



Australian
National
University

ANU 2016 Graduate Outcomes Survey (GOS)

Graduate labour force outcomes

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Executive Summary

From 2015, as part of the Australian Government's Quality Indicators of Learning and Teaching (QILT) framework, the Graduate Outcomes Survey (GOS) replaced the Graduate Destination Survey (GDS). The GOS continues to capture information on the destination of graduates, with updated calculation of measures to align more closely with the Australian Bureau of Statistics labour force statistics. The list below provides some of the key measurements the 2016 survey captured.

- A total of 2,189 ANU graduates participated in the survey.
- 81% of domestic graduates who were available for full-time work, were working full-time in the week before the survey; 61% of international graduates who were available for full-time work, were working full-time in the week before the survey.
- 88% of ANU domestic graduates who were available for employment in the week before the survey were employed (including full-time, part-time or casual employment); 71% of international graduates who were available for employment in the week before the survey were employed.
- 26% of ANU domestic undergraduates have continued with further full-time study; 33% of ANU international undergraduates have continued with further full-time study.
- The average gross annual Australian salary for full-time employed undergraduates was \$59,000 (n=284), \$82,330 for postgraduate coursework graduates (n=479).

'n' indicates the number of responses

- 45% of ANU graduates who were employed full-time said their qualification is a formal requirement for their current job; 46% of graduates who were employed full-time felt that their qualification was "very important" or "important" for their current employment; 83% of full-time employed graduates reported they were "very well" or "well" prepared for employment.
- 32% of full-time employed ANU graduates were defined by the Scale of Perceived Over-qualification (SPOQ) indicator as perceiving themselves to be over-qualified (working in a job that did not allow them to fully utilise their skills or education).
- 83% of ANU graduates who were in employment agreed that their degree studies prepared them with foundation skills for their jobs; 81% of employed graduates agreed that their degree studies prepared them with adaptive skills for their jobs; 73% of employed graduates were in agreement that their degree studies prepared them with collaborative skills for their jobs.
- Graduates relied on a broad range of methods to locate their employment including internet advertisement (25%), family or friends (16%), approached employer directly (11%) and work contacts/networks (10%).
- Within 4 months after graduation, more than half of full-time employed graduates (54%) reported being employed in the public sector versus the private (38%) or not-for-profit (7%) sectors.

Introduction

Since 1974 graduate outcomes such as employment rates, graduate salaries and rates of further full time study have been drawn from the Graduate Destination Survey (GDS). In 2015 the GDS was replaced by the Graduate Outcomes Survey (GOS), part of the Federal Department of Education and Training's Quality Indicators of Learning and Teaching (QILT) framework.

Calculation of the measures have been updated by the Department to align more closely with the Australian Bureau of Statistics labour force statistics, and may vary compared to previous years' results. A summary of changes is attached as Appendix A.

The results in this internal report will differ from the data published on the QILT website. All data reported within ANU are presented per calendar year, whereas QILT website data are aggregated across the previous three years: 2014 and 2015 from GDS, 2016 from GOS; Internal ANU reporting include all records for students in double degrees; QILT results exclude records where both degree programs fall in the same study area. Examples include students completing a Bachelor of Finance/Bachelor of Actuarial Studies and Bachelor of Arts/Bachelor of Asian Studies (depending on the majors). This internal report includes data at program level (double degrees were treated separately as two records), and reports the performance of ANU graduates by their residency category, program career and the college(s) they were in.

The GOS was administered to ANU graduates four months after completing their degrees. The 2016 GOS data were gathered from students graduating in 2015. A total of 2,189 ANU graduates participated the survey, contributing to 2,406 degree level responses. The ANU achieved a response rate of 39.3% for 2016 GOS, which was on par with the national responses rate for 2016 (39.7%).

Table 1: Respondents (at individual respondent level) by residency and level of study, 2016

Residency	Undergraduate	Postgraduate	Higher Degree Research	Total
Domestic	729	755	155	1639
International	126	361	63	550
Grand Total	855	1116	218	2189

Results from all QILT surveys are published and publically available from the QILT website <https://www.qilt.edu.au/>.

