

GradStats

EMPLOYMENT AND SALARY OUTCOMES OF RECENT HIGHER EDUCATION GRADUATES

DECEMBER 2015

Graduate Careers Australia's (GCA) annual Australian Graduate Survey (AGS) is a study of the activities of new higher education graduates around four months after the completion of their qualifications. In the 2015 AGS, new graduates who completed the requirements for awards in the calendar year 2014 were surveyed regarding their major activities, including labour market activity, further full-time study, or their unavailability for work or study.

GradStats gives a summary of **preliminary national data** concerning the destinations of Australian resident bachelor degree graduates. Overall, 57.6 per cent of the almost 183,000 Australian resident graduates who were surveyed responded to the AGS. This is very strong for a survey of this nature and provides a reliable set of data. For further information on graduate employment, graduate destination statistics and GCA, visit www.graduatecareers.com.au

Survey Highlights

The 2015 AGS saw a slight improvement in the short-term employment prospects of new graduates compared with 2014. In terms of bachelor degree graduates either in or seeking full-time employment (see Table 1a);

- 68.8 per cent were in full-time employment within four months of completing their degrees (up from 68.1 per cent in 2014 but down from 71.3 per cent in 2013 – see Table 1a);
- 19.9 per cent had secured a part-time or casual position while continuing to seek full-time employment (down from 20.3 per cent in 2014, but up from 18.1 per cent in 2013 – see Table 1a); and
- 11.3 per cent were not working and still looking for full-time employment at the time of the survey (down from 11.6 per cent in 2014, but up from 10.6 per cent in 2013 – see Table 1a).
 - » However, GCA's Beyond Graduation Survey (BGS) indicates that the middle- and longer-term outlook is very positive. The BGS, which follows up AGS respondents three years after their original survey response, shows that by 2014, the full-time employment figure for 2010 graduates was 89.2 per cent, an increase of 13.2 percentage points from 76.0 per cent.
 - » Bachelor degree graduates in the wider Australian workforce (aged 15-74) had (at the time of the survey) an unemployment rate of just 3.4 per cent compared with an overall rate of 5.9 per cent and 8.7 per cent for those with no post-school qualifications (see page 5).

Survey highlights

(continued)

- The median annual starting salary for new Australian resident bachelor degree graduates aged less than 25 and in their first full-time employment in Australia was \$54,000 in 2015, up from \$52,500 in 2014. This was 75.8 per cent (rounded) of the annual rate of male average weekly earnings (\$71,214 at the time of the AGS¹), up from 74.0 per cent in 2014 and 74.3 per cent in 2013 (see Figure 2).
- One-fifth of respondents (19.7 per cent, down from 20.8 per cent in 2014), were undertaking further full-time study (see Table 1).
- Overall satisfaction with courses as measured by the Course Experience Questionnaire (CEQ) remains at a high level, with 94.1 per cent of graduates expressing broad satisfaction with their courses.
- Just over half of the graduates who found full-time employment in 2014 or 2015 learned of their job first through one of three strategies: searching advertisements on the internet (26.9 per cent), talking to family or friends (14.2 per cent) and visiting university or college careers services (11.7 per cent).

¹ Average Weekly Earnings for males are used as a constant for year-to-year analysis of change, and not in a prescriptive manner. This is discussed in the full *Graduate Salaries* reports.

Employment outcomes & further study

The results of the 2015 AGS show that, of all new domestic bachelor degree graduates either in or seeking full-time employment, 68.8 per cent were in full-time employment at the time of the survey, with a further 19.9 per cent working on a part-time or casual basis while continuing to seek full-time employment. An additional 11.3 per cent were not working and still looking for full-time employment four months after completing their qualifications (see Table 1a).

These figures indicate a slight improvement in the labour market prospects of new bachelor degree graduates compared with the 2014 survey.

The proportion of graduates continuing in further full-time study in 2015 was 19.7 per cent, down slightly from 2014 (20.8 per cent, see Table 1). Historically, between one-fifth and one-quarter of respondents elect to continue in further full-time study² with the figure generally falling when labour market prospects are stronger.

Of those graduates available for full-time employment, similar percentages of males and females (68.4 per cent and 69.1 per cent respectively - see Table 1a) had found a full-time position by the time of the survey.

As in the general population, part-time employment is an important employment option for some new graduates. In 2015, 13.6 per cent of respondents were either in part-time employment or seeking part-time work only (12.7 per cent and 0.9 per cent respectively - see Table 1). These are the highest proportions of bachelor graduates in the part-time labour market (and for those not available for full-time employment) seen in the past decade³.

Similarly, Table 1a shows that, of graduates still seeking a full-time position at the time of the survey, around two in every three were working in a part-time position while doing so. Females were notably more likely than males (21.0 per cent and 18.2 per cent respectively) to be working on a part-time basis while continuing to seek a full-time position. This difference (regularly seen in these figures) is likely to be a reflection of females' numerical dominance in fields of education such as teaching and nursing, in which there are greater opportunities for part-time professional employment, and previous *Graduate Destinations* reports have shown that females are more likely to be in professional part-time employment than males⁴.

On the other hand, females were less likely than males (9.9 per cent compared with 13.4 per cent) to have been unemployed while seeking full-time employment.

