



NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University

A FRAMEWORK FOR MEASURING EQUITY PERFORMANCE IN AUSTRALIAN HIGHER EDUCATION

Draft Data Indicator Dictionary V1.6

Tim Pitman and Paul Koshy, November 2014

Contents

Abbreviations	3
Introduction	4
Tier 1 Context: Pre-Higher Education	5
Domain 1: Early childhood development.....	6
Domain 2: Primary Education	12
Tier 2 Performance: Higher Education.....	27
Domain 4: Aspirations towards higher education.....	27
Domain 5: Access to higher education	31
Domain 6: Achievement in higher education	36
Tier 3 Outcomes: Post-Higher Education	42
Domain 7: Graduate outcomes	42
Appendix 1: List of Australian Higher Education Providers, 2013.....	49
Appendix 2: Listing and Definitions of Australian Higher Education Equity Groups	53

Abbreviations

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum Assessment and Research Agency
AEDC	Australian Early Development Census
ASGS	Australian Statistical Geography Standard
ATAR	Australian Tertiary Admission Rank
ATO	Australian Taxation Office
BGS	Beyond Graduation Survey
CHESSN	Commonwealth Higher Education Student Support Number
EPF	Equity Performance Framework (for Australian Higher Education)
GCA	Graduate Careers Australia
GDS	Graduate Destination Survey
LSES	Low Socio-Economic Status
NAPLAN	National Assessment Program – Literacy and Numeracy
NESB	Non-English Speaking Background
SEIFA	Socio-Economic Index for Areas
SES	Socio-Economic Status
TAC	Tertiary Admission Centre

Introduction

This data indicator dictionary reports on definitions, contexts and sources for the indicators identified in the report, *A Framework for Measuring Equity Performance in Australian Higher Education*. The framework reports on performance indicators for all Australian domestic higher education students across all institutions (listed in Appendix 1).

The equity groups the framework identifies are defined in Appendix 2 and include:

- Low socio-economic status (LSES) students;
- Students with a disability;
- Indigenous students;
- Students from regional and remote areas;
- Women in non-traditional areas of study; and
- Students from non-English Speaking backgrounds (NESB students).

The indicators in the Equity Performance Framework (EPF) are arrayed into three tiers and seven domains, as outlined below in Figure 1.

Figure 1: Equity Performance Framework for Australian Higher Education

TIER 3: OUTCOMES (Post-higher education)		
Domain 7 Graduate outcomes		
	<p>7.01 Graduate earnings</p> <p>7.02 Graduate satisfaction</p>	
TIER 2: PERFORMANCE (Higher education)		
Domain 4 Aspirations for higher education	Domain 5 Access to higher education	Domain 6 Achievement in higher education
<p>4.01 Intentions to undertake higher education studies</p> <p>4.02 Year 12 applications</p> <p>4.03 Non Year 12 applications</p>	<p>5.01 Offers made to students</p> <p>5.02 Acceptances by students</p> <p>5.03 Commencements (new)</p> <p>5.04 Enrolments (all students)</p> <p>5.05 Course transitions</p>	<p>6.01 Student retention</p> <p>6.02 Student success</p> <p>6.03 Student completion</p>
TIER 1: CONTEXT (Pre-higher education)		
Domain 1 Early childhood development	Domain 2 Primary education	Domain 3 Secondary education
<p>1.01 Early childhood development (physical, social and learning)</p> <p>1.02 Participation in pre-school</p>	<p>2.01 Reading performance</p> <p>2.02 Numeracy performance</p> <p>2.03 School attendance</p>	<p>3.01 Reading performance</p> <p>3.02 Numeracy performance</p> <p>3.03 School attendance</p> <p>3.04 Year 12 completion</p> <p>3.05 ATAR</p> <p>3.06 Achievement in advanced maths and science</p>

KEY

Regular text = Indicator uses existing data and protocols

Red-coloured text = Indicator requires data and protocols to be created

Blue-coloured text = Indicator uses existing data and protocols but data are potentially too weak for the purposes of the EPF

Red text shaded grey = Combination: some requirement for data and protocols to be created but also uses existing data but data protocols do not currently exist