For more information regarding the GOS or to discuss specific reporting requirements please contact the Evaluations team (evaluations@anu.edu.au).

Full-time Employment Rates

Eighty-one per cent (81%) of ANU domestic graduates, who were available for full-time employment, were working full time in the week before the survey. For international graduates, full-time employment rate were lower at 61%, due to lower full-time employment rates for undergraduates and postgraduates. Please refer table 2A&B below.

Please note that in calculating the full-time employment rates, 2016 GOS excluded graduates waiting to start work, and included graduates who were in full-time study and available for full-time work,

whereas the previous GDS included graduates had accepted an offer of full-time work, and excluded graduates in full-time further study as unavailable for full time work.

Table 2A: Full-time employment rates by level of study, domestic graduates

All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
n	%	n	%	n	%	n	%
1273	81%	481	69%	658	89%	134	83%

Table 2B: Full-time employment rates by level of study, international graduates

All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
n	%	n	%	n	%	n	%
397	61%	68	49%	273	60%	56	84%

Overall Employment

“Overall employment” was defined as any sort of employed graduates (including full-time, part-time or casual employment). Eighty-eight (88%) of ANU domestic graduates who were available for employment in the week before the survey were employed. International employment rate was lower at 71%. Please refer table 3A&B below.

Again, the change of methodology that is likely to have the largest impact on ANU outcomes is the inclusion of students in further full-time study, who identify as looking for full-time work, in the measure of the labour force.

Table 3A: Overall employment rates by level of study, domestic graduates

All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
n	%	n	%	n	%	n	%
1528	88%	654	85%	727	91%	147	91%

Table 3B: Overall employment rates by level of study, international graduates

All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
n	%	n	%	n	%	n	%
467	71%	90	68%	316	69%	61	84%

Further Study

Twenty-six per cent (26%) of ANU domestic undergraduates have continued with further full-time study. The proportion of students taking further full-time study activity is higher for ANU international undergraduates at 33%. See tables 4A&B below.

Table 4A: Further study activities by completed level of study, domestic graduates

Further Study Activities	All Study Levels	Undergraduate	Postgraduate	Higher Degree Research
Further full-time study	14%	26%	6%	3%
Further part-time study	8%	8%	9%	4%
Not in study/no details	78%	67%	85%	93%
Grand Total	100%	100%	100%	100%
No. of respondents (n)	1639	729	755	155

Table 4B: Further study activities by completed level of study, international graduates

Further Study Activities	All Study Levels	Undergraduate	Postgraduate	Higher Degree Research
Further full-time study	20%	33%	19%	2%
Further part-time study	5%	6%	6%	0%
Not in study/no details	75%	62%	76%	98%
Grand Total	100%	100%	100%	100%
No. of respondents (n)	550	126	361	63

Graduate Salaries

Respondents working in Australia were asked to provide their gross salary details. For full-time working ANU graduates, an average salary of \$59,000 was reported for undergraduates, \$82,330 for postgraduates (coursework), and \$88,192 for HDR graduates. Salaries for employment overseas have not been included, as currencies, wage scales and cost of living are not comparable between countries. See table 5 below:

Table 5: Graduate salaries, full-time employment in Australia

Data	All Study Levels	Undergraduate	Postgraduate	Higher Degree Research
No. of respondents (n)	852	284	479	89
Average salary	\$75,166	\$59,000	\$82,330	\$88,192

Graduate Preparation

Graduates in employment were asked a series of questions relating to how their qualification prepared them for their employment.

Forty-seven per cent of (47%) undergraduates who were employed full-time said their qualification or a similar qualification is a formal requirement for their current job. As shown in table 6, part-time and casual employed graduates (included in overall employment) were likely to have lower agreement rates than their full-time employed counterparts. Also, international and higher degree research graduates were more likely to report higher agreements.