Males (20.5 per cent) were more likely than females (19.2 per cent) to have undertaken further full-time study in 2015 after

^{2, 3, 4} See related discussion in *Graduate Destinations* reports available from www.graduatecareers.com.au/Research/ResearchReports/GraduateDestinations

completing their course in the previous year (see Table 1).

Table 1a indicates that 16.5 per cent of those in full-time employment at the time of the survey already had that full-time position early (before 1 May 2014) in their final year of study. As in previous years, males were notably more likely than females to have had their position before 1 May in their final year of study. This figure can vary across institution type, field of education and mode of attendance, with many of these respondents having studied on a part-time basis.

Table 1b shows employment figures for various bachelor degree sub-groups. As a general rule, some caution is required when comparing these preliminary summary results as they can be affected by other variables not taken into account here. For example, those who had studied on a mainly part-time basis were notably more likely to have been in full-time employment at the time of the survey (77.7 per cent) than those who had studied mainly full-time (67.3 per cent). However, part-time students often have full-time employment while studying and this gives them an artificial 'advantage' in terms of such unadjusted employment figures.

Similarly, graduates who studied externally (or by distance education – usually part-time students) have notably better full-time employment figures than those who studied internally. The relatively positive employment figures for Aboriginal and/or Torres Strait Islander graduates (80.6 per

cent) should be interpreted with a little caution because rather small numbers of respondents are involved; however it is worth noting that most editions of GradStats have observed similar figures over the years.

The figures in Table 1b indicate that domestic graduates from a non-English speaking background (60.6 per cent) were taking longer to find full-time employment compared with the total group of graduates, as were those who identified as having a disability (56.2 per cent). Graduates with a combined or double degree had better employment figures (74.0 per cent in full-time employment) than those with a single degree (68.1 per cent). Respondents living in regional areas were also more likely to be in full-time employment than their counterparts in a capital city (72.0 per cent compared with 67.8 per cent).

Table 2 shows the breakdown of bachelor degree graduates available for full-time employment by aggregated field of education, further breaking down the 'available for full-time employment' group in Table 1. Labour market factors that are peculiar to some fields of education can affect the proportions in and seeking employment, especially in a survey such as this, which takes place around four months after the completion of degree requirements.

For example, medical graduates, of whom 96.3 per cent were in full-time employment, always have high proportions in this category due to

the requirement that they serve an internship in a public hospital for a period after graduation. Similarly, pharmacy graduates (95.6 per cent in full-time employment) are required to undertake a 12 month period of supervised employment as pharmacists in order to gain professional registration.

Other fields with relatively high proportions in full-time employment at the time of the survey were surveying (90.7 per cent), dentistry (86.7 per cent), veterinary science (84.9 per cent), building, and rehabilitation (both 80.6 per cent)

Respondents in visual/performing arts, life sciences, social sciences, chemistry, physical sciences, psychology, geology, humanities, languages, aeronautical engineering, agriculture, mathematics, and chemical engineering were the most likely to have been seeking full-time employment at the time of the AGS (all with one-in-three or more doing so). It is worth noting however, that the graduates of some fields of education can take longer to find full-time employment than those from other fields, and this slower labour market uptake of graduates of such fields reflects more the state of the labour market, and not necessarily the quality of the graduates or their study choices. Additionally, not all employment reported by graduates will necessarily be in the area in which the graduate trained. Employment opportunities in the occupations for which some graduates have trained can be limited and it might be the case

continued on page 5

Table 1: Activities of bachelor degree graduates, by sex, 2013-15 (%)

	Available for full-time employment (see Table 1a)	In full-time study	In part-time or casual employment, not seeking full-time employment	Not working, seeking part-time or casual employment only	Unavailable for full-time study or any employment, or destination unknown	Total%†	Total cases
Males							
2013	^ 64.9	^ 21.3	^ 8.0	^ 0.6	^ 5.1	100	26,688
2014	^ 64.8	^ 21.5	^ 8.4	^ 0.6	~ 4.7	100	27,598
2015	^ 65.1	^ 20.5	^ 8.9	^ 0.7	4.9	100	25,551
Females							
2013	^ 59.6	^ 20.3	^ 13.6	^ 1.0	^ 5.6	100	43,676
2014	^ 59.0	^ 20.4	^ 14.5	^ 1.1	~ 5.0	100	45,099
2015	^ 59.6	^ 19.2	^ 15.0	^ 1.0	5.2	100	42,785
Persons*							
2013	~ 61.6	20.7	~ 11.5	~ 0.9	~ 5.4	100	70,373
2014	61.2	20.8	~ 12.2	0.9	~ 4.9	100	72,737
2015	61.6	~ 19.7	~ 12.7	0.9	5.1	100	68,360

* Total persons might not equal males plus females as some respondents did not identify sex.

† Total % may not add to 100.0 due to rounding

~ This figure is significantly different to that for the previous year (p. < .05).

^ Figures marked thus indicate a significant difference for males and females in the same year (p. < .05).