Tier 1 Context (Pre-Higher Education)

Domain 1: Early childhood development

1.01 Early childhood development (Physical, social and learning)

Performance measure: 1.01a Physical health and wellbeing domain	
Definition:	Percentage of children who are “developmentally vulnerable” in the <i>Physical Health and Wellbeing Domain</i> .
Policy questions/what the measure tells us/interpretation:	Indicates performance of children on relevant tests in the <i>Physical Health and Wellbeing</i> domain of the Australian Early Development Census (AEDC). Potential to develop indicators for socioeconomic status (SES), Indigenous status, locational status.
Numerator:	X = Percentage of children who are developmentally vulnerable in the <i>Physical Health and Wellbeing Domain</i>
Numerator source:	AEDC
Denominator:	-
Denominator source:	-
Method of calculation:	X
Presentation:	Percentage, 0-100%
Frequency of publication:	Every three years
Data quality/validity/availability:	Data available from Australian Early Development Census (AEDC)
Data development required:	Data to be sourced from Australian Early Development Census, with cooperation on disaggregated estimates.
Other domains /performance measures related to this measure	Other Domain 1 indicators.
Consultations and references:	AEDC
Other comments:	Potential to generated disaggregated data

Performance measure: 1.01b Social competence	
Definition:	Percentage of children who are “developmentally vulnerable” in the <i>Social Competence</i> Domain.
Policy questions/what the measure tells us/interpretation:	Indicates performance of children on relevant tests in the <i>Social Competence</i> domain of the AEDC survey. Potential to develop indicators for socioeconomic status, Indigenous status, locational status.
Numerator:	X = Percentage of children who are developmentally vulnerable in the <i>Social Competence</i> Domain
Numerator source:	AEDC
Denominator:	-
Denominator source:	-
Method of calculation:	X
Presentation:	Percentage, 0-100%
Frequency of publication:	Every three years
Data quality/validity/availability:	Data available from Australian Early Development Census
Data development required:	Data to be sourced from Australian Early Development Census, with cooperation on disaggregated estimates.
Other domains /performance measures related to this measure	Other Domain 1 indicators.
Consultations and references:	AEDC
Other comments:	Potential to generated disaggregated data

Performance measure: 1.01c Emotional maturity	
Definition:	Percentage of children who are “developmentally vulnerable” in the <i>Emotional Maturity</i> Domain.
Policy questions/what the measure tells us/interpretation:	Indicates performance of children on relevant tests in the <i>Emotional Maturity</i> domain of the AEDC survey. Potential to develop indicators for socioeconomic status, Indigenous status, locational status.
Numerator:	X = Percentage of children who are developmentally vulnerable in the <i>Emotional Maturity</i> Domain
Numerator source:	AEDC
Denominator:	-
Denominator source:	-
Method of calculation:	X
Presentation:	Percentage, 0-100%
Frequency of publication:	Every three years
Data quality/validity/availability:	Data available from Australian Early Development Census
Data development required:	Data to be sourced from Australian Early Development Census, with cooperation on disaggregated estimates.
Other domains /performance measures related to this measure	Other Domain 1 indicators.
Consultations and references:	AEDC
Other comments:	Potential to generated disaggregated data

Performance measure: 1.01d Language and cognitive skills	
Definition:	Percentage of children who are “developmentally vulnerable” in the <i>Language and cognitive skills</i> Domain.
Policy questions/what the measure tells us/interpretation:	Indicates performance of children on relevant tests in the <i>Language and cognitive skills</i> domain of the AEDC survey. Potential to develop indicators for socioeconomic status, Indigenous status, locational status.
Numerator:	X = Percentage of children who are developmentally vulnerable in the <i>Language and cognitive skills</i> Domain
Numerator source:	AEDC
Denominator:	-
Denominator source:	-
Method of calculation:	X
Presentation:	Percentage, 0-100%
Frequency of publication:	Every three years
Data quality/validity/availability:	Data available from Australian Early Development Census
Data development required:	Data to be sourced from Australian Early Development Census, with cooperation on disaggregated estimates.
Other domains /performance measures related to this measure	Other Domain 1 indicators.
Consultations and references:	AEDC
Other comments:	Potential to generated disaggregated data

