>
<tr>
<td>Reminder email #4</td>
<td>• Send out a mid-field email from the Vice Chancellor/ Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to Graduate email_mid_survey).</td>
</tr>
<tr>
<td>Friday 8 March</td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre</td>
<td></td>
</tr>
<tr>
<td>Reminder email #5</td>
<td></td>
</tr>
<tr>
<td><strong>Week commencing Monday 11 March – Open Campaign</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 11 March</td>
<td>• Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter). Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to Open Facebook Post, GOS-L Facebook Copy Text and <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</td>
</tr>
<tr>
<td>The Social Research Centre</td>
<td>• Send out a mid-field email from the Vice Chancellor/ Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to Graduate email_mid_survey).</td>
</tr>
<tr>
<td>Reminder email #6</td>
<td></td>
</tr>
<tr>
<td>Thursday 14 March</td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre</td>
<td></td>
</tr>
<tr>
<td>Reminder email #7</td>
<td></td>
</tr>
<tr>
<td><strong>Week commencing Monday 18 March – Closing Campaign</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 18 March</td>
<td>• Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT website</td>
</tr>
</tbody>
</table>
### The Social Research Centre | How institutions can help

#### Thursday 21 March
**The Social Research Centre Reminder email #9**
- Check to see if your institution has any prize winners on the QILT Facebook page and share this if so Refer to Closing Facebook Post, GOS-L Facebook Copy Text and www.facebook.com/QILT1/;
- Post a reminder on your alumni page or website (Refer to Closing Slides).

#### Week commencing Monday 25 March – End of campaign

**Monday 25 March**
**The Social Research Centre Reminder email #10**
- Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT website
- Check to see if your institution has any prize winners on the QILT Facebook page and share this if so Refer to Closing Facebook Post, GOS-L Facebook Copy Text and www.facebook.com/QILT1/;
- Post a reminder on your alumni page or website (Refer to Closing Slides).

## 5.4. Social media campaign

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

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

## 5.5. Institutional web presence

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

## 5.6. Standard QILT response maximisation activities

### 5.6.1. Email invitations and reminders

Authentication is a process where sample members can log into a generic link to allow entry into the survey by using a first name, student number and date of birth to validate themselves as a legitimate sample member. A unique survey link is generated and sent to their email of choice. Authentication opens at the same time as the main fieldwork period.

All institutions will follow the same fieldwork period for the GOS-L (noting that a soft launch with the NUHEI population will occur two days earlier); as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove students who have completed the survey or opted out of further follow up from email communications. Email reminders will be tailored according to graduates’ response status (whether they have started the survey or not).
The reminder schedule is based on sound operational experience, and has been used across various QILT surveys with success. Given that centralisation of data collection for the GOS-L is designed to provide more robust, consistent and comparable data, the methodology cannot be altered without impacting on comparability. Requests to modify the email schedule cannot be accommodated unless there are especially unique circumstances and will involve an approval process with the department. The email schedule is outlined in Table 4. The prize draw close dates are repeated for context. In compliance with the Australian Privacy Principles and the SPAM Act, all communications have the functionality for recipients to unsubscribe.

### Table 4  GOS-L Response Maximisation Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork starts/email invite sent</td>
<td>Thursday 21 February</td>
</tr>
<tr>
<td>Email reminder 1 preparation and sending</td>
<td>Saturday 23 February</td>
</tr>
<tr>
<td>Email reminder 2 preparation and sending</td>
<td>Monday 25 February</td>
</tr>
<tr>
<td>Telephone in field reminder calls commence</td>
<td>Wednesday 27 February</td>
</tr>
<tr>
<td><strong>PRIZE DRAW 1</strong></td>
<td></td>
</tr>
<tr>
<td>Email reminder 3 preparation and sending + infield reminders start</td>
<td>Thursday 28 February</td>
</tr>
<tr>
<td>Email reminder 4 preparation and sending + SMS 1</td>
<td>Monday 4 March</td>
</tr>
<tr>
<td><strong>PRIZE DRAW 2</strong></td>
<td></td>
</tr>
<tr>
<td>Email reminder 5 preparation and sending</td>
<td>Friday 8 March</td>
</tr>
<tr>
<td>Email reminder 6 preparation and sending + SMS 2</td>
<td>Monday 11 March</td>
</tr>
<tr>
<td>Open up email reminders to Email 3 and Email 4 if available</td>
<td>Monday 11 March</td>
</tr>
<tr>
<td><strong>PRIZE DRAW 3</strong></td>
<td></td>
</tr>
<tr>
<td>Email reminder 7 preparation and sending</td>
<td>Thursday 14 March</td>
</tr>
<tr>
<td>Email reminder 8 preparation and sending</td>
<td>Monday 18 March</td>
</tr>
<tr>
<td><strong>PRIZE DRAW 4</strong></td>
<td></td>
</tr>
<tr>
<td>Email reminder 9 preparation and sending (if required)</td>
<td>Thursday 21 March</td>
</tr>
<tr>
<td>Email reminder 10 preparation and sending (if required)</td>
<td>Monday 25 March</td>
</tr>
<tr>
<td><strong>PRIZE DRAW 5</strong></td>
<td></td>
</tr>
<tr>
<td>Online collection closes</td>
<td>Up to Sunday 31 March</td>
</tr>
</tbody>
</table>

**5.6.2. Whitelisting and spam mitigation**

All conduct related to email contact and follow up with students will be carried out by the Social Research Centre using an internal email platform. To ensure that all email correspondence has the best possible chance of being received by graduates, 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 server name that email originates from. Hostname ending in ‘emdbms.com’

Other useful information:
• The return-path is *.au.v6send.net or mbounces.com
• IP address ranges that the GOS-L emails will be sent from:
  o 103.69.164.0/22 and
  o 118.127.20.128/25
• Email subject headings (indicative text below)2:
  o Authentication: Graduate Outcomes Survey Longitudinal [GOS-L]: Your details have been verified
  o Reminder 1: Graduate Outcomes Survey Longitudinal - Where are you now?
  o Reminder 2: Graduate Outcomes Survey Longitudinal - Don't miss your chance to win!
  o Reminder 3: Graduate Outcomes Survey Longitudinal - %%E306C%%% needs your help
  o Reminder 4: Graduate Outcomes Survey Longitudinal - Don't miss your chance to win!
  o Reminder 5: Graduate Outcomes Survey Longitudinal - Reminder to complete
  o Reminder 6: Graduate Outcomes Survey Longitudinal – Don't miss the next prize draw
  o Reminder 7: Graduate Outcomes Survey Longitudinal – Help future students
  o Reminder 8: Graduate Outcomes Survey Longitudinal – Closing soon
  o Reminder 9: Graduate Outcomes Survey Longitudinal – Final week
  o Reminder 10: Graduate Outcomes Survey Longitudinal – Last chance to win!

5.6.3. SMS

The Social Research Centre uses SMS during fieldwork to target underperforming areas. If your institution chooses to provide mobile numbers, it is considered that your institution consents to the graduates receiving SMS. We expect to send between one and three SMS’ across the online fieldwork period. The SMS would include a short link to the online survey. In compliance with the Australian Privacy Principles and the SPAM Act, all SMS’ identify us as from the Social Research Centre, what study the SMS is referring to and have the functionality for recipients to unsubscribe.

5.6.4. Telephone reminder calls

In-scope students who 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. Typically

2 The Social Research Centre may vary subject headings depending on needs arising during fieldwork.
calls would commence approximately one week into field depending on methodological and operational learnings and requirements. 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 traditionally 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.

5.6.5. Incentivisation

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

All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at http://www.srcentre.com.au/goslts (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. The key prize draw dates are included at Table 4. Refer to ‘Table 1 GOS-L summary timeline’ for the final date to nominate post-online fieldwork telephone activity.

5.7. Fee-for-service response maximisation activities

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

The Social Research Centre is offering one type of telephone follow up – telephone reminder calls.

- The reminder call is designed to drive graduates to go online to complete the survey, maintaining methodological consistency and these responses will be included in aggregations published on the QILT website,

The Social Research Centre can provide a quote for telephone reminders 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 activity. 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.

Refer to ‘Table 1 GOS-L summary timeline’ for the final date to nominate post-online fieldwork telephone activity. Remember to use your Participation and Additional Services form to register for telephone based activity. If you need this form sent to you again please contact the Social Research Centre at qilt@srcentre.com.au.
6. Fieldwork monitoring

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

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

The standard reporting link for the online survey features:

- A summary of progress, in table format, by key variables – for the GOS-L, this includes study area, gender, undergraduate/postgraduate and domestic/international status.

- The capacity to download a csv file of survey progress for each graduate and analyse by course code, Field of Education, study area and gender, providing the flexibility to create tables or charts in Excel.

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

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

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

- data items surveyed at the request of the institution,
- additional populations surveyed at the request of the institution, and
- surveys completed via Computer Assisted Telephone Interviewing (CATI).

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

7.2. **Benchmarking data file**
These are national data files and are distributed to institutions according to the data sharing agreement between universities that has been coordinated by Universities Australia (UA). These files contain respondent level data from all universities that signed up to the data sharing agreement.

The files do not contain data from NUHEIs and universities that are not UA members, and therefore will not sum to the data published in the GOS-L National Report. The files also do not include institution specific fee-for-service items described above.

Only ‘members’ of Universities Australia receive a copy of the UA data file. To receive benchmarking data files, an institutional representative is required to apply for the file by completing the Department’s standard data request form which is available from the QILT website. UA files are only despatched to approved personnel within the institution. Data releases are compliant with the privacy requirements of the Higher Education Support Act 2003 (HESA). Release date of the UA data files and the UA Tableau file described below is set at the discretion of the minister.

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 if appropriate, and analysis techniques
- Key findings for key analysis groups and identification of issues and sub-groups for further statistical analysis, and
- A detailed discussion of results and any other significant findings emerging from the survey.

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

The Tableau packaged workbooks containing institutional data are released at the same time as the institution specific data files; the Tableau packaged workbooks containing UA data are released at the same time as the UA data files. Additional population and CATI completed survey data can be viewed from the Tableau packaged workbooks by selecting the appropriate filters.

7.5. Verbatim files

Verbatim responses are provided as a separate file to the GOS-L data set. The standalone file contains the appropriate IDs to link cases between the data and verbatim files. The verbatim file contains all other verbatim responses collected in the GOS-L survey for that year. All institutions participated in the survey receive a verbatim file unless there was no respondent.
Appendix 2  Participating institutions
## Participating institutions

<table>
<thead>
<tr>
<th>Universities</th>
<th>NUHEIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>Academy of Information Technology</td>
</tr>
<tr>
<td>Bond University</td>
<td>Alphacrucis College</td>
</tr>
<tr>
<td>Central Queensland University</td>
<td>Asia Pacific International College</td>
</tr>
<tr>
<td>Charles Darwin University</td>
<td>Australian College of Christian Studies</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>Australian College of Physical Education</td>
</tr>
<tr>
<td>Curtin University</td>
<td>Australian College of Theology</td>
</tr>
<tr>
<td>Deakin University</td>
<td>Australian Institute of Business</td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td>Australian Institute of Professional Counsellors</td>
</tr>
<tr>
<td>Federation University Australia</td>
<td>Avondale College of Higher Education</td>
</tr>
<tr>
<td>Flinders University</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>Collarts</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>Eastern College Australia</td>
</tr>
<tr>
<td>Monash University</td>
<td>Endeavour College of Natural Health</td>
</tr>
<tr>
<td>Murdoch University</td>
<td>Excelsia College</td>
</tr>
<tr>
<td>Queensland University of Technology</td>
<td>Holmes Institute</td>
</tr>
<tr>
<td>RMIT University</td>
<td>Holmesglen Institute</td>
</tr>
<tr>
<td>Southern Cross University</td>
<td>International College of Management, Sydney</td>
</tr>
<tr>
<td>Swinburne University of Technology</td>
<td>Jazz Music Institute</td>
</tr>
<tr>
<td>The Australian National University</td>
<td>Kaplan Business School</td>
</tr>
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<td>Macleay College</td>
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<td>Melbourne Institute of Technology</td>
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<td>Melbourne Polytechnic</td>
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<td>The University of Queensland</td>
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<td>Montessori World Education Institute</td>
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<td>The University of Western Australia</td>
<td>Murdoch Institute of Technology and Kaplan Professional Education</td>
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<td>University of Wollongong</td>
<td>The Australian Institute of Music</td>
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<tr>
<td>Victoria University</td>
<td>William Angliss Institute</td>
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<td>Western Sydney University</td>
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Appendix 3  Survey invitations and reminders
# 2019 Graduate Outcomes Survey - Longitudinal (GOS-L)

## Email and SMS Plan: Invitation and reminder text

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</tbody>
</table>
1.1 INVITATION (Tue 19 / Thu 21 Feb)

Graduate Outcomes Survey Longitudinal – Where are you now?