Table 1a: Breakdown of bachelor degree graduates available for full-time employment, by sex, 2013-15 (%)

	In full-time employment	Seeking full-time employment, not working	Seeking full-time employment, working part-time or casual	Total seeking full-time employment	Total%†	Total cases	**Had current full-time employment before May in final year of study and still with that employer at time of AGS
Males							
2013	~ 71.3	^~ 12.4	^~ 16.3	~ 28.7	100	17,344	19.6
2014	^~ 67.6	^~ 13.8	^~ 18.6	^~ 32.4	100	17,874	20.5
2015	68.4	^ 13.4	^ 18.2	31.6	100	16,622	20.6
Females							
2013	~ 71.3	^~ 9.4	^~ 19.3	~ 28.7	100	26,010	14.1
2014	^~ 68.5	^~ 10.1	^~ 21.4	^~ 31.5	100	26,608	14.4
2015	69.1	^ 9.9	^ 21.0	30.9	100	25,497	13.8
Persons*							
2013	~ 71.3	~ 10.6	~ 18.1	~ 28.7	100	43,359	16.3
2014	~ 68.1	~ 11.6	~ 20.3	~ 31.9	100	44,490	16.8
2015	~ 68.8	11.3	19.9	~ 31.2	100	42,134	16.5

* Total persons might not equal males plus females as some respondents did not identify sex.

** Percentages based on the group of bachelor degree graduates in full-time employment

† Total % may not add to 100.0 due to rounding

^ This figure is significantly different to that for the previous year (p. < .05).

^ Figures marked thus indicate a significant difference for males and females in the same year (p. < .05).

Table 1b: Breakdown of bachelor degree graduates available for full-time employment, by various cohorts, 2015 (%)

	In full-time employment	Seeking full-time employment, not working	Seeking full-time employment, working part-time or casual	Total seeking full-time employment	Total%†	Total cases
Total	68.8	11.3	19.9	31.2	100	42,134
Aged less than 25	66.9	11.0	22.1	33.1	100	26,778
Graduates with an Aboriginal or Torres Strait Islander background	80.6	9.7	9.7	19.4	100	422
Graduates from a non-English speaking background	60.6	18.1	21.2	39.4	100	6,332
Graduates with a disability	56.2	23.5	20.3	43.8	100	1,164
Studied mainly full-time^	67.3	11.8	20.9	32.7	100	35,804
Studied mainly part-time^	77.7	8.1	14.2	22.3	100	6,261
Studied mainly internally (on-campus)^	67.3	11.7	21.0	32.7	100	34,508
Studied mainly externally (distance)^	81.9	7.6	10.6	18.1	100	3,950
Mixed mode (internal and distance)	69.8	11.2	19.0	30.2	100	3,592
Double/combined degree^	74.0	9.0	17.1	26.0	100	5,217
Single degree^	68.1	11.6	20.3	31.9	100	36,845
Capital city resident^	67.8	11.5	20.7	32.2	100	30,755
Regional resident^	72.0	10.4	17.6	28.0	100	10,483

† Total % may not add to 100.0 due to rounding

^ Full-time employment figures within these categories were significantly different from each other (p. < .05).

Employment Outcomes & Further Study

continued

that some prefer to work on a part-time basis or not at all while seeking relevant employment.

For example, some fields with very small proportions of graduates already in their full-time position in their final year of study had very high employment figures at the time of the survey, indicating that they had been absorbed into the labour market very quickly. Conversely, other fields had high proportions in their full-time position in their final year of study but had relatively low employment figures. This further illustrates the point that graduates in different fields can face differing labour markets in terms of supply and demand, and different methods of recruitment, and these

differences can be reflected in the AGS figures.

For the graduates of some fields, the transition to full-time employment from higher education takes a little longer than others. However, the middle- to longer-term outlook is very positive. GCA's Beyond Graduation Survey (BGS), which follows up AGS respondents three years after their original survey response, shows that by 2014, the full-time employment figure for 2010 graduates was 89.2 per cent, an increase of over 13 percentage points⁵.

Looking at the wider population, Australian Bureau of Statistics (ABS) figures for May 2015⁶ show that, in the general labour force (aged 15-74), 3.4 per cent of bachelor degree graduates

were unemployed (3.2 per cent in 2014). The comparative figure for those with a postgraduate degree was 3.7 per cent, and for those with a graduate or postgraduate diploma it was 2.7 per cent. For the total population (with or without non-school qualifications), the unemployment rate was 5.9 per cent and 8.7 per cent for persons with no post-secondary qualifications. AGS employment figures differ from ABS figures in that the AGS separates those in part-time employment from those in full-time employment while the ABS includes those with any work at all in the 'employed' category. However, these figures do indicate that the longer-term prospects for those with higher education qualifications remain very positive.

⁵ The 2014 Beyond Graduation Survey report can be downloaded from www.graduatecareers.com.au/Research/Surveys/BeyondGraduationSurvey
⁶ Australian Bureau of Statistics 2015, Education and Work Australia, 6227.0, May 2015, Table 09 (released 27/11/15)

Figure 1: Bachelor degree graduates available for full-time employment; percentage in full-time employment, percentage working part-time while seeking full-time employment, percentage not working while seeking full-time employment (1990-2015).