Performance measure: 1.01e Communication skills and general knowledge	
Definition:	Percentage of children who are “developmentally vulnerable” in the <i>Communication skills and general knowledge</i> Domain.
Policy questions/what the measure tells us/interpretation:	Indicates performance of children on relevant tests in the <i>Communication skills and general knowledge</i> domain of the AEDC survey. Potential to develop indicators for socioeconomic status, Indigenous status, locational status.
Numerator:	X = Percentage of children who are developmentally vulnerable in the <i>Communication skills and general knowledge</i> Domain
Numerator source:	AEDC
Denominator:	-
Denominator source:	-
Method of calculation:	X
Presentation:	Percentage, 0-100%
Frequency of publication:	Every three years
Data quality/validity/availability:	Data available from Australian Early Development Census
Data development required:	Data to be sourced from Australian Early Development Census, with cooperation on disaggregated estimates.
Other domains /performance measures related to this measure	1.02 Participation in Pre-School
Consultations and references:	AEDC
Other comments:	Potential to generated disaggregated data

1.02 Participation in pre-school

Performance measure: 1.02a Participation in pre-school	
Definition:	Proportion of children enrolled in a pre-school program in the year before full time schooling
Policy questions/what the measure tells us/interpretation:	Identify differences in pre-school participation within the general population
Numerator:	Proportion of children enrolled in a pre-school program in the year before full time schooling
Numerator source:	Productivity Commission - Report of Government Services
Denominator:	-
Denominator source:	-
Method of calculation:	Reported variable
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual
Data quality/validity/availability:	Data available on an annual basis and reported in the ROGS
Data development required:	Potential for further disaggregated collection
Other domains /performance measures related to this measure	1.01 Early childhood development (Physical, social and learning) indicators
Consultations and references:	Productivity Commission
Other comments:	Collection will be advised on at the implementation phase

Domain 2: Primary Education

2.01 Reading performance

Performance measure:	2.01a NAPLAN reading performance (Year 3)
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN) results for Year 3 (Reading)
Policy questions/what the measure tells us/interpretation:	Measure of reading performance in Year 3, with averages for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Average score out of 800.
Numerator source:	ACARA – National Assessment Program, National Report (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Score out of 800.
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: Australian Curriculum Assessment and Reporting Authority (ACARA), <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	2.01b NAPLAN reading performance (Year 5)
Consultations and references:	Australian Curriculum Assessment and Reporting Authority (ACARA)
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

Performance measure:	2.01b NAPLAN reading performance (Year 5)
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN) results for Year 5 (Reading)
Policy questions/what the measure tells us/interpretation:	Measure of reading performance in Year 5, with averages for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Average score out of 800.
Numerator source:	ACARA – National Assessment Program, National Report. (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Score out of 800.
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: ACARA, <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	2.01a NAPLAN reading performance (Year 3)
Consultations and references:	ACARA
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

2.02 Numeracy performance

Performance measure:	2.02a NAPLAN numeracy performance (Year 3)
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN) results for Year 3 (Numeracy)
Policy questions/what the measure tells us/interpretation:	Measure of numeracy performance in Year 3, with averages for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Average score out of 800.
Numerator source:	ACARA – National Assessment Program, National Report (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Score out of 800.
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: ACARA, <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	2.02b NAPLAN numeracy performance (Year 5)
Consultations and references:	ACARA
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

Performance measure: 2.02b NAPLAN Numeracy (Year 5)	
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN) results for Year 5 (Numeracy)
Policy questions/what the measure tells us/interpretation:	Measure of numeracy performance in Year 5, with averages for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Average score out of 800.
Numerator source:	ACARA – National Assessment Program, National Report (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Score out of 800.
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: ACARA, <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	2.02a NAPLAN numeracy performance (Year 3)
Consultations and references:	ACARA
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