Table 6: Qualification required for current job

Program Career	Residency	Employed Full-time		Overall Employment	
		n	%	n	%
All Study Levels	Domestic	927	42%	1207	38%
	International	212	59%	283	54%
	Grand Total	1139	45%	1490	41%
Undergraduate	Domestic	296	45%	484	35%
	International	27	74%	47	62%
	Grand Total	323	47%	531	37%
Postgraduate	Domestic	527	37%	597	37%
	International	142	47%	190	45%
	Grand Total	669	39%	787	39%
Higher Degree Research	Domestic	104	56%	126	51%
	International	43	88%	46	85%
	Grand Total	147	65%	172	60%

When asked “to what extent is it important for you to have your qualification to be able to do your job”, almost forty per cent (39%) of undergraduates who were employed full-time felt that their qualification was “very important” or “important” for their current employment. See Table 7 below.

Table 7: Importance of qualification for current job

Program Career	Residency	Employed Full-time		Overall Employment	
		n	%	n	%
All Study Levels	Domestic	926	41%	1203	38%
	International	212	66%	283	59%
	Grand Total	1138	46%	1486	42%
Undergraduate	Domestic	295	38%	480	31%
	International	27	59%	47	45%
	Grand Total	322	39%	527	32%
Postgraduate	Domestic	527	39%	597	39%
	International	142	58%	190	55%
	Grand Total	669	43%	787	43%
Higher Degree Research	Domestic	104	66%	126	62%
	International	43	93%	46	89%
	Grand Total	147	74%	172	69%

The extent to which a graduate’s qualification prepared them for their current employment is shown in Table 8. Eighty-three per cent (83%) of undergraduates who were working full-time reported they were “very well” or “well” prepared for employment.

Table 8: Overall qualification preparedness

Program Career	Residency	Employed Full-time		Overall Employment	
		n	%	n	%
All Study Levels	Domestic	828	80%	1048	78%
	International	203	94%	267	88%
	Grand Total	1031	83%	1363	80%
Undergraduate	Domestic	267	82%	411	77%
	International	25	100%	41	80%
	Grand Total	292	83%	452	78%
Postgraduate	Domestic	466	76%	525	76%
	International	135	91%	180	87%
	Grand Total	601	80%	705	79%
Higher Degree Research	Domestic	95	94%	112	91%
	International	43	98%	46	98%
	Grand Total	138	95%	158	93%

Self-assessed Over-qualification

The Scale of Perceived Over-Qualification (SPOQ) has been included in GOS to provide a measure of the subjective interpretation of over-qualification from the perspective of graduates themselves. The SPOQ consists of eight questions about the extent to which employed graduates felt over qualified for their position. An SPOQ indicator was also constructed from respondents' answers of these questions, which determines whether or not respondents perceived themselves as overqualified.

Thirty-nine per cent (39%) of full-time employed undergraduates were defined by the SPOQ indicator as perceiving themselves to be over-qualified (working in a job that did not allow them to fully utilise their skills or education). This percentage was higher for undergraduates who were in part-time and casual jobs (see table 9).

Table 9: Scale of perceived over-qualification (SPOQ) indicator

Program Career	Residency	Employed Full-time		Overall Employment	
		n	%	n	%
All Study Levels	Domestic	979	33%	1275	39%
	International	224	26%	299	35%
	Grand Total	1203	32%	1574	39%
Undergraduate	Domestic	311	41%	512	52%
	International	29	17%	50	36%
	Grand Total	340	39%	562	50%
Postgraduate	Domestic	558	30%	630	32%
	International	150	33%	201	40%
	Grand Total	708	31%	831	34%
Higher Degree Research	Domestic	110	23%	133	26%
	International	45	11%	48	13%
	Grand Total	155	19%	181	23%

The following tables (Table 10-17) present employed graduates' agreement rates of the eight SPOQ questions.