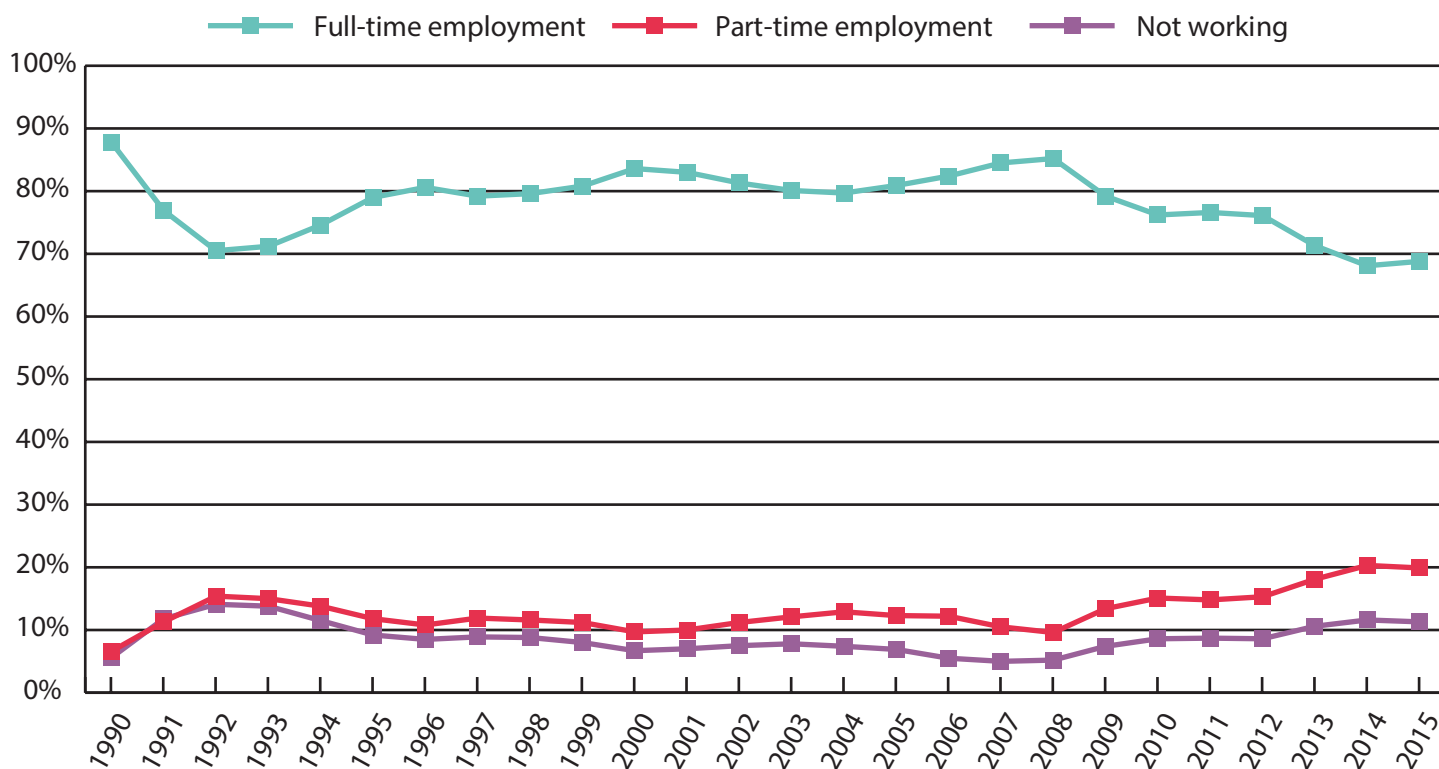


Table 2: Breakdown of bachelor degree graduates available for full-time employment, by field of education, 2015 (%)

	In full-time employment	Seeking full-time employment, not working	Seeking full-time employment, working part-time or casual	Total seeking full-time employment	Total%†	Total cases	*Had current full-time employment before May in final year of study and still with that employer at time of AGS
Agriculture	61.7	15.9	22.4	38.3	100	473	21.6
Architecture	70.2	13.0	16.9	29.8	100	409	9.1
Building	80.6	8.0	11.4	19.4	100	624	31.2
Urban\Regional Planning	70.0	15.2	14.7	30.0	100	217	23.0
Humanities	57.3	14.7	28.0	42.7	100	3,771	21.0
Languages	59.5	16.2	24.3	40.5	100	588	21.1
Visual\Performing Arts	46.9	18.2	34.9	53.1	100	1,569	12.4
Social Sciences	49.8	18.8	31.3	50.2	100	329	30.5
Psychology	55.2	15.7	29.1	44.8	100	1,533	21.6
Social Work	71.2	12.1	16.7	28.8	100	854	22.4
Business Studies	70.8	9.9	19.2	29.2	100	6,399	23.3
Accounting	76.9	10.8	12.2	23.1	100	2,458	28.7
Economics	74.4	11.1	14.4	25.6	100	485	11.9
Education - Initial	71.8	5.2	23.0	28.2	100	4,686	9.9
Education - Post\Other	72.7	13.6	13.6	27.3	100	22	50.0
Aeronautical Engineering	60.1	19.3	20.6	39.9	100	228	21.9
Chemical Engineering	63.4	15.5	21.1	36.6	100	161	4.9
Civil Engineering	77.7	12.3	10.0	22.3	100	968	15.4
Electrical Engineering	78.1	15.0	6.9	21.9	100	379	19.6
Electronic/Computer Engineering	78.5	12.8	8.7	21.5	100	149	29.1
Mechanical Engineering	72.2	16.1	11.7	27.8	100	623	13.8
Mining Engineering	76.3	15.5	8.2	23.7	100	97	12.2
Other Engineering	70.9	15.8	13.3	29.1	100	543	13.2
Surveying	90.7	5.8	3.5	9.3	100	86	41.0
Dentistry	86.7	5.0	8.3	13.3	100	120	1.9
Health Other	69.2	10.1	20.7	30.8	100	2,338	12.1
Nursing (Initial)	79.0	5.7	15.3	21.0	100	3,205	5.5
Nursing (Post-Initial)	74.9	9.8	15.3	25.1	100	287	13.0
Pharmacy	95.6	2.6	1.8	4.4	100	384	0.8
Medicine	96.3	1.4	2.3	3.7	100	939	0.3
Rehabilitation	80.6	5.8	13.7	19.4	100	1,060	1.1
Law	74.1	10.6	15.3	25.9	100	1,089	27.4
Law Other	70.7	11.4	17.9	29.3	100	502	32.1
Computer Science	67.0	17.8	15.3	33.0	100	1,390	21.4
Life Sciences	48.7	19.2	32.0	51.3	100	2,239	14.5
Mathematics	62.2	18.9	18.9	37.8	100	233	9.0
Chemistry	50.3	18.3	31.4	49.7	100	153	14.3
Physical Sciences	53.9	14.5	31.5	46.1	100	165	18.0
Geology	55.4	18.3	26.3	44.6	100	213	11.9
Veterinary Science	84.9	5.4	9.6	15.1	100	166	0.7
Total%	68.8	11.3	19.9	31.2	100		16.5
Total N	29,004	4,754	8,376	13,130		42,134	4,777