Dear %%E403**graduate%%,

We would love to learn where your studies have taken you after you completed your %%QualName**qualification%% with %%E306C**your institution%%. 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.

Based on experiences from past graduates like you, %%providertype_name**institutions%% have been able to improve their %%Course**course%% s, and outcomes for future graduates.

Please spend 10 minutes sharing your experiences. To start the survey please click on the link below:

%%srvylink%%

Complete the survey by Monday 25 February to have five chances to win $1,000.

The research is being undertaken as part of QILT [HYPERLINK: http://www.qilt.edu.au] by the Social Research Centre [HYPERLINK: http://www.scentre.com.au] – an independent research company. Your responses will be kept confidential. More information about the research is provided at www.gos.edu.au/, including privacy and contact information if you have any queries.

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

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

Earlier this week we invited you to provide feedback about your experiences of your %QualName** qualification** at %Your Institution**, through the Graduate Outcomes Survey - Longitudinal (GOS-L), the largest Australian longitudinal study of graduates.

I know we only sent this invitation a few days ago but your feedback is very important and will contribute directly to the experience of current and future students. If you could spare 10 minutes we'd really appreciate it.

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

%srlink%

**Complete the survey by Monday 25 February to have five chances to win $1,000.**

The research is being undertaken as part of QILT [HYPERLINK: http://www.qilt.edu.au] by the Social Research Centre [HYPERLINK: http://www.srcentre.com.au] – an independent research company. Your responses will be kept confidential. More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

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

IMAGE: Win a $1000 Visa cash card

Graduate Outcomes Survey Longitudinal – Prize draw tonight

Dear %E403**graduate%%,

Over three years have passed since you graduated from %E306C**your institution%% and we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the Graduate Outcomes Survey - Longitudinal (GOS-L). The GOS-L helps %providertype_name**institutions%% improve their %QualName**qualification%% for graduates and help meet the needs of Australian workplaces

Complete the survey by Monday 25 February to have five chances to win $1,000.

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

%%srvylink%%

More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au), including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of [Quality Indicators for Learning and Teaching](https://www.srcentre.com.au/) (QILT)

See [here](https://www.srcentre.com.au/GOSTcs> for prize draw terms and conditions.
1.4 REMINDER 2 (Demonstrable value) – Mon 25 Feb

Win a $1000 Visa cash card
Graduate Outcomes Survey Longitudinal – Prize draw tonight

Dear %%%E403**graduate%%,

Over three years have passed since you graduated from %%%E306C**your institution%% and we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the Graduate Outcomes Survey - Longitudinal (GOS-L). Over the past four years, %%%providertype_name**institutions%% have used the findings to help improve courses, student services and campus facilities to ultimately improve outcomes for graduates — all thanks to feedback from graduates like you.

Complete the survey by Monday 25 February to have five chances to win $1,000.

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

%%%srvylink%%

More information about the research is provided at www.gos.edu.au/, including privacy and contact information if you have any queries.

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

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

1.5 REMINDER 3 – Thursday 28 Feb

Your feedback is valuable

Graduate Outcomes Survey Longitudinal – Help others by sharing your journey

Dear Graduate,

The GOS-L collects your real world experiences and knowledge so future graduates can get the best possible start to work and life beyond studying. Completing the GOS-L is the best way to reflect on the three years since you graduated and provide feedback to help improve your institution.

Sharing your experiences over the last three years can help shape future students through their higher education journey and improve outcomes for graduates.

Complete the survey by Monday 4 March to have four chances to win $1,000.

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

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

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

REMINDER 4 – Mon 4 Mar

**WIN A $1000 VISA CASH CARD**

*THIS IS A Clip, and can be seen on your screen for more information*

**GOS-L**

**graduate outcomes survey – longitudinal**

**IMAGE:** Win a $1000 Visa cash card

Graduate Outcomes Survey Longitudinal – You could win $1,000 for your feedback

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

We would be very grateful if you could take 10 minutes to provide feedback on your %%%QualName**qualification%% in the Graduate Outcomes Survey - Longitudinal (GOS-L). You are in a position to contribute your experiences based on the three years since you graduated from %%%E306C**your institution%% and give future graduates the best possible start to work and life beyond studying.

**Remember, complete the survey before tonight, Monday 4 March to have four chances to win $1,000.**

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

%%%srvylink%%

More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au), including privacy and contact information if you have any queries.

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

Graham Challice

Executive Director

The Social Research Centre

Administrator of [Quality Indicators for Learning and Teaching](https://www.srcentre.com.au/) (QILT)

See [here](https://www.srcentre.com.au/GOSTcs) for prize draw terms and conditions.
This is a friendly reminder that the GOS-L is still open. We've sent you an email to say the second prize draw closes tonight! Complete the survey now to be entered into the draw and join other graduates in the largest national study of education. www.gos.edu.au/l for info.
IMAGE: Close the loop on higher education

Graduate Outcomes Survey Longitudinal – 10 mins of your insights so future graduates benefit

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 graduates that studied the %QualName**qualification% at %E306C**your institution**%

Help future students by letting us know what you have been doing since graduating from %QualName**qualification%.

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

%srvylink%

**Complete the survey by Monday 11 March to have three chances to win $1,000.**

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

More information about the research is provided at [www.gos.edu.au](https://www.gos.edu.au/).  
Thank you in advance for being part of the GOS-L. We wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre  
Administrator of [Quality Indicators for Learning and Teaching](http://qilt.edu.au) (QILT)

See [here](https://www.srcentre.com.au/GOSLcs> for prize draw terms and conditions.
Graduate Outcomes Survey Longitudinal – We know you’ve received several emails

Dear %%E403**graduate%%,

The reason for the emails is that it’s important for the Australian Government to hear the experiences of as many graduates over the last three years as possible so that higher education can best reflect graduate and business needs. Graduates completing the GOS-L is the reason %%providertype_name**institutions%% have been able to respond to feedback and improve career resources and develop students’ work readiness.

Complete the survey by tonight, Monday 11 March to have three chances to win $1,000.

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

%%srvylink%%

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

More information about the research is provided at www.gos.edu.au/l.

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

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

This is a friendly reminder that the GOS-L is still open. We've sent you an email to say the third prize draw closes tonight! Complete the survey now to be entered into the draw and join other graduates in the largest national study of education. www.gos.edu.au/l for info.
Dear %E403**graduate%%,

The GOS-L collects your real world experiences and knowledge three years since graduation so future graduates are best prepared for life and work after studying. Completing the GOS-L is the best way to ensure your unique experiences count for future graduates and helps %E306C**your institution%% improve what it offers to students.

Complete the survey by Monday 18 March to have two chances to win $1,000.

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

%srvylink%%

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

More information about the research is provided at www.gos.edu.au/.

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

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

This is now the last week for the survey. You are from a unique group of graduates who studied the qualification at your institution three years ago and we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the GOS-L.

Complete the survey by tonight, Monday 18 March, to be part of the final two prize draws to win $1,000.

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

www.gos.edu.au/

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

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

See here for prize draw terms and conditions.
The GOS-L is closing soon. Complete the survey now so future students know what their future could hold if they study the %QualName% qualification at %E306C%your institution%. Complete the survey by Monday 25 March, to be part of the final prize draw to win $1,000.

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

%srvylink%

More information about the research is provided at www.gos.edu.au/.

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

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

Dear graduate,

This is the very last email we will send you about the GOS, as it closes this weekend. We appreciate that you are busy but it’s important for the Australian Government to get feedback from as many graduates as possible. If you spend 10 minutes sharing your ideas, we can go a long way to helping %provider_type_name% best prepare their graduates for work and further study. **Complete the survey by tonight, Monday 25 March, to be part of the final prize draw to win $1,000.**

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

%srvylink%

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

More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au), including privacy and contact information if you have any queries.

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

Graham Challice

Executive Director

The Social Research Centre

Administrator of [Quality Indicators for Learning and Teaching (QILT)]

See [here](https://www.srcentre.com.au/GOS-Lcs) for prize draw terms and conditions.
Dear %%E403**graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey - Longitudinal (GOS-L) and providing feedback about your experiences of your %%QualName**qualification%% at %%E306C**your institution%%.

Thank you for agreeing to take part. It should only take approximately 10 to 15 minutes to complete and your responses will be kept confidential.

To access 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. Alternatively, go to www.gos.edu.au/l, click ‘start survey’ and enter your unique login details as below:

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

This is a rare opportunity to contribute to education policy. The GOS-L is the only source of national data on graduate employment outcomes three years on. By sharing your thoughts and experiences you can help improve courses for students in the future. As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of $1,000. There is a total prize pool of $12,500! The earlier you submit your survey the more chances you have of winning the weekly prize!

The GOS-L is being undertaken on behalf of the Australian Government Department of Education and Training by the Social Research Centre – an independent social research company.

More information about the research is provided at www.gos.edu.au/l, including privacy and contact information if you have any queries.

Thank you in advance for your time and feedback.

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

Dear %E403**graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey - Longitudinal (GOS-L) and providing feedback about your experiences of your %QualName**qualification%% at %E306C**your institution%%.

Thank you for agreeing to take part. It should only take approximately 10 to 15 minutes to complete and your responses will be kept confidential.

To access 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. Alternatively, go to www.gos.edu.au/l, click ‘start survey’ and enter your unique login details as below:

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

This is a rare opportunity to contribute to education policy. The GOS-L is the only source of national data on graduate employment outcomes three years on. By sharing your thoughts and experiences you can help improve courses for students in the future. As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.

The GOS-L is being undertaken on behalf of the Australian Government Department of Education and Training by the Social Research Centre {HYPERLINK: http://www.srcentre.com.au} – an independent social research company.

More information about the research is provided at www.gos.edu.au/l, including privacy and contact information if you have any queries.

Thank you in advance for your time and feedback.

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

GOS-L 2019 collection
Briefing slides

Quality Indicators for Learning and Teaching (QILT)
Briefing overview

• Project background
• Data collection
• Key differences and challenges
• Structure of questionnaire
• Dimensions run-through
• Practice interviewing
• Live interviewing
Project background

• The Graduate Outcomes Survey – Longitudinal (GOS-L) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education and Training.
• The GOS-L falls within the Quality Indicators for Learning and Teaching (QILT) suite of surveys.
• The GOS-L measures similar aspects to the GOS, but with graduates from three years ago.
The QILT journey

- The QILT suite of surveys take snapshots of students in their first and final years of study, 6 months after they graduate, and finally 3 years after that.
- The GOS-L is at the end of that journey.
Project background

- Conducted once a year with participants who completed the GOS three years earlier (graduated in 2016).
- Over 89,000 graduates from 79 institutions (up from 63 last year) invited to participate in this collection.
- More than 25,000 graduates have already completed the survey online.
Project background

• The GOS-L is designed to measure what graduates are doing now in terms of work and 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.
• It also gets a fair bit of attention in the media.
Key differences

- The GOS and GOS-L ask a similar set of questions, gauging change over a three-year period.
- The last contact they had from us was shortly after they completed their studies – there’s a chance they won’t initially remember the course.
- They will not have been interviewed since 2016.
Challenges

• Convincing respondents that they completed their course/attended their institution.
  • 3 years is a long time, some graduates may have difficulty recalling the course or institution
  • GOS-L 2019 sample is pulled directly from GOS 2016 completes. We ran GOS 2016 ourselves, we know it’s accurate

• Respondents who know they’ve already received the email.
  • Will state they don’t need another, that they’ll do the survey, that we don’t need to confirm a new address
# Timeline