Table 10: My job requires less education than I have

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1275	41%	512	50%	630	36%	133	29%
International	300	32%	50	32%	202	37%	48	10%
Grand Total	1575	39%	562	49%	832	36%	181	24%

Table 11: I have more job skills than are required for this job

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1274	50%	512	56%	629	47%	133	42%
International	300	52%	50	48%	202	57%	48	35%
Grand Total	1574	50%	562	55%	831	49%	181	40%

Table 12: Someone with less education than myself could perform well on my job

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1269	46%	511	56%	626	42%	132	29%
International	300	34%	50	44%	202	37%	48	13%
Grand Total	1569	44%	561	55%	828	40%	180	24%

Table 13: My previous training is being fully utilised on this job

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1272	42%	511	30%	628	48%	133	58%
International	300	52%	50	48%	202	47%	48	79%
Grand Total	1572	44%	561	32%	830	48%	181	64%

Table 14: I have more knowledge than I need in order to do my job

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1270	49%	510	57%	628	46%	132	38%
International	297	54%	50	46%	200	62%	47	28%
Grand Total	1567	50%	560	56%	828	50%	179	35%

Table 15: My education level is above the level required to do my job

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1271	50%	510	56%	628	48%	133	35%
International	299	52%	50	50%	201	59%	48	23%
Grand Total	1570	50%	560	55%	829	51%	181	32%

Table 16: Someone with less work experience than myself could do my job just as well

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1272	29%	511	39%	628	23%	133	20%
International	299	28%	50	34%	201	32%	48	4%
Grand Total	1571	29%	561	39%	829	25%	181	16%

Table 17: I have more abilities than I need in order to do my job

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1275	53%	512	60%	630	49%	133	44%
International	299	54%	50	54%	201	58%	48	35%
Grand Total	1574	53%	562	60%	831	51%	181	41%

Graduate Attributes

The GOS has asked employed graduates how a series of skills and attributes they gained from their degree prepared them for their job. These skills and attributes include: foundation skills, adaptive skills and attributes, and teamwork and interpersonal skills.

Foundation Skills

Table 18 below presents the overall indicator of graduate's foundation skills. Eighty-three per cent (83%) of ANU graduates who are in employment were in agreement that their degree studies prepared them with foundation skills for their jobs. The results were lower for domestic postgraduates, whereas higher for HDR graduates. The indicator was calculated based on the mean score of answering 8 questions relating to foundation skills. These questions are presented in tables 19-26 below.

Table 18: Graduate attributes scale: foundation skills indicator

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1159	81%	454	85%	581	74%	124	97%
International	262	91%	43	88%	172	90%	47	98%
Grand Total	1421	83%	497	86%	753	78%	171	97%

Table 19: Foundation skills--oral communication skills

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1194	67%	478	73%	593	61%	123	77%
International	273	85%	44	84%	182	82%	47	98%
Grand Total	1467	71%	522	74%	775	66%	170	83%

Table 20: Foundation skills--written communication skills

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1163	81%	450	85%	589	75%	124	94%
International	266	88%	44	86%	175	86%	47	98%
Grand Total	1429	82%	494	85%	764	77%	171	95%

Table 21: Foundation skills--numeracy skills

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1006	41%	408	53%	483	25%	115	67%
International	244	78%	41	78%	161	76%	42	86%
Grand Total	1250	48%	449	55%	644	37%	157	72%

Table 22: Foundation skills--ability to develop relevant knowledge

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1155	85%	450	85%	581	81%	124	98%
International	265	92%	43	81%	175	93%	47	98%
Grand Total	1420	86%	493	85%	756	84%	171	98%

Table 23: Foundation skills--ability to develop relevant skills

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1165	80%	458	81%	582	76%	125	94%
International	268	89%	44	82%	177	91%	47	89%
Grand Total	1433	82%	502	81%	759	80%	172	93%

Table 24: Foundation skills--ability to solve problems

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1182	80%	464	87%	592	72%	126	93%
International	269	90%	44	93%	178	88%	47	96%
Grand Total	1451	82%	508	88%	770	76%	173	94%