† Total % may not add to 100.0 due to rounding
 * Base figure is group in full-time employment

Graduate Salaries

Table 3 shows the 2015 median annual starting salary for Australian resident new bachelor degree graduates aged less than 25 and in their first full-time employment in Australia as being \$54,000, which is up from 2014's \$52,500. This 2015 figure was 75.8 per cent (rounded) of the annual rate of male average weekly earnings (MAWE, \$71,214) at the time of the AGS and represents a notable downturn compared with the 2009 starting salary being 83.0 per cent of MAWE⁷, which was the highest that graduate starting salaries have been relative to MAWE since 2001 (see Figure 2).

Figure 2 shows starting salaries for graduates relative to MAWE since 1977, with a notable fall against MAWE between 2009 and 2015.

In dollar terms, the 2015 median graduate starting salary rose by \$1,500 (or 2.9 per cent) from \$52,500 while the MAWE figure rose by 0.4 per cent to \$71,214 over the same period.

At \$80,000, the median starting salaries for dentistry and optometry graduates were the highest for this cohort (see Tables 3 and 4). In a ranking based on starting salaries, they were followed by graduates from medicine (\$65,000) and education (\$61,000) with engineering and mathematics following (both \$60,000).

Graduates in a number of fields must meet additional training requirements in order to gain professional registration, and this period can sometimes result in relatively low starting salaries. As an example, pharmacy graduates (pre-registration) earned low starting salaries (\$42,000) due to the further on-the-job training requirements they must meet for professional registration.

GCA's Beyond Graduation Survey (BGS) has shown that salaries for bachelor degree graduates grow very strongly in the few years following the AGS, with overall growth in 2014 of 32.7 per cent (\$52,000 to \$69,000) seen three years after initial AGS data are collected⁸.

Graduates in the art and design field earned \$40,000, but can take longer to find relevant full-time employment in areas in which they were trained, due to the relatively small number

of available positions. The largest rises in graduate starting salary between 2014 and 2015 were for optometry graduates (\$10,000) and dentistry and medicine graduates (both \$5,000)⁹. Table 4 ranks the aggregated fields in terms of the 2015 starting salaries.

In 2015, new male graduates earned a median salary of \$55,000 (unchanged from 2015), while new female graduates started work on a median salary of \$53,000 (up from \$52,000 in 2014).

Over the years, GCA research has suggested that overall differences in median starting salaries between males and females can be partly explained in terms of the differing enrolment profiles of male and female students. An analysis undertaken by GCA in 2014¹⁰ suggests that much of the earnings gap between new male and female graduates was determined by field of education choices often made prior to university enrolment.

The analysis suggested that when the field of education, personal, enrolment and occupational characteristics of male and female graduates were taken into account, males' overall starting salaries were 4.4 per cent higher than those for females. It highlighted the overall wage gap favouring males as being due, in part, to an over-representation of males in fields of education that typically had higher starting salaries, such as engineering. Alternatively, females outnumbered males when it came to humanities, which was ranked at the lower end of the salary distribution.

The analysis suggests that while some of the wage gap might potentially be explained by inequalities in some workplaces, it could also likely be explained if additional information not captured within the GDS was available.

⁷ Average Weekly Earnings for males are used as a constant for year-to-year analysis of change, and not in a prescriptive manner. This is discussed in the full *Graduate Salaries* reports. MAWE calculated from Australian Bureau of Statistics publication 6302.0, *Average Weekly Earnings*, Australia, May 2015.