<table>
<thead>
<tr>
<th>Key milestones</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft launch - Online fieldwork</td>
<td>Tuesday 19 February</td>
</tr>
<tr>
<td>Main launch - Online fieldwork</td>
<td>Thursday 21 February</td>
</tr>
<tr>
<td>Email reminder 1</td>
<td>Saturday 23 February</td>
</tr>
<tr>
<td>Email reminder 2</td>
<td>Monday 25 February</td>
</tr>
<tr>
<td><strong>Prize draw 1</strong></td>
<td><strong>Wednesday 27 February</strong></td>
</tr>
<tr>
<td>IFRC (In-Field Reminder Calls start)</td>
<td>Thursday 28 February</td>
</tr>
<tr>
<td>Email reminder 3</td>
<td>Thursday 28 February</td>
</tr>
<tr>
<td>Email reminder 4 + SMS 1</td>
<td>Monday 4 March</td>
</tr>
<tr>
<td><strong>Prize draw 2</strong></td>
<td><strong>Wednesday 6 March</strong></td>
</tr>
<tr>
<td>Email reminder 5</td>
<td>Friday 8 March</td>
</tr>
<tr>
<td>Email reminder 6 + SMS 2</td>
<td>Monday 11 March</td>
</tr>
<tr>
<td><strong>Prize draw 3</strong></td>
<td><strong>Wednesday 13 March</strong></td>
</tr>
<tr>
<td>Email reminder 7</td>
<td>Thursday 14 March</td>
</tr>
<tr>
<td>Email reminder 8</td>
<td>Monday 18 March</td>
</tr>
<tr>
<td><strong>Prize draw 4</strong></td>
<td><strong>Wednesday 20 March</strong></td>
</tr>
<tr>
<td>Email reminder 9</td>
<td>Thursday 21 March</td>
</tr>
<tr>
<td>Email reminder 10</td>
<td>Monday 25 March</td>
</tr>
<tr>
<td><strong>Prize draw 5</strong></td>
<td><strong>Wednesday 27 March</strong></td>
</tr>
<tr>
<td>Online fieldwork closes</td>
<td>Sunday 31 March</td>
</tr>
<tr>
<td>Telephone follow-up nominated by institutions</td>
<td>From Monday 1 to Tuesday 9 April</td>
</tr>
</tbody>
</table>
Data collection

• As the QILT surveys are online, we won’t be taking anyone through the interview ourselves.
• A ‘successful contact’ is counted as any QR contact that does not result in a refusal or similar outcome.
• Collecting a **new** email will count as an interview on your screen.
• The 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 phonetic alphabet. Error rates (determined by the rate of bounced emails) will be monitored closely throughout field.
Data collection

- We are only dialling records once, so please make every effort to speak to the respondent if you get them on the phone.
- Making an appointment for a 90 second chat is not necessary!
- Multi-num will be switched on for records with more than one phone number. Please dial all numbers.
Data collection

- If a record has an international telephone number, the **AltnumxCountry** box will display the country’s name.

- Before dialling an international number, to go Google and type: *Time in <country>* and the current time for that country will be displayed.

- Call if appropriate or set an appointment for a suitable time, based off our hours of operation (9am – 10:30pm Mon-Thu, 9am – 8:30pm Fri, 11am – 5pm Sat-Sun).
Data collection

- Around 350 records have no email attached – and will be contacted by us for the first time.

- This will mean a small change in the script – we just won’t mention the previous emails that we’ve sent to them.

- As with all email collection, special care will need to be exercised here, as we have no active email for these graduates.
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
Accessing the survey

• The survey link has been sent to respondents in the invitation and reminder emails, but some of these addresses are over three years old so they may not be used any more.

• The purpose of the reminder call is to collect a current 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 eight email reminders to existing email addresses we have by the time in-field reminders closes on 25\textsuperscript{th} March.
Call outcomes

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

There are very different call outcomes:

➢ Household refusal
➢ Respondent refusal
➢ LOTE
➢ Away duration
➢ Claims to have already completed
➢ Named person not known
➢ Did not study at institution

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

• All GOS-L records are provided by the institutions themselves. The survey is voluntary.
• All GOS-L respondents consented to being recontacted when they completed the GOS in 2016.
• No identifying information forms part of the final data. Only aggregated data will appear on the QILT website.
Privacy and confidentiality

Please contact your CCL if there are any queries or concerns. If your query is unable to be resolved it should be escalated to the PA who will escalate to the research department if necessary.

General information about the Graduate Outcomes Survey – Longitudinal can be found here:

More information about QILT can be found here:
➢ https://www.qilt.edu.au/for-students
Any questions?

- Job number is **2176R**. GOS-Feb is also in field, please make sure you are logged-in to the correct job.
  - Completes per hour: 10.2
  - CVT: 95%
  - Length: 90 seconds – 2 minutes
- The interview is short! Please keep your prac time to 10 at the most.

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.
Thank you

Project Manager: Jordan Radford

Researchers: Florence Le Guyader David Haysom

PO Box 13328
Law Courts Victoria 8010

03 9236 8500
# Contents

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### Key performance indicators

<table>
<thead>
<tr>
<th>Key performance indicators</th>
<th>In-field</th>
<th>Post-field</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATI rate</td>
<td>10.2</td>
<td>9.2</td>
</tr>
<tr>
<td>Expected response rate</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>Interview length</td>
<td>90 seconds – 2 minutes</td>
<td>90 minutes – 2 minutes</td>
</tr>
</tbody>
</table>

### General overview

<table>
<thead>
<tr>
<th>General overview</th>
<th>Online: 19th February – 31st March</th>
<th>In-field: 28th February – 20th March</th>
<th>Post-field: 1st April – 7th April</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Field Dates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project numbers</td>
<td>In-field: 2176R</td>
<td>Post-field: 2224</td>
<td></td>
</tr>
<tr>
<td>Client</td>
<td>Australian Government Department of Education and Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical Area</td>
<td>Nationwide and International</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Source</td>
<td>Provided by institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOTEs</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-scope</td>
<td>Named respondent completed the GOS in 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emails sent</td>
<td>Graduates will have received 1 invitation and up to 10 reminder emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answering machine messages</td>
<td>On first call attempt for reminder calls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Key contact numbers / info

<table>
<thead>
<tr>
<th>Key contact numbers / info</th>
<th>1800 055 818 (from within Australia)</th>
<th>+61 3 8327 1951 (from outside Australia)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QILT hotline</td>
<td></td>
<td><a href="mailto:gos-l@srcentre.com.au">gos-l@srcentre.com.au</a></td>
</tr>
<tr>
<td>GOS-L inbox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRC 1800 number</td>
<td>1800 023 040</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>QILT website</td>
<td><a href="http://www.qilt.edu.au">www.qilt.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>GOS-L website</td>
<td><a href="http://www.gos.edu.au/">www.gos.edu.au/</a></td>
<td></td>
</tr>
</tbody>
</table>
GOS-L project background

- The Graduate Outcomes Survey – Longitudinal (GOS-L) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education and Training
- The GOS-L falls within the Quality Indicators for Learning and Teaching (QILT) survey suite and in theory is a replacement for the Australian Graduate Survey (AGS)
  - The AGS commenced more than 30 years ago! We conducted the AGS for a number of universities so you may recall that project
- The GOS-L is conducted annually
- The GOS-L is designed to measure what graduates are doing three years on from the completion of the GOS in terms of work or further study
- 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 make key decisions about the future of institutions and monitor course quality
- This data is also available to students on the QILT website (qilt.edu.au) when they are making decisions about applying for undergraduate or postgraduate courses

Introduction

- It is important we are clear with graduates about where we are calling from and how we received their contact information
- It has likely been 3 years since they have thought about their course, or the GOS
- Mentioning ANU can also make things more confusing for graduates, so if this is mentioned it's important we're transparent about our relationship with ANU
- We should never mention that we are calling from the institution – i.e. ‘I'm calling from University of Melbourne’
- Some example text for how to handle further queries about who we are and where we are calling from:
  - ‘We're calling from the Social Research Centre on behalf of the Australian Government Department of Education and Training. Your contact information was provided to us by <INSTITUTION NAME> for the explicit purpose of conducting this research. Your personal information and any information you provide during the survey is only used for the purposes of conducting the Graduate Outcomes Survey – Longitudinal’
Reminder calls

Project overview

- Reminder calls are conducted at two time points for the GOS-L
  - In-field (open to all institutions who provide phone numbers in their sample)
  - Post-field (an additional fee-for-service on an opt-in basis)
- The job is different to others at SRC in that no actual interviewing will be done
- We are calling to remind graduates to complete the online survey, and where possible collecting an email address so we can re-invite them to participate
- Sample selections
  - In-field: Underperforming institutions and study areas – analysis done in-house to determine where efforts are best directed
  - Post-field: Institution opt-in. All non-completers with valid telephone contact information
- Online survey remains open 1st April to 7th April for institutions who have opted in to post-field telephone activity
- Vital we are collecting a current and accurate email address – important to read the email back and confirm spelling where needed
- Leaving a short answering machine message after first call attempt – this will be pre-recorded

Engagement techniques

- In-field
  - Emphasis on the prize draw to entice respondents to go online and complete ASAP
  - Importance of providing feedback to help contribute to a better understanding of the Australian higher education system
- Post-field
  - Emphasis on fact that survey is closing soon
  - This is the last chance for graduates to have their say
  - Only calling because institution still needs feedback from graduates like them
  - No prize draw (so don’t mention it!)

Answering machine messages

- Leaving answering machine messages on first call attempt
- Message has been pre-recorded for you, but is:

  Good afternoon/evening my name is <NAME> and I’m calling on behalf of The Australian Government Department of Education and Training from the Social Research Centre. I’m calling to follow up on email invitations we’ve sent to you for the Graduate Outcomes Survey. We are asking graduates to go online and complete it in the next few days. By completing,
you will be entered into the weekly prize draws to win up to $1,000. Thanks in advance your time is really appreciated.
Privacy and confidentiality

- All records are provided by the institutions themselves. The survey is voluntary.
- The Social Research Centre complies with the Australian Privacy Principles
- No direct identifying information (such as name or phone number) forms part of the final data. A unique identifying number is retained to ensure students are only contacted again as appropriate. Only aggregated data will appear on the QILT website
- Please contact the Project Coordinator (Jordan) if there are any queries or concerns
- General information about the Graduate Outcomes Survey – Longitudinal can be found here: www.gos.edu.au/
International dialling

- Roughly 5% of sample records have international numbers. Be mindful of time zones when calling
  - All records will have a country in participant info that corresponds to the supplied telephone number(s)
  - Records will automatically be set to the correct time zone if they only have an international number so there shouldn’t be any issues about calling at an appropriate time
  - When making appointments, use the dropdown box in Appointments window in Dimensions if a new time zone for respondent is identified
Multi-num

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

<table>
<thead>
<tr>
<th>Key</th>
<th>Number</th>
<th>Previous Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>04</td>
<td>Dialing...</td>
</tr>
</tbody>
</table>

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

If you have any questions about this see your CCL or PA. Thanks!
INVALIDEMAIL

- Around 350 records have no valid email attached. They can be identified by the INVALIDEMAIL field displaying a 1.
- The introductory script will change slightly to conform with this change – you don’t need to do anything differently as long as you stick to the script.

- Please speak to your CCL or a PA if you have any questions.
Total Survey Error paradigm and measurement error

- TSE is an overarching framework or paradigm. The framework provides a holistic structure for guiding our approach to designing and undertaking surveys and analysing and interpreting the results.

- It also provides a lens through which to view the interviewing team’s influence on TSE

- Interviewers can impact on non-response error and measurement error

- Ways to minimise error:
  - Read the whole question as scripted
  - Repeat the question / code frame as required
  - Take care recording responses at ‘numeric’ questions
  - Probe as per on-screen instructions
  - Neutral, non-leading probing
  - Attempt to avoid item level refusals (using the on-screen scripts, as appropriate)
FAQ's

What is the 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 GOS-L is being conducted among almost all higher education institutions in Australia.

Is this the first time the survey has been conducted?

From 2016, the Graduate Outcomes Survey (GOS) replaced the Australian Graduate Survey (AGS) and will measure the same aspects. The AGS has been conducted in conjunction with higher education students since 1972.

Who is undertaking the research?

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

What is the purpose of the research?

The survey provides current higher education students with the opportunity to talk about their experience of the institution they are enrolled in. The GOS-L also intends to measure employment and further study outcomes for 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 studied onshore at a higher education institution in Australia and completed the Graduate Outcomes Survey around 3 years ago will be invited to participate.

How can I take part?

If you completed the GOS in 2016 you may be contacted by the Social Research Centre and asked to complete the online 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. To remove your name from our list please contact the Social Research Centre on 1800 055 818 or via gos-l@srcentre.com.au

What happens if I do not complete the survey?

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

Do I have to complete all the survey questions?

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

Who can I contact for further information?