2.03 School attendance

Performance measure:	2.03 School Attendance
Definition:	Student attendance rates, by school type: government, independent, catholic (Year 5 and 7)
Policy questions/what the measure tells us/interpretation:	Identify differences in attendance within the general population
Numerator:	Actual student days attended
Numerator source:	Productivity Commission - Report of Government Services
Denominator:	Total possible student days
Denominator source:	Productivity Commission - Report of Government Services
Method of calculation:	Reported variable
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual
Data quality/validity/availability:	Data available on an annual basis and reported in the ROGS
Data development required:	Potential for further disaggregated collection
Other domains /performance measures related to this measure	1.01 Early childhood development (Physical, social and learning) indicators; 2.03 School attendance
Consultations and references:	Productivity Commission
Other comments:	Collection will be advised on at the implementation phase

Domain 3: Secondary Education

3.01 Reading performance

Performance measure:	3.01a NAPLAN reading performance (Year 7)
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN) results for Year 7 (Reading)
Policy questions/what the measure tells us/interpretation:	Measure of reading performance in Year 7, with averages for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Average score out of 800.
Numerator source:	ACARA – National Assessment Program, National Report. (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Score out of 800.
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: ACARA, <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	3.01b NAPLAN reading performance (Year 9)
Consultations and references:	ACARA
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

Performance measure:	3.01b NAPLAN reading performance (Year 9)
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN) results for Year 9 (Reading)
Policy questions/what the measure tells us/interpretation:	Measure of reading performance in Year 9, with averages for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Average score out of 800.
Numerator source:	ACARA – National Assessment Program, National Report (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Score out of 800.
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: ACARA, <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	3.01a NAPLAN reading performance (Year 7)
Consultations and references:	ACARA
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

Performance measure:	3.01c NAPLAN comparative achievement (Reading) (Year 9)
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN) , Comparative Achievement in Reading, Year 9
Policy questions/what the measure tells us/interpretation:	Performance on Year 9 NAPLAN Reading test, percentage of students scoring above minimum, for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Percentage, 0 to 100%
Numerator source:	ACARA – National Assessment Program, National Report (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: ACARA, <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	3.01b NAPLAN reading performance (Year 9)
Consultations and references:	ACARA
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

3.02 Numeracy performance

Performance measure:	3.02a NAPLAN numeracy performance (Year 7)
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN) results for Year 7 (Numeracy)
Policy questions/what the measure tells us/interpretation:	Measure of numeracy performance in Year 7, with averages for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Average score out of 800.
Numerator source:	ACARA – National Assessment Program, National Report (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Score out of 800.
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: ACARA, <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	3.02b NAPLAN numeracy performance (Year 9)
Consultations and references:	ACARA
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

Performance measure:	3.02b NAPLAN numeracy performance (Year 9)
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN) results for Year 9 (Numeracy)
Policy questions/what the measure tells us/interpretation:	Measure of numeracy performance in Year 9, with averages for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Average score out of 800.
Numerator source:	ACARA – National Assessment Program, National Report (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Score out of 800.
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: ACARA, <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	3.02a NAPLAN numeracy performance (Year 7)
Consultations and references:	ACARA
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

Performance measure:	3.02c NAPLAN comparative achievement (numeracy) (Year 9)
Definition:	Average <i>National Assessment Program – Literacy and Numeracy</i> (NAPLAN), Comparative Achievement in Numeracy, Year 9.
Policy questions/what the measure tells us/interpretation:	Performance on Year 9 NAPLAN Numeracy test, percentage of students scoring above minimum, for States and Territories, Location, Equity Group and Indigenous.
Numerator:	Percentage, 0 to 100%
Numerator source:	ACARA – National Assessment Program, National Report (see “data quality/validity/availability” below).
Denominator:	-
Denominator source:	-
Method of calculation:	Report numerator
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual
Data quality/validity/availability:	Currently available on an annual basis from: ACARA, <i>National Assessment Program, Literacy and Numeracy – Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report</i>
Data development required:	Confer with ACARA to ensure stability and suitability of indicators over time.
Other domains /performance measures related to this measure	3.02b NAPLAN numeracy performance (Year 9)
Consultations and references:	ACARA
Other comments:	ACARA publish summary statistics on a national, state and locational basis each year, with additional reporting on Indigenous outcomes. Further disaggregation is subject to negotiation with ACARA.