⁸ The 2014 *Beyond Graduation Survey* report can be downloaded from www.graduatecareers.com.au/Research/Surveys/BeyondGraduationSurvey

⁹ See *GradStats 2014* for relevant 2014 salaries figures, available from www.graduatecareers.com.au/Research/ResearchReports/GradStats

¹⁰ See Lindsay, E., *An analysis of the gender wage gap in the Australian graduate labour market, 2013*, which can be downloaded from www.graduatecareers.com.au/Research/ResearchReports/ORAP

Figure 2: Graduates' median starting salaries relative to the annual rate of full-time male average weekly earnings, 1977-2015

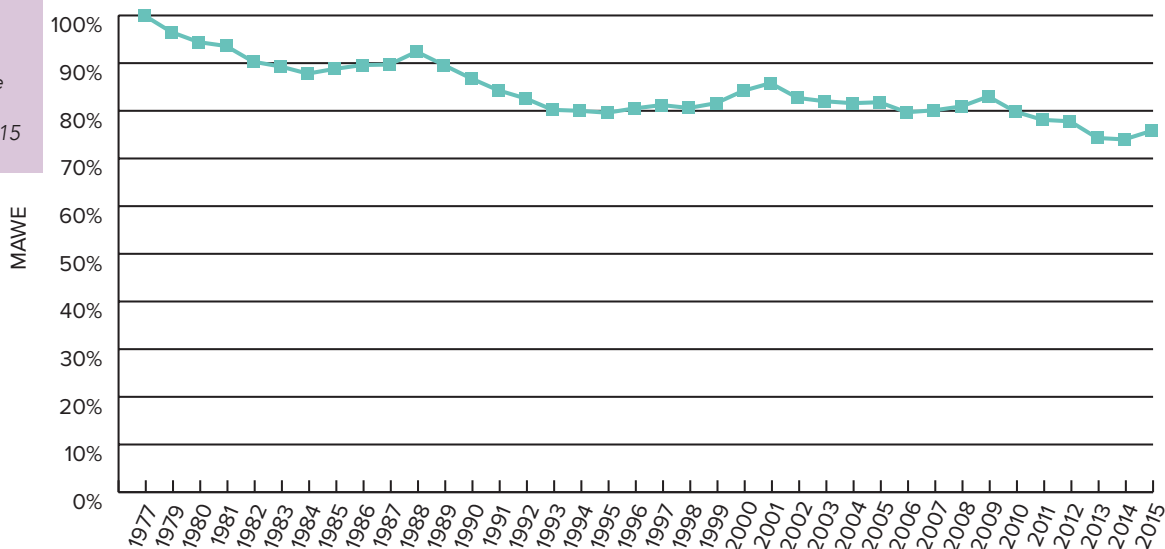


Table 3: Median starting salaries of bachelor degree graduates in first full-time employment and aged less than 25, 2015 (\$,000)

Figures shown below salary figures indicate related number of responses.

	Aust. Govt	State Govt	Public Health	Total Govt	Prof. Practice.	Industry & Commerce	Schools	Higher Ed.	Total Ed.	Total	Males	Females
Accounting	*	*	*	54.6	50.0	50.0	*	*	*	50.0	50.0	50.0
	*	*	*	21	415	287	*	*	*	746	384	362
Agricultural Science	*	*	0.0	*	*	50.0	0.0	*	*	50.0	51.0	48.0
	*	*	0	*	*	75	0.0	*	*	99	42	57
Architecture & Building	*	*	*	60.0	40.0	50.0	*	0.0	*	45.0	50.0	45.0
	*	*	*	29	100	201	*	0	*	334	200	134
Art & Design	*	*	*	*	43.0	40.0	62.5	*	58.7	40.0	42.0	40.0
	*	*	*	*	13	179	22	*	28	246	70	176
Biological Sciences	*	*	56.5	54.6	50.0	45.0	50.0	57.0	54.0	50.0	50.0	50.0
	*	*	36	64	55	249	31	20	51	448	169	279
Computer Science	59.0	*	*	58.0	58.0	52.0	*	*	53.0	54.0	53.0	57.0
	14	*	*	23	13	300	*	*	13	359	303	56
Dentistry	*	0.0	85.5	90.0	75.0	0.0	0.0	0.0	0.0	80.0	80.0	76.5
	*	0	30	31	29	0	0	0	0	63	13	50
Earth Sciences	*	*	0.0	55.2	*	61.9	0.0	*	*	60.0	55.0	65.0
	*	*	0	10	*	46	0	*	*	61	38	23
Economics, Business	58.0	60.0	49.0	57.0	52.0	49.0	45.0	56.0	50.0	50.0	50.0	48.6
	60	32	11	135	208	1,408	32	29	61	1,917	827	1,090
Education	0.0	54.0	*	56.0	*	48.0	61.0	*	61.0	61.0	61.0	60.3
	0	14	*	17	*	62	1,018	*	1,021	1,142	164	978
Engineering	64.1	60.4	*	63.0	60.0	61.5	*	*	60.0	60.0	60.0	63.0
	48	13	*	86	279	553	*	*	13	946	781	165
Humanities	56.0	58.0	66.0	57.8	51.5	43.5	60.0	60.0	60.0	47.2	50.0	45.0
	48	27	10	115	86	490	65	24	89	854	245	609
Law	60.0	55.0	*	58.0	55.0	54.0	*	*	*	55.0	56.0	55.0
	11	15	*	54	150	75	*	*	*	289	101	188
Mathematics	*	0.0	*	55.0	*	60.0	61.5	*	62.0	60.0	60.0	61.0
	*	0	*	13	*	37	16	*	17	78	48	30
Medicine	0.0	*	65.0	65.0	*	*	*	0.0	*	65.0	65.0	64.0
	0	*	266	267	*	*	*	0	*	288	107	181
Optometry	0.0	0.0	*	*	80.0	0.0	0.0	0.0	0.0	80.0	*	80.0
	0	0	*	*	28	0	0	0	0	30	*	22
Paramedical Studies	*	57.0	55.0	55.0	55.0	53.1	57.0	*	58.0	55.0	58.0	55.0
	*	23	1,050	1,088	263	394	20	*	27	1,895	311	1,584
Pharmacy (pre-reg)	0.0	0.0	55.0	55.0	0.0	40.0	0.0	0.0	0.0	42.0	40.5	42.0
	0	0	55	55	0	155	0	0	0	216	70	146
Physical Sciences	60.0	*	*	60.0	*	45.0	60.0	*	60.0	50.0	50.0	60.0
	12	*	*	15	*	32	11	*	14	69	51	18
Psychology	*	*	60.0	55.5	45.0	47.0	58.5	61.5	59.0	50.0	50.5	50.0
	*	*	12	38	29	125	22	11	33	268	52	216
Social Sciences	*	*	0.0	54.5	*	40.0	61.0	*	60.5	47.0	47.0	47.4
	*	*	0	22	*	51	11	*	16	101	23	78
Social Work	*	58.0	58.0	57.5	0.0	42.0	*	*	*	56.0	*	55.5
	*	11	11	30	0	13	*	*	*	105	*	98
Veterinary Science	0.0	*	0.0	*	50.0	*	0.0	*	*	50.0	*	50.0
	0	*	0	*	37	*	0	*	*	42	*	34
All Fields	59.6	57.5	58.0	58.0	53.0	50.0	61.0	58.0	60.0	54.0	55.0	53.0
	241	178	1,499	2,131	1,741	4,738	1,269	130	1,399	10,596	4,022	6,574
Males	60.0	60.0	60.0	60.0	55.0	50.0	61.0	56.0	61.0	55.0	0.0	0.0
	154	57	286	582	805	2,236	231	40	271	4,022	0	0
Females	58.0	56.0	56.0	56.3	52.0	46.8	61.0	58.0	60.0	53.0	0.0	0.0
	87	121	1,213	1,549	936	2,502	1,038	90	1,128	6,574	0	0