If you have any queries or concerns regarding completing the survey, please contact The Social Research Centre GOS-L Helpdesk on 1800 055 818 or via gos-l@srcentre.com.au.
Appendix 6  Questionnaire instrument
# 2176 GOS-L 19 questionnaire

## SAMPLE VARIABLES

<table>
<thead>
<tr>
<th>Questionnaire Variable name - old</th>
<th>Questionnaire Variable name - new</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>YEAR</td>
<td>Year of establishment</td>
<td>For example, for 2019 GOS-L, the year of establishment is 2016.</td>
<td>Throughout survey</td>
</tr>
<tr>
<td><strong>New variable created in 19GOS-L</strong></td>
<td>COLYEAR</td>
<td>Survey completion year</td>
<td>Survey completion year</td>
<td>Use over YEAR if wording talks about time survey was completed</td>
</tr>
<tr>
<td>E306C</td>
<td>E306C</td>
<td>Institution name</td>
<td>Institution name</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>&lt;course&gt;</td>
<td>&lt;course&gt;</td>
<td>Mention ‘course’ or ‘program’ as defined by institution</td>
<td>course / program</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>E308</td>
<td>E308</td>
<td>Concatenation of course name A and B</td>
<td>Course name A / Course name B</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>FinalCourseA</td>
<td>E308A</td>
<td>Course name A</td>
<td>Course name for qualification 1</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>FinalCourseB</td>
<td>E308B</td>
<td>Course name B</td>
<td>Course name for qualification 2</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>Age</td>
<td>E913</td>
<td>Age</td>
<td>Identification of 65+ respondents *where Age is blank show all response frames for LF1-LF5</td>
<td>Module B: Labour Force, LF1 – LF5</td>
</tr>
<tr>
<td>ADDFlag</td>
<td>ADDFLAG</td>
<td>Address provided</td>
<td>ADDFlag=1, address provided ADDFlag=2, no address provided</td>
<td>Module G: Contact Details</td>
</tr>
<tr>
<td>&lt;ADD1, ADD2, ADD3, SUBURB,PCODE,STATE,COUNTRY&gt;</td>
<td>&lt;ADD1, ADD2, ADD3, SUBURB,PCODE,STATE,COUNTRY&gt;</td>
<td>Address details</td>
<td>Address provided in sample</td>
<td>Module G: Contact Details</td>
</tr>
<tr>
<td>Email1</td>
<td>Email1</td>
<td>Email</td>
<td>Primary email provided in sample</td>
<td>Module G: Contact Details</td>
</tr>
<tr>
<td>Email2</td>
<td>Email2</td>
<td>Email</td>
<td>Secondary email provided in sample</td>
<td>Module G: Contact Details</td>
</tr>
<tr>
<td>Email3</td>
<td>Email3</td>
<td>Email</td>
<td>Tertiary email provided in sample</td>
<td>Module G: Contact Details</td>
</tr>
<tr>
<td>Email4</td>
<td>Email4</td>
<td>Email</td>
<td>Tertiary email provided in sample</td>
<td>Module G: Contact Details</td>
</tr>
<tr>
<td>&lt;WORKING/EWORKING&gt;</td>
<td>GENEMP</td>
<td>Employment status in 2016</td>
<td>Examine carefully as genemp differs to working</td>
<td>Throughout questionnaire (value=0/1/2/3)</td>
</tr>
<tr>
<td>&lt;PRVOCC/EOCC&gt;</td>
<td>VOCC</td>
<td>Occupation in 2016</td>
<td></td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>&lt;EMPNAME&gt;</td>
<td>VEMPLOYR</td>
<td>Employer in 2016</td>
<td></td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>Questionnaire Variable name</td>
<td>Brief description</td>
<td>Detailed description (if applicable)</td>
<td>Key use points</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
<td>---------------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>GRADYR2/YEAR_2</td>
<td>Year of establishment less two years</td>
<td>For example, for 2019 GOS-L, the year of establishment is 2016 less two years would be 2014.</td>
<td>Throughout survey</td>
<td></td>
</tr>
<tr>
<td>&lt;daystart&gt;</td>
<td>Start of week day</td>
<td></td>
<td>Module B: Labour Force</td>
<td></td>
</tr>
<tr>
<td>&lt;datestart&gt;</td>
<td>Start of week date</td>
<td></td>
<td>Module B: Labour Force</td>
<td></td>
</tr>
<tr>
<td>&lt;dayend&gt;</td>
<td>End of week day</td>
<td></td>
<td>Module B: Labour Force</td>
<td></td>
</tr>
<tr>
<td>&lt;dayend&gt;</td>
<td>End of week date</td>
<td></td>
<td>Module B: Labour Force</td>
<td></td>
</tr>
<tr>
<td>&lt;FinalcourseA/B&gt;</td>
<td>Respondent course name</td>
<td>Respondent correct course name</td>
<td>Throughout survey</td>
<td></td>
</tr>
<tr>
<td>&lt;newqual&gt;</td>
<td>New qualification</td>
<td>Completed new qualification since 2016 GOS</td>
<td>Module C: Further study</td>
<td></td>
</tr>
<tr>
<td>&lt;FinalWorking/FI NWORK&gt;</td>
<td>Employment status</td>
<td>Respondent corrected employment status</td>
<td>Throughout survey</td>
<td></td>
</tr>
<tr>
<td>EarlyComplete</td>
<td>Early completion flag</td>
<td>Survey technically complete prior to submission</td>
<td>Throughout survey</td>
<td></td>
</tr>
</tbody>
</table>
### Finish Mode

<table>
<thead>
<tr>
<th>FINISHMODE</th>
<th>Mode of survey exit</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link</td>
<td>1. Link</td>
<td></td>
</tr>
<tr>
<td>Type-in</td>
<td>2. Type-in</td>
<td></td>
</tr>
<tr>
<td>CATI</td>
<td>3. CATI</td>
<td></td>
</tr>
<tr>
<td>Postcard</td>
<td>4. Postcard</td>
<td></td>
</tr>
<tr>
<td>Authentication</td>
<td>5. Authentication</td>
<td></td>
</tr>
<tr>
<td>LMS</td>
<td>6. LMS</td>
<td></td>
</tr>
<tr>
<td>In-field reminder call</td>
<td>7. In-field reminder call</td>
<td></td>
</tr>
<tr>
<td>VM link</td>
<td>8. VM link</td>
<td></td>
</tr>
<tr>
<td>Full CATI – complete online</td>
<td>9. Full CATI – complete online</td>
<td></td>
</tr>
<tr>
<td>SMS</td>
<td>10. SMS</td>
<td></td>
</tr>
<tr>
<td>Post-field reminder call</td>
<td>11. Post-field reminder call</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Items

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Additional items</th>
</tr>
</thead>
<tbody>
<tr>
<td>E306</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3034</td>
<td></td>
<td>RMIT</td>
</tr>
<tr>
<td>3036</td>
<td>E306C</td>
<td>Same questions as 2018 GOS-L and new question</td>
</tr>
<tr>
<td>1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040</td>
<td>Go8</td>
<td>Same questions as 2018 GOS-L</td>
</tr>
</tbody>
</table>

### General Programming Notes

- Text if ‘SAVE’ is pressed should read ‘Thanks for your time so far. You can come back to complete your survey at any time before Sunday 31 March.’

*SRC LOGO AND GOS-L LOGO
*GOS-L COLOUR SCHEME (RGB: 183, 212, 50)
*(TS 0)

### Start Survey Page Text

*BEFORE SURVEY OPENS*

The GOS-L opens on Thursday 21 February 2019.

If you have any queries please contact the Social Research Centre on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or gos-l@srcentre.com.au.

*DURING FIELDWORK*

To access the survey directly, please open one of the invitation emails we’ve sent you and click on the personal link provided.

You can also request your personal link and login details by contacting the Social Research Centre on 1800 055 818 (from inside Australia) or +61 3 8327 1951 (from outside Australia) or gos-l@srcentre.com.au.

*AFTER SURVEY IS CLOSED*

The GOS-L is now closed. If you have and queries please contact the Social Research Centre on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or gos@srcentre.com.au.

You can also visit our website at https://www.qilt.edu.au/surveys/graduate-outcomes-survey---longitudinal.
MODULE A: SCREENING AND CONFIRMATION

*(IF CATI)
*(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>?

*(IF TRANSFERDATE=BLANK)
INTRO 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 <course> you completed three years ago 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>.

This survey is a follow-up to the Graduate Outcomes Survey (GOS) that you completed after you finished your <course/program>.

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

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <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
IF TRANSFERDATE ≠ BLANK
INTRO2 IF NECESSARY: Good morning/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 competed 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 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 study?

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

IF NECESSARY: Your telephone number was provided to us under strict 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 *PROGRAMMER NOTE: SUPPRESS
3. Household refusal
4. Respondent refusal
5. Language difficulty

*(IF INTRO = 2, RESPONDENT WANTS TO COMPLETE SURVEY ONLINE)
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: <email text box>
*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER_TO_WEB

*(IF INTRO = 5, RESPONDENT EXPERIENCES LANGUAGE DIFFICULTIES)
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 (INTERVIEWER NOTE: Do not read out, check whether respondent is on a mobile.)

1. Yes
2. No

*(IF MOB = 1, RESPONDENT ON A MOBILE)
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)
*(IF SAFE=2, RESPONDENT NOT SAFE TO CALL AT THE MOMENT)
SAFE1  (INTERVIEWER NOTE: 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

*(IF ONLINE)
CONFIRMO Thank you for agreeing to take part in the Graduate Outcomes Survey – Longitudinal
     (GOS-L). This is an important survey conducted by the Social Research Centre on
     behalf of the Australian Government Department of Education and Training.

     The survey aims to get a better understanding of the longer-term outcomes of graduates
     and gives you the opportunity to express your views on the <course> you completed
     three years ago at <E306C>. The GOS-L is a follow-up to the Graduate Outcomes
     Survey (GOS) that you completed after you finished your <course>.

     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 to continue below.

*(IF GENEMP=1 AND (VOCC OR VEMP ≠ BLANK), EMPLOYED LAST GOS AND VALID
     VOCC/VEMPLOYR)
SAMEEMP In <COLYEAR>, you told us your occupation was ‘<VOCC>’ and your employer was
     ‘<VEMPLOYR>’.

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

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

*(TS 1 MODULE A)
MODULE B: LABOUR FORCE

*(ALL)
The last time we heard from you was as part of the 2016 GOS. We are really interested to learn what you’ve been doing since you graduated from <E306C> in <YEAR>, and your experiences of the leap from study to work and life beyond studying.

*(DISPLAY IF GENEMP=1 AND (VOCC OR VEMPP ≠ BLANK), EMPLOYED LAST GOS AND VALID VOCC/VEMPLOYR) We would like to hear about what you are currently doing…

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

(DISPLAY FIRST LINE IF, WORKED≠1 AND WWOPAY≠1 AND AWAYWORK≠1) In <COLYEAR>, following on from the completion of your <E308>, you told us you were not working. At any time in the last three years, did you do any work at all in a job, business or farm?
1. Yes
5. No
6. Permanently unable to work
7. *(DISPLAY IF E913>64) Permanently not intending to work

*(IF BETWEENWRK =1, DID WORK IN LAST THREE YEARS AT SOME POINT)
STATUS/FIRSTWRK

Following on from the completion of your <E308>, in what year did you first obtain employment?

1. 2016 or earlier
2. 2017
3. 2018
4. 2019
5. I have not obtained employment

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

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

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

*(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 E913>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 E913>64) Permanently not intending to work

*(LF1/WORKED=1, 5 OR LF2/WWOPAY=1, 5 OR LF3/AWAYWORK=1, 5, WORKING OR NOT WORKING BUT INTENDING TO)
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 E913>64) Permanently not intending to work

*(LF4/LOOKFTWK≠6, INTENDING TO WORK AT SOME POINT)
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 E913>64) Permanently not intending to work

*((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. Enter month <dropdown list>
   2. Enter year (NUMERIC RANGE 1960 – 2019)

*(LF4/LOOKFTWK=1 OR LF5/LOOKPTWK=1, 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 FULL-TIME OR PART-TIME 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?

   *(INTERVIEWER NOTE: ‘work you had already obtained’ = ‘This refers to new types of work that you have acquired but not yet commenced.’)
   *(PROGRAMMER NOTE: POP UP ‘work you had already obtained’ = ‘This refers to new types of work that you have acquired but not yet commenced.’)
   1. Yes
   5. No

*(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?
**INTERVIEWER NOTE:** ‘more than 1 job or business’ = ‘This includes jobs or businesses that you had even if you didn’t work at one or more of those jobs or business last week.’

**PROGRAMMER NOTE:** POP UP ‘more than 1 job or business’ = ‘This includes jobs or businesses that you had even if you didn’t work at one or more of those jobs or business last week.’