Table 25: Foundation skills--ability to integrate knowledge

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1168	85%	459	86%	584	81%	125	98%
International	265	91%	42	83%	176	91%	47	98%
Grand Total	1433	86%	501	86%	760	83%	172	98%

Table 26: Foundation skills--ability to think independently about problems

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1187	83%	470	88%	591	76%	126	94%
International	266	91%	44	89%	175	90%	47	96%
Grand Total	1453	84%	514	88%	766	79%	173	95%

Adaptive Skills and Attributes

The overall indicator of graduate’s adaptive skills and attributes are shown in Table 27 below, with over eighty per cent (81%) of employed ANU graduates in agreement that their degree studies prepared them with adaptive skills for their jobs. There were six questions asked relating to adaptive skills, which are listed below in tables 28-33.

Table 27: Graduate attributes scale: adaptive skills indicator

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1153	78%	453	81%	575	73%	125	91%
International	268	90%	44	80%	177	92%	47	94%
Grand Total	1421	81%	497	81%	752	78%	172	92%

Table 28: Adaptive skills--broad general knowledge

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1156	74%	338	74%	577	75%	123	73%
International	270	86%	44	70%	179	89%	47	87%
Grand Total	1426	76%	500	74%	756	78%	170	77%

Table 29: Adaptive skills--ability to develop innovative ideas

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1132	64%	445	67%	563	56%	124	89%
International	264	84%	45	69%	173	86%	46	93%
Grand Total	1396	68%	490	68%	736	63%	170	90%

Table 30: Adaptive skills--ability to identify new opportunities

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1134	66%	450	69%	563	61%	121	77%
International	266	83%	44	70%	176	85%	46	85%
Grand Total	1400	69%	494	69%	739	67%	167	79%

Table 31: Adaptive skills--ability to adapt knowledge in different contexts

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1156	83%	451	84%	581	80%	124	93%
International	265	90%	44	82%	175	91%	46	93%
Grand Total	1421	84%	495	84%	756	82%	170	93%

Table 32: Adaptive skills--ability to apply skills in different contexts

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1153	81%	453	84%	575	77%	125	90%
International	265	88%	44	84%	174	87%	47	91%
Grand Total	1418	82%	497	84%	749	79%	172	90%

Table 33: Adaptive skills--working well in a team

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1170	80%	465	89%	580	71%	125	91%
International	270	90%	44	86%	179	90%	47	94%
Grand Total	1440	82%	509	89%	759	75%	172	92%

Collaborative Skills

Table 34 below presents the overall indicator of graduate's teamwork and interpersonal skills. Seventy-three per cent (73%) of ANU graduates who were in employment were in agreement that their degree studies prepared them with collaborative skills for their jobs. This result was broadly consistent across program careers (UG, PG, and HDR). Results of 5 survey questions relating to collaborative skills are presented in tables 35-39.

Table 34: Graduate attributes scale: collaborative skills indicator

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1172	69%	474	72%	578	66%	120	68%
International	279	89%	46	83%	187	90%	46	91%
Grand Total	1451	73%	520	73%	765	72%	166	74%

Table 35: Collaborative skills--capacity to work independently

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1160	63%	471	66%	572	62%	117	57%
International	278	83%	46	85%	186	85%	46	76%
Grand Total	1438	67%	517	68%	758	67%	163	63%

Table 36: Collaborative skills--getting on well with others in the workplace

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1159	63%	469	67%	570	59%	120	63%
International	276	84%	46	65%	185	87%	45	91%
Grand Total	1435	67%	515	67%	755	66%	165	70%

Table 37: Collaborative skills--working collaboratively with colleagues to complete tasks

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1158	68%	465	73%	575	65%	118	65%
International	275	85%	46	80%	183	87%	46	78%
Grand Total	1433	71%	511	74%	758	70%	164	69%