* Salaries based on fewer than 10 cases are not shown. 'Total Government', 'Total Education' and 'Total' columns include cases not shown in related constituent columns. Empty cells indicate no responses.

Table 4: Fields of education ranked according to level of starting salary, 2011-15
(= denotes equal ranking).

	2011	2012	2013	2014	2015
Dentistry	1	1	1	1	=1
Optometry	2	2	2	2	=1
Medicine	5	5	=4	=4	3
Education	=6	7	6	7	4
Engineering	4	4	3	3	=5
Earth Sciences	3	3	=4	=4	=5
Mathematics	=6	6	=7	=4	=5
Social Work	=10	=12	=12	=8	8
Law	=8	9	=7	12	=9
Paramedical Studies	=10	11	10	=8	=9
Computer Science	=8	10	11	=8	11
Accounting	=14	=15	=12	=14	=12
Agricultural Science	18	=12	=12	13	=12
Biological Sciences	=14	=12	19	19	=12
Economics, Business	=14	=17	18	=14	=12
Physical Sciences	=10	8	=7	=8	=12
Psychology	13	=15	=12	16	=12
Veterinary Science	19	=20	20	20	=12
Humanities	20	=20	21	21	19
Social Sciences	21	19	=12	17	20
Architecture & Building	17	=17	17	18	21
Pharmacy (pre-reg)	23	23	23	=22	22
Art & Design	22	22	22	=22	23

Course Experience

The Course Experience Questionnaire (CEQ) has been in use since 1993 and is an instrument developed to measure graduates' satisfaction with their study experiences. Broad satisfaction was at a high level in 2015 (94.1 per cent), and, correspondingly, dissatisfaction was low. These figures are similar to previous results over the past decade. The broad satisfaction figure represents the percentage of respondents answering '3', '4' or '5' on a five-point scale (with the fifth point indicating highest satisfaction).

Job Search Strategies

Of those full-time employed graduates who had commenced their job in 2014 or 2015, over a quarter (26.9 per cent) first found out about their position via an advertisement on the internet (see Table 5). While this figure reflects the importance of scouring online vacancies in today's job market, it is notable that around three-quarters of graduates in full-time employment did not first find out about their employment via this method.

Demonstrating the diversity in how graduates found out about their full-time jobs, Table 5 suggests employment seekers need to cast their nets widely, as these results clearly indicate that there are many effective ways to find a full-time position.

However, of the 12 job search methods identified in Table 5, just over half of the graduates in full-time employment learned of their current employment first through one of three strategies: searching advertisements on the internet (26.9 per cent), talking to family or friends (14.2 per cent) and visiting university or college careers services (11.7 per cent). This suggests there are a few key strategies around which graduates could build their overall job search.

Table 5: How graduates who started in full-time employment in 2014 or 2015 first found out about their employment, AGS, 2015 (%)^t

	Total Cases	%
Advertisement on the internet	5,513	26.9
Family or friends	2,915	14.2
University or college careers service	2,393	11.7
Other	1,895	9.3
Approached employer directly	1,742	8.5
Approached by an employer	1,483	7.2
Work contacts or networks	1,459	7.1
Other university or college source (such as faculties or lecturers)	1,010	4.9
Careers fair or information session	826	4.0
Employment agency	531	2.6
Advertisement in a newspaper or other print media	378	1.8
Via résumé posted on the internet	313	1.5
Total	20,458	100.0

Like more information?