1. Yes
5. No

*(IF LF7/MORE1JOB=1, HAVE MORE THAN ONE JOB)*

INTROLF10ii/INTROSELFEMPii

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

*(IF LF3/AWAYWORK=1, WAS AWAY FROM WORK)*

INTROLF10i/INTROSELFEMPii

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

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

LF10/SELFEMP

Thinking about your <main job/job>, do you work for an employer, or in your own business?

1. Employer
2. Own business (GO TO LF16/ACTLHRSM)
3. Other or uncertain

*(IF 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

*(IF LF10/SELFEMP=3 OR LF11/PAYMENT=5, OTHER WORK ARRANGEMENTS)*

LF12/PAYARRNG

What are your <working/payment> arrangements?

*(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, 13: <business>
IF LF10/SELFEMP=1 OR LF12/PAYARRNG=10, 11, 14-20: <employer at the place you
*(IF LF7/MORE1JOB=1, MORE THAN ONE JOB)
LF16/ACTLHRSM
   How many hours did you actually work in your main job last week less time off but counting any extra hours worked?
   (INTERVIEWER NOTE: ‘time off’ = ‘This includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike.’
   ‘extra hours’ = ‘These include any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates.’)
   *PROGRAMMER NOTE: POP UP ‘time off’ = ‘This includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike.’
   ‘extra hours’ = ‘These include any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates.’

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

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

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

*(LF1/WORKED=1 OR LF2/WWOPAY=1, WORKING)
LF18/ACTLHRS
   How many hours did you actually work last week less time off but counting any extra hours worked *(DISPLAY IF LF7/MORE1JOB=1, MORE THAN ONE JOB) in all jobs?

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

*(LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1, WORKING OR AWAY FROM JOB)
LF19/USLHRS
   How many hours do you usually work each week *(DISPLAY IF LF7/MORE1JOB=1, MORE THAN ONE JOB) in all your jobs?

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

*(IF 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 *(DISPLAY IF LF7/MORE1JOB=1, MORE THAN ONE JOB) in all your jobs?

   1. Yes
   5. No
   6. (Don’t know)

*(IF LF20/PREFMHRS=1, PREFER WORK MORE HOURS)
LF21/PREFHRS
   How many hours a week would you like to work?

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

*PROGRAMMER NOTE: IF HOURS ENTERED LESS THAN LF19/USLHRS INSERT ERROR MESSAGE ‘Preferred working hours are less than hours usually worked.’
*(IF 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

*(TS 2 PARTIAL MODULE B)*

*(IF SAMEEMP=1, 2 OR 3, SAME OCCUPATION AND/OR EMPLOYER)*

Over time occupation and employer names can change. In the next few questions we would like to confirm the most up to date information for your current <main job/job>.

*(IF (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>? *(CATI) INTERVIEWER NOTE: Please type at least 3 letters

*PROGRAMMER NOTE: SHOW INTERVIEWER NOTE TEXT FOR CATI ONLY, SHOW PLEASE TYPE AT LEAST 3 LETTERS FOR BOTH MODES

1. Enter occupation: <text box>

*(IF (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: <text box>

*(IF (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>?

(INTELLRVIEWER NOTE: ‘business or service’ = ‘This refers to the industry your work falls under. For example, retail, construction, education.’

*PROGRAMMER NOTE: POP UP ‘business or service’ = ‘This refers to the industry your work falls under; for example, retail, construction, education.’

1. Enter business or service: <text box>

*(IF 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>?

(INTELLRVIEWER NOTE: ‘business or service’ = ‘This refers to the industry your work falls under; for example, retail, construction, education.’

*PROGRAMMER NOTE: POP UP ‘business or service’ = ‘This refers to the industry your work falls under; for example, retail, construction, education.’

1. Enter employer/business name: <text box>
*(IF 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)

LF38/SECTOR
In what sector are you wholly or mainly employed?

*(CATI: DISPLAY READ OUT)
1. Public or government
2. Private
3. Not-for-profit

*(IF 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

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

LF28/LOCATION
And what is the postcode or suburb of your <employer/business>?
1. Enter postcode or suburb *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

*(LF28/LOCATION=2 OR SKIPPED OR (1 AND NOT DROPDOWN), RESPONDENT NOT SURE OR SKIPPED OR DID NOT SELECT ANYTHING IN THE DROPDOWN LIST AT LOCATION)

EMPSTATE In which state or territory is your <employer/business> currently located?

*PROGRAMMER NOTE: If EMPSTATE not asked, auto-code based on LOCATION response.

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

*(IF (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/COUNTRYx
In which country is your <employer/business> based?
1. Country list (SACC)
2. Other (please 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
*(IF LF30/EMP12=5, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)  
LF31/EMPMTMS  
How many months have you worked <for your employer/in your business>?
  1. Enter number of months (NUMERIC - NUMERIC, RANGE 1-12)

*(IF LF30/EMP12=1, WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS)  
LF32/EMPYRS  
How many years have you worked <for your employer/in your business>?
  1. Enter number of years (NUMERIC, RANGE 1-49)

*(IF LF10/SELFEMP=1 OR LF12/PAYARRNG=14, 15, 17-20 AND LF30/EMP12=5 AND LF19/USLHRS>=35 AND FFTJOB_DIM#1 OR 2, WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED AND NOT ALREADY ANSWERED IN ESTABLISHMENT GOS)  
LF33/FFTJOB  
Is this your first full-time job?
  1. Yes
  2. No

*PROGRAMMER NOTE: 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

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

(INTEVIEWNER NOTE: ‘all your jobs’ = ‘This refers to the combined income received from all jobs.’)

*PROGRAMMER NOTE: POP UP ‘all your jobs’ = ‘This refers to the combined income received from all jobs.’

*PROGRAMMER NOTE: SHOW LIVE CALCULATION OF ANNUAL SALARY IN BOLD WITH ANNUAL SALARY: BEFORE IT – THIS SHOULD UPDATE AS SOMEONE TYPES INTO CODES 1 THRU 6 BELOW

1. Amount per hour (please specify) (NUMERIC, RANGE 1-250) *PROGRAMMER NOTE: ONLY DISPLAY IF LF19/USLHRS IS NOT BLANK
2. Amount per day (please specify) (NUMERIC, RANGE 1-800)
3. Amount each week (please specify) (NUMERIC, RANGE 1-4,000)
4. Amount each fortnight (please specify) (NUMERIC, RANGE: 1-8,000)
5. Amount each month (please specify) (NUMERIC, RANGE: 1-17,500)
6. Amount each year (please specify) (NUMERIC, RANGE: 1-250K)
7. No earnings
98. Don’t know
*(IF LF27/INAUST=1 AND LF34/SALARYA=1 THRU 6 BUT NOT IN RANGE, WORKING IN AUSTRALIA AND OUT OF RANGE SALARY ENTERED)\n\nLF42/SALARYB\n*(DISPLAY IF ONLINE) Sorry but the salary you entered doesn’t fit within our range.
Please select the best option for how much you would usually earn in *(DISPLAY IF LF7/MORE1JOB=5) this job/*(DISPLAY IF LF7/MORE1JOB=1) all your jobs>, per annum before tax or anything else was taken out?

*(CATI: DISPLAY READ OUT)\n*(DISPLAY IF CATI) Sorry but the salary you entered doesn’t fit within our range.
I will read out some salary ranges, 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?

(INTerviewer NOTE: ‘all your jobs’ = ‘This refers to the combined income received from all jobs.’)\n*PROGRAMMER NOTE: POP UP ‘all your jobs’ = ‘This refers to the combined income received from all jobs.’

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

*(IF LF27/INAUST=1 AND LF7/MORE1JOB=1, WORKING IN AUSTRALIA MORE THAN ONE JOB)\nLF35/SALARYC
And in Australian dollars, how much do you usually earn in your main job before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).

(INTerviewer NOTE: ‘main job’ = ‘This refers to the job that you work the most hours.’)\n*PROGRAMMER NOTE: POP UP ‘main job’ = ‘This refers to the job that you work the most hours.’

*PROGRAMMER NOTE: SHOW LIVE CALCULATION OF ANNUAL SALARY IN BOLD WITH ANNUAL SALARY: BEFORE IT – THIS SHOULD UPDATE AS SOMEONE TYPES INTO CODES 1 THRU 6 BELOW

1. Amount per hour (please specify) (NUMERIC, RANGE 1-250) *PROGRAMMER NOTE: ONLY DISPLAY IF LF19/USLHRS IS NOT BLANK
2. Amount per day (please specify) (NUMERIC, RANGE 1-800)
3. Amount each week (please specify) (NUMERIC, RANGE 1-4,000)
4. Amount each fortnight (please specify) (NUMERIC, RANGE: 1-8,000)
5. Amount each month (please specify) (NUMERIC, RANGE: 1-17,500)
6. Amount each year (please specify) (NUMERIC, RANGE: 1-250K)
7. No earnings
98. Don’t know
*(IF (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

*(DISPLAY IF ONLINE) Sorry but the salary you entered doesn’t fit with our range.

Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

*(CATI: DISPLAY READ OUT) *(DISPLAY IF CATI) Sorry but the salary you entered doesn’t fit within our range.

I will read out some salary ranges, 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?

(Interviewer Note: ‘main job’ = ‘This refers to the job that you work the most hours.’) *(PROGRAMMER NOTE: POP UP ‘main job’ = ‘This refers to the job that you work the most hours.’)

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

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

*(IF RESPONDED TO BOTH SALARYA AND SALARYB, OR SALARYC AND SALARYD TAKE SALARYB OR SALARYD FOR THIS CALCULATION. CALCULATE ANNUAL SALARY FOR LF34/SALARYA AND LF35/SALARYC. SAS CALCULATION:

1. if LF34/SALARYA =1 then SALARYA = LF19/USLHRS*365.25/7;
else if LF35/SALARYC =1 then SALARYC = LF17/USLHRS*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/SARAYB 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 NOTE: SHOW SALCONF1 AND SALCONF2 ON THE SAME PAGE
*PROGRAMMER NOTE: IF SALCONF1>SALCONF2 SHOW ERROR MESSAGE:
‘PLEASE ENSURE YOUR EARNINGS FOR ALL YOUR JOBS IS HIGHER THAN YOUR SALARY FOR YOU MAIN JOB’

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

*(LF35/SALARYC OR LF43/SALARYD)>(LF34/SALARYA OR LF42/SALARYB), 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.

*PROGRAMMER NOTE: POP UP ‘main job’ = ‘This refers to the job that you work the most hours.’
‘all your jobs’ = ‘This refers to the combined income received from all jobs.’

*PROGRAMMER NOTE: POP UP ‘main job’ = ‘This refers to the job that you work the most hours.’
‘all your jobs’ = ‘This refers to the combined income received from all jobs.’

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

*(LF35/SALARYC OR LF43/SALARYD)>(LF34/SALARYA OR LF42/SALARYB), SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

SALCONF2 And which of the following would you usually earn in **all your jobs**, per annum before tax or anything else was taken out?

1. $1 - $9,999
2. $10,000 - $19,999
3. $20,000 - $29,999
4. $30,000 - $39,999
5. $40,000 - $49,999
6. $50,000 - $59,999
7. $60,000 - $79,999
8. $80,000 - $99,999
9. $100,000 - $124,999
10. $125,000 - $149,999
11. $150,000 or more
98. Don’t know
*(IF 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. Enter gross annual salary <text box> (NUMERIC)

*(IF 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?

*(CATI: DISPLAY READ OUT)
1. University of college careers service
2. Careers fair or information session
3. Other university of college source (such as faculties or lecturers or student society)
4. Advertisement in a newspaper or other print media
5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)
6. Via resume posted on the internet
7. Family of friends
8. Approached employer directly
9. Approached by an employer
10. Employment agency
11. Work contacts or networks
12. Social media (e.g. LinkedIn)
13. An employer promotional event
14. Graduate program / internship / work placement
94/FINDJOB0. Other (please specify) <text box>

*(IF LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1, WORKING OR AWAY FROM JOB)
LF38A/SPOQ
The following statements are about your skills, abilities and education.
Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

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

(RESPONSE FRAME)
*(CATI: DISPLAY READ OUT)
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree
*PROGRAMMER NOTE: LF38A/SPOQ CALCULATION IF 6 VALID RESPONSES AT LF38A/SPOQ OTHERWISE SKIP

CALCULATE THE AVERAGE RATING ACROSS ALL THE ITEMS SOMEONE ANSWERS - RANGE 1 TO 5 AS PER CODEFRAME. NOTE: SCORES FOR F38A/SPOQD. IS REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5

EXAMPLE: AVERAGE = (3 + 4 + 4 + 4 + 4 + 2 + 2 + 4) / 8 = 27 / 8 = 3.375

WE CALCULATE AN AVERAGE FOR EACH VALID RESPONSE, SO IF THEY SKIP AN ITEM (DK/REF/NO ANSWER) WE EXCLUDE THAT FROM THE AVERAGE.