Table 38: Collaborative skills--understanding of different points of view

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1178	79%	472	81%	582	76%	124	82%
International	272	91%	44	82%	181	92%	47	96%
Grand Total	1450	81%	516	81%	763	80%	171	86%

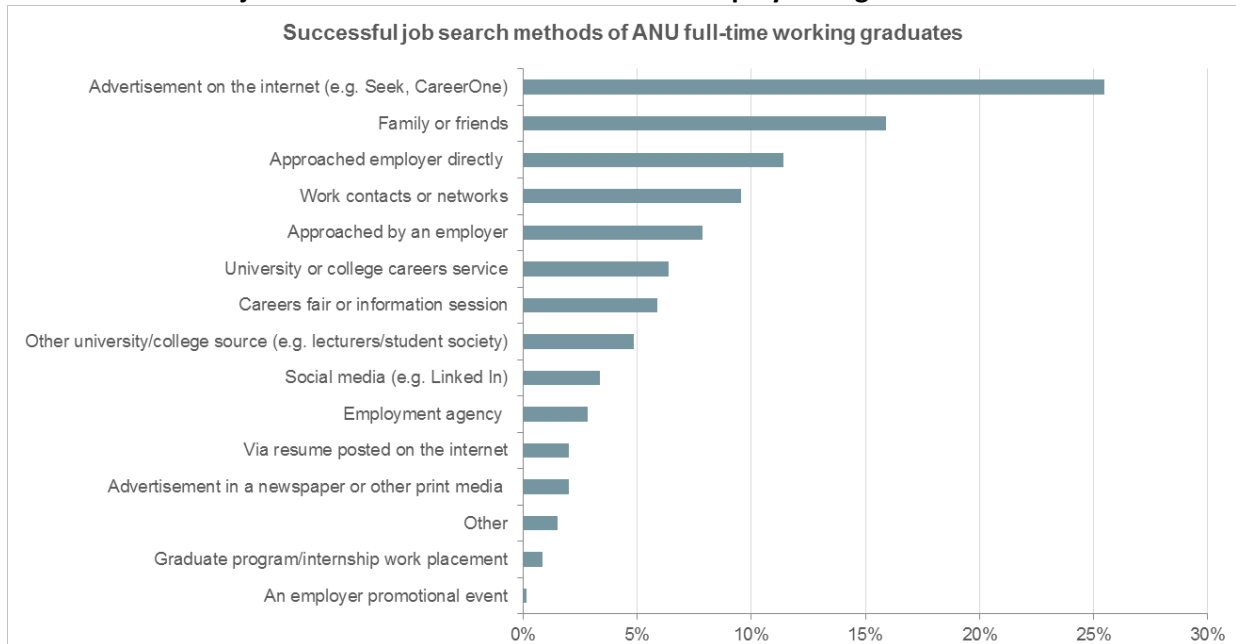
Table 39: Collaborative skills--ability to interact with co-workers from different or multicultural backgrounds

Residency	All Study Levels		Undergraduate		Postgraduate		Higher Degree Research	
	n	%	n	%	n	%	n	%
Domestic	1155	69%	466	76%	572	62%	117	71%
International	276	86%	45	80%	185	87%	46	89%
Grand Total	1431	72%	511	76%	757	68%	163	76%

Job Search Methods

Twenty-five per cent (25%) of ANU graduates in full-time employment found their current job via internet advertisements. The next most successful job method was family or friends. See Chart 1.