Further details about graduate destinations, graduate salaries and the CEQ can be found in the forthcoming reports *Graduate Destinations 2015*, *Graduate Salaries 2015*, *Postgraduate Destinations 2015*, *Graduate Course Experience 2015* and *Postgraduate Research Experience 2015*, which will be released progressively during 2016. Previous copies are now available for free download from our website at www.graduatecareers.com.au.

GCA is the leading authority on graduate employment issues in Australia, producing a range of graduate-related publications and research reports that inform students, employers and careers practitioners about industry and salary trends, graduate employment opportunities and career development. We use our position to foster employment and career opportunities for graduates, in association with the higher education sector, government and business.

More detailed information on graduate outcomes can be found at www.graduatecareers.com.au/research

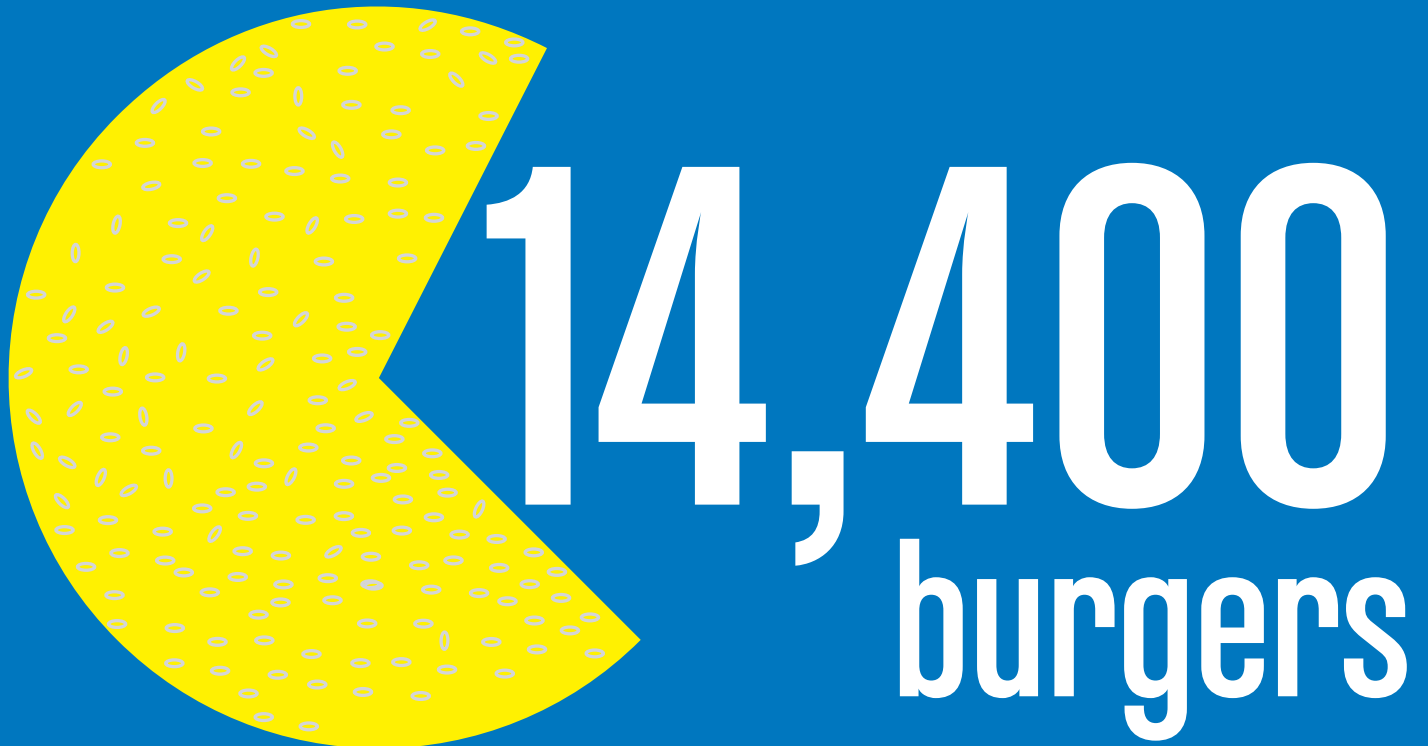
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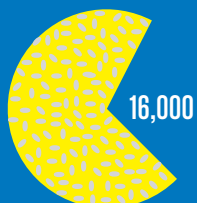
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Check out the Grad Jobs & Dollars page for all you need to know about salaries, employment and further study for Australian graduates

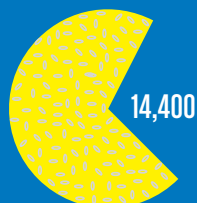


Number of burgers that can be purchased with the median starting salary¹ for all bachelor degree graduates in first full-time employment and aged less than 25yrs.

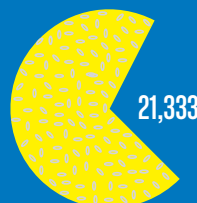
How many can **you** buy?²



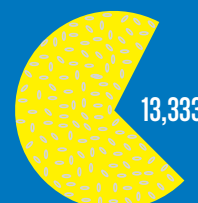
Engineering - \$60,000



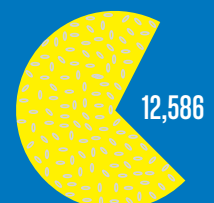
Computer Sciences - \$54,000



Dentistry - \$80,000



Economics, Business - \$50,000



Humanities - \$47,200