*(LF38A/SPOQCL >=3.5, PERCEIVED OVER QUALIFIED 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?

Please select only one answer.
*(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. I'm satisfied with my current job
12. I'm satisfied with the number of hours I work
13. No more hours available in current position
94/RSNOMORE. Other *(CATI: display read out)) <text box>

*(IF 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 numbers of hours you are currently working?

Please select only one answer.
*(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. I'm satisfied with the number of hours I work
12. No more hours available in current position
94/RSNOMORE. Other *(CATI: display read out)) <text box>
*(IF 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?

*Please select only one answer.*

*(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. No more hours available in current position

94/RSNOMORE. Other (please specify) <text box>

*PROGRAMMER NOTE: SPOQSCL CALCULATION IF 6 valid responses otherwise skip. Calculate the average rating across all of the items someone answers – range 1 to 5 as per codeframe.

*PROGRAMMER NOTE: Scores for SPOQ4 are reversed, strongly agree=1, strongly disagree=5. Example: Average=(3+4+4+4+2+2+4)/8=27/8=3.375
We calculate an average for each valid response, so if they skip an item (DK/REF/NO ANSWER) we exclude that from the average

*(TS 3 MODULE B)*
*PROGRAMMER NOTE: create <EarlyComplete> variable

*(IF (LF1/WORKED AND LF2/WWOPAY AND LF3/AWAYWORK AND LF4/LOOKFTWK AND LF5/LOOKPTWK AND LF6/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. <text box>
MODULE H: EMPLOYMENT HISTORY

*(IF (LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) AND (GENEMP=0))
OR
(IF (LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) AND (GENEMP=1) AND
(SAMEEMP=1),
((CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND
(PREVIOUSLY NOT WORKING)
OR
(CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND
(PREVIOUSLY WORKING) AND (SAME OCCUPATION AND EMPLOYER))

OTHWORKi
Aside from your current role(s) have you worked anywhere else since <refyear>?

*(IF (LF1/WORKED AND LF2/WWOPAY AND LF3/AWAYWORK≠1) AND (GENEMP=1), (NOT
CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND
(PREVIOUSLY WORKING))

OTHWORKii
Aside from your <VOCC> role at <VEMPLOYR>, have you worked anywhere else since <refyear>?

*(IF (LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1) AND (GENEMP=1) AND
(SAMEEMP≠1), (CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND
((PREVIOUSLY WORKING) AND (NOT SAME OCCUPATION AND EMPLOYER))

OTHWORKiii
Aside from your <VOCC> role at <VEMPLOYR> and your current occupation(s), have you worked anywhere else since <refyear>?

(INTERVIEWER NOTE: ‘occupation’ = ‘This refers to any permanent, contract, casual or self-employed occupation in which you were paid a wage, salary, commission or any payment in kind.’

*PROGRAMMER NOTE: POP UP ‘occupation’ = ‘This refers to any permanent, contract, casual or self-employed occupation in which you were paid a wage, salary, commission or any payment on kind.’

1. Yes
2. No

*(IF OTHWORKi/ii/iii=2, NOT WORKED ANYWHERE ELSE)

EH9/OTH OCC
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 OTHWORK/i/iii=1 OR EH9/OTHOCC=1, WORKED ELSEWHERE OR CHANGED OCCUPATION)

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 (NUMERIC)

*(TS 4 MODULE H)

MODULE C: FURTHER STUDY

*(ALL)

FQUALi

The next few questions are about qualifications you may have completed between <YEAR> and now.

Since you completed your <E308> have you completed another qualification?

*(INTERVIEWER NOTE: ‘qualification’ = ‘This refers to the course, degree or program that you recently completed.’)

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

*(IF FQUALi/ii=1, 2, STUDIED)

FS7/FQLOC

Where did you complete this qualification?

*(INTERVIEWER NOTE: ‘qualification’ = ‘This refers to the course, degree or program that you recently completed.’)

1. Australia
2. Overseas

*(IF FQUALi/ii=1, 2, STUDIED)

FS7/VFQUAL

What is the full title of the most recent qualification you completed?

*(INTERVIEWER NOTE: ‘qualification’ = ‘This refers to the course, degree or program that you recently completed.’)

1. Qualification title <text box>
What was your major field of education for this qualification?

(INTerviewer note: ‘qualification’ = ‘This refers to the course, degree or program that you recently completed.’)

*programmer note: pop up ‘qualification’ = ‘This refers to the course, degree or program that you recently completed.’

*(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)

What was the level of this qualification?

*(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 Diploma
12. Diploma
13. Non-award course
14. Bridging and Enabling course
15. Certificate I-IV
16. Other (*display if fs7/fqloc=2)

And the institution where you completed the qualification?

*(cati) interviewer note: please type at least 3 letters

*programmer note: show interviewer note text for cati only, show please type at least 3 letters for both modes

1. Enter name of the institution <look up list> *programmer note: use furinst lookup list
The following questions are about qualifications you are currently studying...

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

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

Technical complete calculation

IF WORKED IS NOT MISSING OR FURSTUD IN (1:2) THEN FLAG AS TECHNICAL COMPLETE

Where are you completing this qualification?

1. Australia
2. Overseas

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

1. Enter qualification title <text box>

What is your major field of education for this qualification?

*(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)

*(IF FS1/FURSTUD=1 OR 2, CURRENTLY STUDYING)
FSC9/FURLEV
What is the level of this qualification?

*(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 Diploma
12. Diploma
13. Non-award course
14. Bridging and Enabling course
15. Certificate I-IV
16. Other (*DISPLAY IF FS7/FQLOC2=2)

*(IF FS1/FURSTUD=1 OR 2, CURRENTLY STUDYING)
FSC11/VFURINST
And the institution where you are currently studying?

*(CATI) INTERVIEWER NOTE: Please type at least 3 letters
*PROGRAMMER NOTE: SHOW INTERVIEWER NOTE TEXT FOR CATI ONLY, SHOW PLEASE TYPE AT LEAST 3 LETTERS FOR BOTH MODES

1. Enter name of the institution <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST

*(TS 5 MODULE C)

**MODULE D: GRADUATE ATTRIBUTES**

*(IF LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1, WORKING OR AWAY FROM JOB)
GAS
*(DISPLAY IF ONLINE) For each of the following skills or attributes, to what extent do you agree or disagree that your <E308> from <E306C> prepared you for your current job?

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

*(DISPLAY IF CATI) I’m now going to read some skills or attributes, if the skill is not required in your role, you can answer ‘Not applicable’.

For each of the following skills or attributes, to what extent do you agree or disagree that your <E308> from <E306C> prepared you for this job?
*PROGRAMMER NOTE: RANDOMISE STATEMENTS WITHIN CATEGORIES. DO NOT DISPLAY CATEGORY HEADINGS. REPEAT ITEM ON EACH PAGE

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

*(TS 6 MODULE D)

MODULE E: GRADUATE PREPARATION

*(IF LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1, WORKING OR AWAY FROM JOB)
GOSOP1/FORMREQ
Is a <E308> or similar qualification a formal requirement for you to do your current <main job/job>?

*(INTERVIEWER NOTE: ‘main job’ = ‘This refers to the job that you work the most hours.’)
*PROGRAMMER NOTE: POP UP ‘main job’ = ‘This refers to the job that you work the most hours.’

1. Yes
2. No
To what extent is it important for you to have a <E308>, to be able to do your <main job/job>?

*(CATI: DISPLAY READ OUT)
1. Not at all important
2. Not that important
3. Fairly important
4. Important
5. Very important

Overall, how well did your <E308> prepare you for your <main job/job>?

*(CATI: DISPLAY READ OUT)
1. Not at all
2. Not well
3. Well
4. Very well
5. Don’t know / Unsure

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

1. <text box>

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

1. <text box>

Thinking about your original decision to complete your <E308> between <GRADYR/YEAR_2> and early <YEAR>, if you had to make this choice again, would you study…

Please select only one answer.

*(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

*(IF SAMESTUDY1/ST_CHOICE ≠1, IF NOT 1 AT SAMESTUDY/ST_CHOICE)
SAMESTUDY2/V_CHOICE

What is the main reason you say that?

1. <text box>

*(TS 7 MODULE E)

MODULE F: ADDITIONAL ITEMS

RMIT 3034

*(IF E306=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?

(RESPONSE FRAME)

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

*(IF E306=3034 AND RMITNPS≠BLANK, RMIT GRADUATES AND PROVIDED RESPONSE AT RMITNPS)
RMITNPSOP

What is the main reason you gave this score?

*PROGRAMMER NOTE: NOT MANDATORY

1. <text box>

*(IF E306=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 <E308A> <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 E306=3034 AND RMITNPSA#BLANK, RMIT GRADUATES AND PROVIDED RESPONSE AT RMITNPSA*)

RMITNPSOPA

What is the main reason you gave this score?

1. <text box>

*(IFE306=3034 AND E308B#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 that <E308B> <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 E306=3034 AND E308B#BLANK AND RMITNPSB#BLANK, RMIT GRADUATES WITH SECOND COURSE AND PROVIDED RESPONSE AT RMITNPSB)*

RMITNPSOPB

What is the main reason you gave this score?

1. <text box>

*(E306=3034, RMIT GRADUATES)*

RMITENGAGE

To what extent do you agree or disagree with the following statement?

My <course> provided me with sufficient engagement with industry professionals to prepare me for employment.

*(CATI: DISPLAY READ OUT)*

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

*(TS 8 RMIT)*

**UoM 3036**

*(IF E306=3036 AND LF7/MORE1JOB=1, UNIMELB GRADUATES WORKING MORE THAN 1 JOB)*

UNIMELBINTROi

The next few questions are about the job or business in which you usually work the most hours, that is, your **main job**.
UNIMORG Please select the approximate number of staff in the organisation where you are currently employed.

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

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

1. Enter number of levels (NUMERIC, RANGE 0-30)
2. Unsure <tick box> *(EXCLUSIVE)

UNIMLEAD Which of the following statements best describes your leadership role in your 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

UNIMSAT To what extent do you agree or disagree with the following statements?

a. I enjoy the work that I do
b. I am satisfied with the level of responsibility I hold in my job
c. My work makes a positive contribution to the community
d. The recognition and rewards I receive for my work are fair

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

*(IF E306=3036, UNIMELB GRADUATES)
UNIMACT1 Did you attend or participate in any of the following activities organised by the University of Melbourne? Please select all that apply.

(MULTIPLE RESPONSES)
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 *(EXCLUSIVE)

*(IF E306=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

e. Careers fairs or events
f. Employer seminars, workshops or events
g. Networking events
h. Internships or work placements
i. Mentoring programs
j. Other career advice or support

(RESPONSE FRAME)
7. Strongly disagree
8. Disagree
9. Neither agree nor disagree
10. Agree
11. Strongly agree
12. Not applicable

*(TS 9 UoM)

Go8 1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040

*(IF (E306=1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040) AND (LF10/SELFEMP=2 OR LF12/PAYARRNG=12, 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/EMPLOYER/your business>?

1. Enter number (NUMERIC)
2. Not sure
*(IF (E306=1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040) AND (LF10/SELFEMP=2 OR LF12/PAYARRNG=12, 13), GROUP OF 8 GRADUATES AND MAIN JOB IS OWN BUSINESS)*)

G8_2 Thinking about <insert name of business from LF26/EMPLOYER/your business>, please select the range that best describes your expected gross (pre-tax) annual turnover for the current financial year in Australian dollars.

(INTERVIEWER NOTE: ‘turnover’ = ‘This refers to the annual turnover is the annual gross (pre-tax) revenue or income of the business.’

*PROGRAMMER NOTE: POP UP ‘turnover’ = ‘This refers to 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. $200,000 or more
8. Don’t know

*(IF (E306=1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040) AND (LF1/WORKED=1 OR LF2/WWOPAY=1 OR LF3/AWAYWORK=1), GROUP OF 8 GRADUATES AND WORKING OR AWAY FROM JOB)

G8_15 Which of the following statements best describes 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+
9. Not sure

*(IF (E306=1055, 3010, 3013, 3019, 3033, 3035, 3036, 3040) AND ((LF10/SELFEMP=1 AND LF11/PAYMENT=1) OR ((LF11/PAYMENT=5 OR LF10/SELFEMP=3) AND (LF12/PAYARRNG=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)

G8_4 What kind of business or service is carried out by your business?