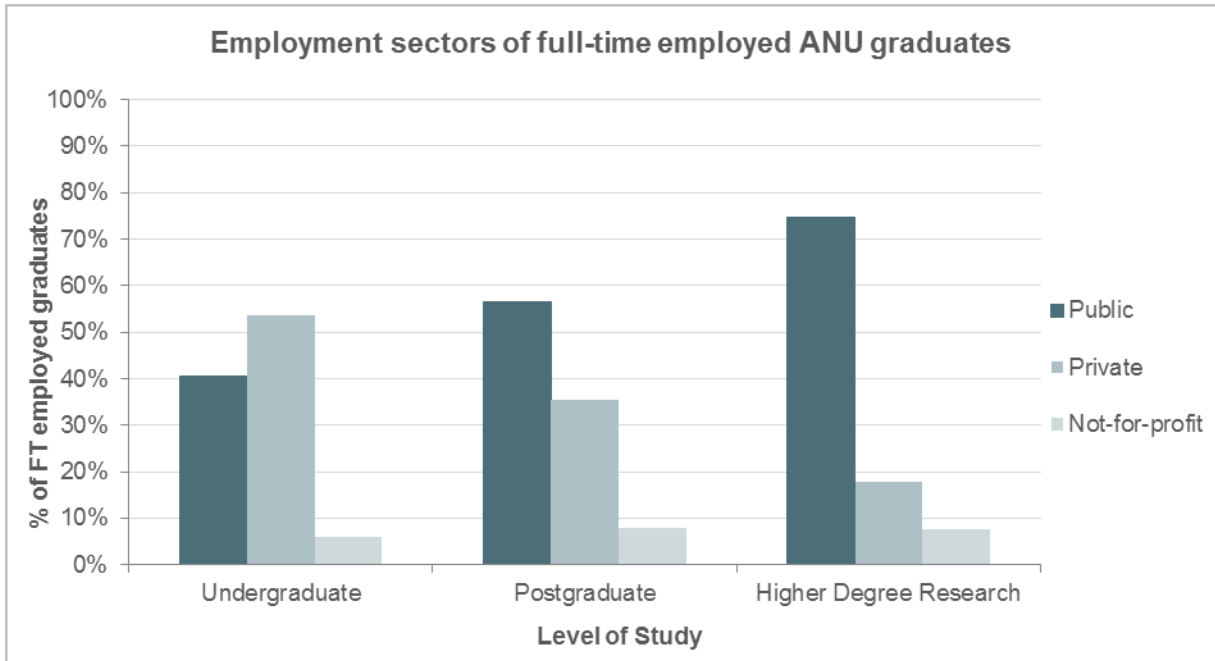
Chart 1: Successful job search methods of ANU full-time employment graduates



Employment Sectors

Approximately four months after graduation, more than half of ANU graduates (54%) reported being employed in the public sector, followed by the private sector (38%). See Chart 3.

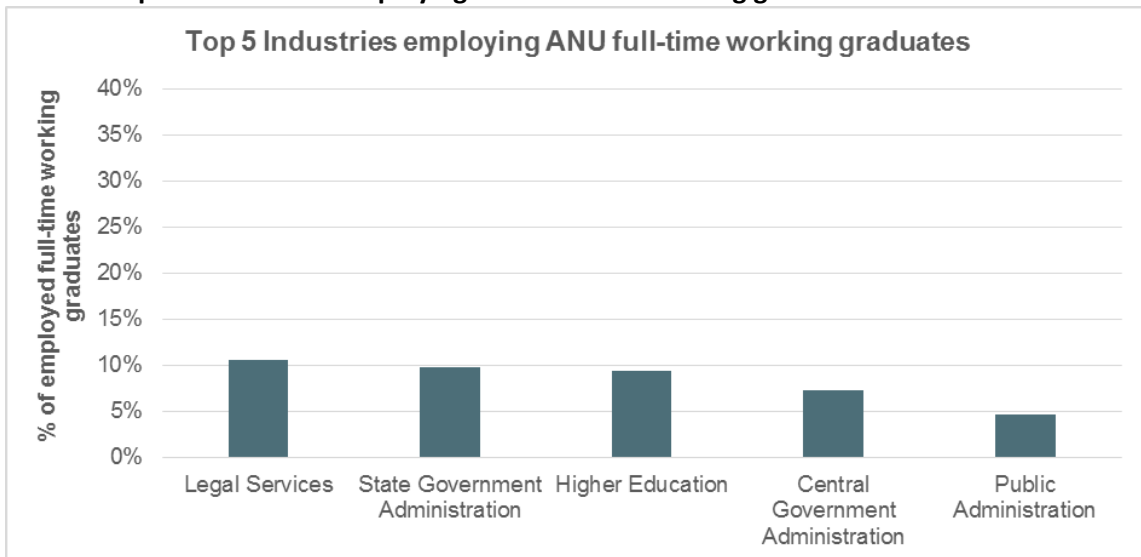
Chart 2: Employment sectors of full-time employed graduates, by level of study