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 or suburb *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

*(G8_6=2 OR BLANK, RESPONDENT NOT SURE OF THE POSTCODE OR SUBURB)
G8_6_STATE

In which state or territory is the business currently located?

*PROGRAMMER NOTE: If G8_6_STATE not asked, auto-code based on G8_6 response.

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

*(IF G8_5=2, BUSINESS NOT IN AUSTRALIA)
G8_7 In which country is your business based?

1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE GO8 COUNTRY LIST

*(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 (NUMERIC)
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.

*INTERVIEWER NOTE: ‘turnover’ = ‘The annual turnover is the annual gross (pre-tax) revenue or income of the business.’

*PROGRAMMER NOTE: POP UP ‘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

*(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.

(MULTIPLE RESPONSES)

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)
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.

Country 1
1. <text box> Country list (SACC – excluding Australia from list)

Country 2 (if applicable)
2. <text box> Country list (SACC – excluding Australia from list)

Country 3 (if applicable)
3. <text box> Country list (SACC – excluding Australia from list)

*(TS 10 MODULE F)

MODULE G: CONTACT DETAILS

*(ALL)
CURCOUNTRY Do you currently live in Australia or Overseas?

1. Australia
2. Overseas

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)
CURPCODE What is the postcode or suburb where you usually live?

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

*(CURPCODE=2 OR SKIPPED OR (1 AND NOT DROPDOWN), RESPONDENT NOT SURE OR SKIPPED OR DID NOT SELECT ANYTHING IN THE DROPDOWN LIST AT LOCATION)
CURSTATE In which state or territory do you usually live?

*PROGRAMMER NOTE: If CURSTATE not asked, auto-code based on CURPCODE response.

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don’t know
*(CURCOUNTRY=2, LIVES OVERSEAS)
OSCOUNTRY  In which country do you currently live?

1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE GO8 COUNTRY LIST

*(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 to improve higher education?

1. Yes
2. No

*(ALL)
ALUMNI  Do you consent to your details being passed on to your Alumni services to your institution for them to update your details?

1. Yes
2. No

*(IF CONTACT=1 OR ALUMNI=1, CONSENT TO FURTHER RESEARCH)
EMAIL  We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: <email>

1. Permanent email address is as above
2. Enter new permanent email address
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)
ADDRESS  The postal address we have for you is:

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

Is this correct?

*PROGRAMMER NOTE: DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NEEDED

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

*(IF ADDFLAG=2, CONSENT TO FURTHER RESEARCH AND ADDRESS MISING)
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
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 ALUMNI=2) AND NOTIFY=1, DECLINED FURTHER RESEARCH AND ALUMNI AND CONSENT TO RECEIVE RESULTS)*

What is the best email address to send the notification to?

1. Address as above
2. Enter new email address

*(DISPLAY IF ONLINE)*

Thank you for your responses.

Please click ‘Submit’ to finalise your survey and be redirected to our homepage.

Everyone’s experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- beyondblue on 1300 22 46 36
- Lifeline on 13 11 14
Appendix 7  Questionnaire screen shots
Thank you for agreeing to take part in the Graduate Outcomes Survey – Longitudinal (GOS-L). This is an important survey conducted by the Social Research Centre on behalf of the Australian Government Department of Education and Training.

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

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 to continue below.

In 2015, you told us your occupation was 'Project Manager' and your employer was 'the Social Research Centre'. Which one of the following statements best describes your current situation?

- Yes, I am still at the Social Research Centre as Project Manager
- I am still at the Social Research Centre but in a different occupation
- Project Manager is still my occupation but I have changed employer
- No, I am neither at the Social Research Centre nor working as Project Manager

The last time we heard from you was as part of the 2016 GOS. We are really interested to learn what you've been doing since you graduated from the Social Research Centre in 2016, and your experiences of the leap from study to work and life beyond studying.

We would like to hear about what you are currently doing...
Thinking about last week, the week starting Monday, 18/02/2019 and ending last Sunday, 24/02/2019.

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

When did you begin looking for work?

Enter month: [Select month]

Enter year: [Enter year]
If you had found a job, could you have started last week?

- Yes
- No

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

- Yes
- No

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

Thinking about your main job, do you work for an employer, or in your own business?

- Employer
- 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 in your main job last week less **time** off but counting any **extra hours** worked?

Enter hours

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

Enter hours

How many hours do you **usually** work each week in all your jobs?

Enter hours
Would you prefer to work more hours than you usually work in all your jobs?

- 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

Over time occupation and employer names can change. In the next few questions we would like to confirm the most up to date information for your current main job.
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

In which state or territory is your employer currently located?

- NSW
- VIC
- QLD
- SA
- WA
- TAS
- NT
- ACT
- Don't know

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?
Enter number of years

In **Australian dollars**, how much do you usually earn in **all your jobs**, before tax or anything else is taken out?
Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).

**Annual income for all your jobs**: $0
- Amount per hour (please specify)
- Amount per day (please specify)
- Amount each week (please specify)
- Amount each fortnight (please specify)
- Amount each month (please specify)
- Amount each year (please specify)

- No earnings
- Don't know

And in **Australian dollars**, how much do you usually earn in your **main job**, before tax or anything else is taken out?
Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).

**Annual income for your main job**: $0
- Amount per hour (please specify)
- Amount per day (please specify)
- Amount each week (please specify)
- Amount each fortnight (please specify)
- Amount each month (please specify)
- Amount each year (please specify)

- No earnings
- Don't know
The following statements are about your skills, abilities and education. Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

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

Aside from your current role have you worked anywhere else since 2016?

- Yes
- No

Have you changed occupations within the same business since 2019?

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

- Yes
- No
The next few questions are about qualifications you may have completed between 2016 and now.

Since you completed your Bachelor of Engineering Honours (Co-op) and Diploma of Professional Practice have you completed another qualification?

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

Where did you complete this qualification?

- Australia
- Overseas

What is the full title of the most recent qualification you completed?

Qualification title:
What was 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
- Mixed field qualification
- Other (please specify)

What was 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 Enabling course
- Certificate I-V
And the institution where you completed the qualification?
Please type at least 3 letters.

The following questions are about qualifications you are currently studying...
Are you currently a full-time or part-time student at a TAFE, university or other education institution?
- Yes – full-time
- Yes – part-time
- No

For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Engineering Honours (Co-op) and Diploma of Professional Practice from the Social Research Centre 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>
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</thead>
<tbody>
<tr>
<td>Written communication skills</td>
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<td>Ability to think independently about problems</td>
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<td>Ability to develop relevant knowledge</td>
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<td>Ability to solve problems</td>
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<tr>
<td>Ability to develop relevant skills</td>
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<tr>
<td>Ability to integrate knowledge</td>
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<td>Numeracy skills</td>
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<tr>
<td>Oral communication skills</td>
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</tbody>
</table>

Previous  Next
### GOS-L

Graduate Outcomes Survey - Longitudinal

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to develop innovative ideas</td>
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<td>Ability to identify new opportunities</td>
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<td>Ability to adapt knowledge in different contexts</td>
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<td>Capacity to work independently</td>
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<td>Ability to apply skills in different contexts</td>
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<tr>
<td>Broad general knowledge</td>
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</tbody>
</table>

Previous  

### GOS-L

Graduate Outcomes Survey - Longitudinal

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

Previous  

Save
Is a Bachelor of Engineering Honours (Co-Op) and Diploma of Professional Practice or similar qualification a formal requirement for you to do your current main job?

- Yes
- No

To what extent is it important for you to have a Bachelor of Engineering Honours (Co-Op) and Diploma of Professional Practice to be able to do your main job?

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

Overall, how well did your Bachelor of Engineering Honours (Co-Op) and Diploma of Professional Practice prepare you for your main job?

- Not at all
- Not well
- Well
- Very well
- Don't know / Unsure
68%

What are the main ways that the Social Research Centre prepared you for employment in your organisation?

69%

Thinking about your original decision to complete your Bachelor of Engineering Honours (Co-Op) and Diploma of Professional Practice between 2014 and early 2016, 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

90%

Do you currently live in Australia or Overseas?

- Australia
- Overseas
What is the postcode or suburb where you usually live?

☐ Not sure

Previous  Next

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 to improve higher education?

☐ Yes
☐ No

Previous  Next

Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?

☐ Yes
☐ No

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: john_smith@gmail.com

- 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

The postal address we have for you is:

23 Lismore Street
Abermain
NSW
2325
Australia

Is this correct?

- Yes
- No
- Do not wish to be contacted by post

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
Thank you for your responses.

Please click 'Submit' to finalise your answers and be redirected to our home page.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14
Thank you for agreeing to take part in the Graduate Outcomes Survey – Longitudinal (GOS-L). This is an important survey conducted by the Social Research Centre on behalf of the Australian Government Department of Education and Training.

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

Most people take 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 to continue below.

In 2016, you told us your occupation was 'Project Manager' and your employer was 'the Social Research Centre'. Which one of the following statements best describes your current situation?

- Yes, I am still at the Social Research Centre as Project Manager
- I am still at the Social Research Centre but in a different occupation
- Project Manager is still my occupation but I have changed employer
- No, I am neither at the Social Research Centre nor working as Project Manager

The last time we heard from you was as part of the 2016 GOS. We are really interested to learn what you've been doing since you graduated from the Social Research Centre in 2016, and your experiences of the leap from study to work and life beyond studying.

We would like to hear about what you are currently doing.

Next
Previous
Save
Thinking about last week, the week starting Monday, 22/04/2019 and ending last Sunday, 28/04/2019.

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

- Yes
- No
- Permanently unable to work

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
When did you begin looking for work?

Enter month: Select month ->

Enter year: 

If you had found a job, could you have started last week?
- Yes
- No

Did you have more than 1 job or business last week?
- Yes
- No

Next
Previous
Save
The next few questions are about the job or business in which you usually work the most hours.

| 14% |

Thinking about your job, do you work for an employer or in your own business?
- Employer
- Own business
- Other or uncertain

| 15% |

Are you paid a wage or salary, or some other form of payment?
- Wage or Salary
- Other or uncertain

| 15% |
How many hours did you actually work last week less time off but counting any extra hours worked?

Enter hours

Next
Previous
Save

How many hours do you usually work each week?

Enter hours

Next
Previous
Save

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

- Yes
- No
- Don't know

Next
Previous
Save
What is your occupation in your job?
Please type at least 3 letters.

What are your main tasks and duties?

What kind of business or service is carried out by your employer at the place 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

Next
Previous
Save

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

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

Next
Previous
Save

How many years have you worked for your employer?

Enter number of years

Next
Previous
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 pesos, commas, dollar signs ($).

### Annual income: $9

- [ ] Amount per hour (please specify)
- [ ] Amount per day (please specify)
- [ ] Amount each week (please specify)
- [ ] Amount each fortnight (please specify)
- [ ] Amount each month (please specify)
- [ ] Amount each year (please specify)
- [ ] No earnings
- [ ] Don't know

---

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

- **My job requires less education than I have**
  - [ ] Strongly disagree
  - [ ] Disagree
  - [ ] Neither disagree nor agree
  - [ ] Agree
  - [ ] Strongly agree

- **I have more job skills than are required for this job**
  - [ ] Strongly disagree
  - [ ] Disagree
  - [ ] Neither disagree nor agree
  - [ ] Agree
  - [ ] Strongly agree

- **Someone with less education than myself could perform well on my job**
  - [ ] Strongly disagree
  - [ ] Disagree
  - [ ] Neither disagree nor agree
  - [ ] Agree
  - [ ] Strongly agree

- **My previous training is being fully utilised on this job**
  - [ ] Strongly disagree
  - [ ] Disagree
  - [ ] Neither disagree nor agree
  - [ ] Agree
  - [ ] Strongly agree

- **I have more knowledge than I need in order to do my job**
  - [ ] Strongly disagree
  - [ ] Disagree
  - [ ] Neither disagree nor agree
  - [ ] Agree
  - [ ] Strongly agree

- **My education level is above the level required to do my job**
  - [ ] Strongly disagree
  - [ ] Disagree
  - [ ] Neither disagree nor agree
  - [ ] Agree
  - [ ] Strongly agree
You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working?

Please select only one answer:

- No suitable job in my local area
- No job with a suitable number of hours
- No suitable job in my area of expertise
- Considered to be too young by employers
- Considered to be too old by employers
- Short-term illness or injury
- Long-term health condition or disability
- Caring for family member with a health condition or disability
- Caring for children
- Studying
- No more hours available in current position
- Other (please specify) [ ]

Aside from your current role, have you worked anywhere else since 2016?