Industries

The top employment industries for ANU full-time employed graduates are indicated in Chart 2 below.

Chart 3: Top five industries employing ANU full-time working graduates



Employers

In Table 40 below are the employers of full-time employed ANU graduates by level of study, compiled from the 2016 survey.

Table 40: Main employers of ANU full-time employed graduates

Program Career	Employer
Undergraduate	ANU
	Australian Federal Government
	Ernst & Young
	Australian Bureau of Statistics
	PwC
	ACT Health
Postgraduate	Deloitte
	Australian Defence Force
	Australian Federal Government
	ACT Health
	Department of Foreign Affairs and Trade
	ANU
	Department of Immigration and Border Protection
	Department of Industry, Innovation and Science
	Department of the Prime Minister and Cabinet
	Department of the Environment
	Attorney General's Department
	NSW Department of Education
Department of Infrastructure and Regional Development	
Higher Degree Research	ANU
	CSIRO
	ACT Health
	University of Melbourne
	University of Oxford

For further information about the Graduate Outcomes Survey, please email evaluations@anu.edu.au

Appendix A

The Graduate Destination Survey (GDS) was replaced by the Graduate Outcome Survey (GOS) for all graduating cohorts from 2015 onward.

The methodology used to derive graduate outcome measures, such as graduate employment rates, further study and median salary has changed between the two surveys. The summary of changes are tabulated below.

Table 1- in the labour force

AGS	GOS
Graduates available for employment, as a proportion of all graduates.	Graduates available for employment, as a proportion of all graduates.
Excludes full time students	Includes full time students
All survey modes	Online only
Domestic only	Domestic only

The change that is likely to have the largest impact on ANU outcomes is likely to be the inclusion of students in further full study, who identify as looking for full time work, in the measure in the labour force. Previous methodology excluded graduates in further full time study from the measure of 'in the labour force'. Of the 2016 GOS undergraduate cohort reported above, 29 per cent were enrolled in further full time study

ANU did not participate in computer assisted telephone interviewing (CATI) data collection for neither the GDS, so restricting the analysis to online responses only should not have a significant impact.

Table 2- overall employment

AGS	GOS
Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment.	Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment.
Graduates waiting to start work are included as employed	Graduates waiting to start work are coded as unemployed
Excludes graduates in full time further study from those available for employment	Includes graduates in full time further study in those available for employment
All survey modes	Online only
Domestic only	Domestic only

As above, including students in further full time study will most likely have a negative impact on our graduate employment rate.

Graduates with an offer of employment are also excluded from those considered employed. This could have a potential impact on ANU with more than half of ANU respondents employed in the public sector (potentially waiting to take up graduate positions).

Table 3- median salary

AGS	GOS
Median annual salary (gross)	Median annual salary from all jobs (gross)
Undergraduate Bachelor graduates	All graduates (by level*)
Aged less than 25	All ages
First full time job	All jobs
Full time employed	Full time employed
Excludes full time students	Includes full time students
All survey modes	Online only
Domestic only	Domestic only

Median salaries would be expected to be higher, particularly for postgraduate coursework graduates, as all domestic graduates are now included in the analysis, rather than only graduates under 25 and in their first full time job.

Data published on the Quality Indicators of Learning and Teaching (QILT) website will be a three year aggregation of data collected via the GOS and AGS instruments. Internal data published by PPM will present single year data unless cell sizes are too small to protect respondent anonymity.