- Yes
- No

Have you changed occupations within the same business since 2016?

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

- Yes
- No
How many other occupations (excluding your current occupation) have you performed since 2016? 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’.

Enter number of occupations: 

The next few questions are about qualifications you may have completed between 2015 and now.

Since you completed your Bachelor of Social Research have you completed another qualification?

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

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

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

Save
For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Social Research from the Social Research Centre prepared you for your current job?

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

<table>
<thead>
<tr>
<th>Written communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neither disagree nor agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to integrate knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neither disagree nor agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neither disagree nor agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy skills</th>
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</thead>
<tbody>
<tr>
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</tr>
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<td>Disagree</td>
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<td>Neither disagree nor agree</td>
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<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to think independently about problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<tr>
<td>Disagree</td>
</tr>
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<td>Neither disagree nor agree</td>
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<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to solve problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Disagree</td>
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<tr>
<td>Neither disagree nor agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to develop relevant skills</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neither disagree nor agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Capacity to work independently</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>Disagree</td>
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</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to identify new opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<tr>
<td>Disagree</td>
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<tr>
<td>Neither disagree nor agree</td>
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<tr>
<td>Agree</td>
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<tr>
<td>Strongly agree</td>
</tr>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Ability to develop innovative ideas</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Disagree</td>
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<tr>
<td>Neither disagree nor agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to apply skills in different contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neither disagree nor agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to adapt knowledge in different contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neither disagree nor agree</td>
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<td>Agree</td>
</tr>
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<td>Strongly agree</td>
</tr>
<tr>
<td>Skill Description</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Getting on well with others in the workplace</td>
</tr>
<tr>
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<td></td>
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<td></td>
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<tr>
<td>Working collaboratively with colleagues to complete tasks</td>
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<tr>
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<td></td>
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<td></td>
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<tr>
<td>Working well in a team</td>
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<td></td>
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<tr>
<td>Ability to interact with co-workers from different or multicultural backgrounds</td>
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<td></td>
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<tr>
<td>Understanding of different points of view</td>
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<td></td>
</tr>
</tbody>
</table>
Is a Bachelor of Social Research or similar qualification a formal requirement for you to do your current job?

- Yes
- No

To what extent is it important for you to have a Bachelor of Social Research to be able to do your job?

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

Overall, how well did your Bachelor of Social Research prepare you for your job?

- Not at all
- Not well
- Well
- Very well
- Don't know / Unsure
What are the main ways that the Social Research Centre prepared you for employment in your organisation?

What are the main ways the Social Research Centre could have better prepared you for employment in your organisation?

Thinking about your original decision to complete your Bachelor of Social Research between 2014 and early 2016, if you had to make this choice again, would you study...

Please select one answer

- 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

Do you currently live in Australia or Overseas?

- Australia
- Overseas

Next
Previous
Save
What is the postcode or suburb where you usually live?

[□] Not sure

Next
Previous
Save

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 to improve higher education?

[□] Yes
[□] No

Next
Previous
Save

Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?

[□] Yes
[□] No

Next
Previous
Save
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: test@sercentre.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

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

The postal address we have for you is:

47a ONSHORE RD
NORTH MELBOURNE
VIC
3051

Is this correct?

- Yes
- No
- Do not wish to be contacted by post

Next

Previous

Save
Thank you for your responses.

Please click 'Submit' to finalise your answers and be redirected to our home page.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:
- beyondblue on 1300 22 46 36
- Lifeline on 13 11 14

Submit
Appendix 8  Response rates by institutions
## Response rate by institution and graduate type

<table>
<thead>
<tr>
<th></th>
<th>2019 GOS-L</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Postgraduate</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td><strong>University</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating institutions</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Graduates approached</td>
<td>45,354</td>
<td>34,409</td>
<td>79,763</td>
<td></td>
</tr>
<tr>
<td>Final in-scope graduates</td>
<td>41,661</td>
<td>31,969</td>
<td>73,630</td>
<td></td>
</tr>
<tr>
<td>Completed surveys</td>
<td>23,190</td>
<td>18,067</td>
<td>41,257</td>
<td></td>
</tr>
<tr>
<td><strong>Response rate (%)</strong></td>
<td><strong>55.7%</strong></td>
<td><strong>56.5%</strong></td>
<td><strong>56.0%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NUHEI</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating institutions</td>
<td>33</td>
<td>21</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Graduates approached</td>
<td>1,599</td>
<td>1,121</td>
<td>2,720</td>
<td></td>
</tr>
<tr>
<td>Final in-scope graduates</td>
<td>1,420</td>
<td>983</td>
<td>2,403</td>
<td></td>
</tr>
<tr>
<td>Completed surveys</td>
<td>695</td>
<td>514</td>
<td>1,209</td>
<td></td>
</tr>
<tr>
<td><strong>Response rate (%)</strong></td>
<td><strong>48.9%</strong></td>
<td><strong>52.3%</strong></td>
<td><strong>50.3%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total institutions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating institutions</td>
<td>73</td>
<td>61</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Graduates approached</td>
<td>46,953</td>
<td>35,530</td>
<td>82,483</td>
<td></td>
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<tr>
<td>Final in-scope graduates</td>
<td>43,081</td>
<td>32,952</td>
<td>76,033</td>
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</tr>
<tr>
<td>Completed surveys</td>
<td>23,885</td>
<td>18,581</td>
<td>42,466</td>
<td></td>
</tr>
<tr>
<td><strong>Response rate (%)</strong></td>
<td><strong>55.4%</strong></td>
<td><strong>56.4%</strong></td>
<td><strong>55.9%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9 Email outcomes by institution and graduate type
## Email send outcomes by institution and graduate type

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<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>79,751</td>
<td>69,229</td>
<td>62,369</td>
<td>56,046</td>
<td>52,607</td>
<td>47,652</td>
<td>44,963</td>
<td>41,294</td>
<td>39,899</td>
<td>37,670</td>
</tr>
<tr>
<td><strong>Opened %</strong></td>
<td>55.8%</td>
<td>46.3%</td>
<td>43.6%</td>
<td>35.1%</td>
<td>35.4%</td>
<td>34.7%</td>
<td>34.4%</td>
<td>26.9%</td>
<td>28.1%</td>
<td>24.3%</td>
</tr>
<tr>
<td><strong>Clicked on link %</strong></td>
<td>16.0%</td>
<td>11.8%</td>
<td>10.4%</td>
<td>4.5%</td>
<td>6.9%</td>
<td>6.1%</td>
<td>6.3%</td>
<td>2.7%</td>
<td>5.1%</td>
<td>3.4%</td>
</tr>
<tr>
<td><strong>Opt out %</strong></td>
<td>0.5%</td>
<td>0.7%</td>
<td>0.9%</td>
<td>1.3%</td>
<td>1.0%</td>
<td>1.1%</td>
<td>1.3%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>Opened, no action %</strong></td>
<td>39.2%</td>
<td>33.9%</td>
<td>32.3%</td>
<td>29.3%</td>
<td>27.5%</td>
<td>27.4%</td>
<td>26.3%</td>
<td>23.0%</td>
<td>22.2%</td>
<td>20.1%</td>
</tr>
<tr>
<td><strong>Unopened %</strong></td>
<td>37.7%</td>
<td>53.3%</td>
<td>56.0%</td>
<td>64.5%</td>
<td>64.1%</td>
<td>63.9%</td>
<td>63.6%</td>
<td>72.5%</td>
<td>69.7%</td>
<td>74.9%</td>
</tr>
<tr>
<td><strong>Soft bounce %</strong></td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>Hard bounce %</strong></td>
<td>6.3%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>1.6%</td>
<td>0.1%</td>
<td>1.5%</td>
<td>0.1%</td>
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<tr>
<td><strong>Clicked on link as % opened</strong></td>
<td>28.7%</td>
<td>25.4%</td>
<td>23.9%</td>
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<td>17.5%</td>
<td>18.3%</td>
<td>10.0%</td>
<td>18.3%</td>
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### NUHEI

<table>
<thead>
<tr>
<th></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>
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<tr>
<td><strong>Total sent n</strong></td>
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<td>2,397</td>
<td>2,213</td>
<td>2,037</td>
<td>1,907</td>
<td>1,716</td>
<td>1,609</td>
<td>1,475</td>
<td>1,428</td>
<td>1,366</td>
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<td>46.6%</td>
<td>42.9%</td>
<td>37.0%</td>
<td>38.4%</td>
<td>35.6%</td>
<td>35.1%</td>
<td>25.4%</td>
<td>25.3%</td>
<td>22.5%</td>
</tr>
<tr>
<td><strong>Clicked on link %</strong></td>
<td>13.0%</td>
<td>9.5%</td>
<td>8.6%</td>
<td>4.2%</td>
<td>6.4%</td>
<td>5.9%</td>
<td>5.0%</td>
<td>2.6%</td>
<td>2.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td><strong>Opt out %</strong></td>
<td>0.8%</td>
<td>1.0%</td>
<td>1.1%</td>
<td>1.2%</td>
<td>1.7%</td>
<td>1.7%</td>
<td>2.1%</td>
<td>1.6%</td>
<td>0.9%</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Opened, no action %</strong></td>
<td>40.6%</td>
<td>36.1%</td>
<td>33.2%</td>
<td>31.6%</td>
<td>30.3%</td>
<td>28.1%</td>
<td>28.0%</td>
<td>21.2%</td>
<td>21.6%</td>
<td>18.4%</td>
</tr>
<tr>
<td><strong>Unopened %</strong></td>
<td>37.8%</td>
<td>52.9%</td>
<td>56.6%</td>
<td>62.7%</td>
<td>61.4%</td>
<td>63.9%</td>
<td>63.7%</td>
<td>74.2%</td>
<td>69.3%</td>
<td>73.3%</td>
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<tr>
<td><strong>Soft bounce %</strong></td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>3.9%</td>
<td>4.1%</td>
<td>4.1%</td>
</tr>
<tr>
<td><strong>Hard bounce %</strong></td>
<td>7.6%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.9%</td>
<td>0.1%</td>
<td>1.5%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Clicked on link as % opened</strong></td>
<td>23.9%</td>
<td>20.4%</td>
<td>20.1%</td>
<td>11.3%</td>
<td>16.7%</td>
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### Undergraduate

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<td>0.3%</td>
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### Postgraduate

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<th>R7</th>
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<td>0.4%</td>
<td>0.4%</td>
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<td>10.1%</td>
<td>18.7%</td>
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Appendix 10  Respondent characteristics
Sample and respondent characteristics

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<tr>
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<tr>
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### Undergraduate

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<tr>
<td>Female</td>
<td>18,697</td>
<td>60.35%</td>
<td>10,021</td>
<td>63.04%</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>30,790</td>
<td>99.37%</td>
<td>15,794</td>
<td>99.34%</td>
</tr>
<tr>
<td>Indigenous</td>
<td>194</td>
<td>0.63%</td>
<td>105</td>
<td>0.66%</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No disability</td>
<td>29,911</td>
<td>96.54%</td>
<td>15,260</td>
<td>95.98%</td>
</tr>
<tr>
<td>Disability</td>
<td>1073</td>
<td>3.46%</td>
<td>639</td>
<td>4.02%</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>16,179</td>
<td>52.21%</td>
<td>7,379</td>
<td>46.41%</td>
</tr>
<tr>
<td>Over 30 years</td>
<td>14,811</td>
<td>47.79%</td>
<td>8,522</td>
<td>53.59%</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>23,358</td>
<td>75.39%</td>
<td>11,541</td>
<td>72.59%</td>
</tr>
<tr>
<td>External</td>
<td>7,623</td>
<td>24.61%</td>
<td>4,357</td>
<td>27.41%</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>17,019</td>
<td>54.93%</td>
<td>8,108</td>
<td>51.00%</td>
</tr>
<tr>
<td>Mainly Part-time</td>
<td>13,962</td>
<td>45.07%</td>
<td>7,790</td>
<td>49.00%</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>24,005</td>
<td>77.46%</td>
<td>13,424</td>
<td>84.42%</td>
</tr>
<tr>
<td>Language other than English</td>
<td>6,985</td>
<td>22.54%</td>
<td>2,477</td>
<td>15.58%</td>
</tr>
<tr>
<td><strong>Citizen/resident indicator</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>22,335</td>
<td>72.09%</td>
<td>12,769</td>
<td>80.32%</td>
</tr>
<tr>
<td>International</td>
<td>8,646</td>
<td>27.91%</td>
<td>3,129</td>
<td>19.68%</td>
</tr>
</tbody>
</table>