3.03 School attendance

Performance measure:	3.03 School attendance
Definition:	Student attendance rates, by school type: government, independent, catholic (Year 9)
Policy questions/what the measure tells us/interpretation:	Identify differences in attendance within the general population
Numerator:	Actual student days attended
Numerator source:	Productivity Commission - Report of Government Services
Denominator:	Total possible student days
Denominator source:	Productivity Commission - Report of Government Services
Method of calculation:	Reported variable
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual
Data quality/validity/availability:	Data available on an annual basis and reported in the ROGS
Data development required:	Potential for further disaggregated collection
Other domains /performance measures related to this measure	1.01 Early childhood development (Physical, social and learning) indicators; 2.03 School attendance
Consultations and references:	Productivity Commission
Other comments:	Collection will be advised on at the implementation phase

3.04 Year 12 completion

(**Indicator uses data and existing protocols but data are potentially too weak for the purposes of the EPF)

Performance measure: 3.04a Year 12 completion	
Definition:	Percentage of population with Year 12 (or equivalent) or a non-school qualification at Certificate II level or above, persons aged 20–24 year
Policy questions/what the measure tells us/interpretation:	This measure provides an indication of the level of Year 12 attainment for people aged 20 to 24. Disaggregated estimates are available by State and Territory and gender.
Numerator:	X = % of 20-24 year olds.
Numerator source:	Table 1.11 Year 12 (or equivalent) or a non-school qualification at Certificate II level or above, persons aged 15–64 years, of: ABS <i>Education and Work, Australia</i> — Additional data cubes, May, (various), ABS Catalogue 6227.0.55.003.
Denominator:	(Indicator reported as %)
Denominator source:	(Indicator reported as %)
Method of calculation:	X
Presentation:	Number
Frequency of publication:	Annual
Data quality/validity/availability:	Aggregate data available in <i>Education and Work, Australia</i> ; with some work being undertaken on Indigenous Year 12 completion.
Data development required:	Further disaggregation of the data for equity group measures on an institutional basis.
Other domains /performance measures related to this measure	Domain 5 indicators: 5.01a Offers (undergraduate); 5.02a Acceptances (undergraduate); 5.03a Commencements; 4.01b (Non-Year 12 applications)
Consultations and references:	ABS; Department of Education.
Other comments:	Extension of current measure required.

3.05 ATAR

Performance measure: 3.05a ATAR	
Definition:	Average ATAR Score = Sum of ATARs(x)/Number of ATAR score recipients
Policy questions/what the measure tells us/interpretation:	<p>This measure provides an indication of school performance across the system, with further disaggregation by institutional and equity group basis, including:</p> <ul style="list-style-type: none"> a) All domestic commencing undergraduates; b) Basis of admission – ATAR or non-ATAR/Direct admission. c) Individual Table A, B, C and Other institutions and State and Territory; d) Broad Field of Study/Discipline, Course Level, Age and Gender; and e) Equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	X = Sum of ATAR scores
Numerator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Denominator:	Y = Total number of ATAR recipients
Denominator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Method of calculation:	X/Y
Presentation:	Number
Frequency of publication:	Annual
Data quality/validity/availability:	Aggregate and broadly disaggregated data is already published by the Department of Education in its annual publication: <i>Undergraduate Applications, Offers and Acceptances</i>
Data development required:	Further disaggregation of the data for equity group measures on an institutional basis.
Other domains /performance measures related to this measure	Domain 5: 5.01a Offers (undergraduate); 5.02a Acceptances (undergraduate); 5.03a Commencements; 4.01b (Non-Year 12 applications)
Consultations and references:	Department of Education.
Other comments:	Extension of current measure.

3.06 Achievement in advanced maths and science

Performance measure:	3.06a Students who took an advanced maths course + 2 science subjects in Year 12.
Definition:	Number of Year 12 students undertaking advanced math course and 2 science subjects in Year 12: (X) students with advanced math and 2 science subjects/(Y) all Year 12 students.
Policy questions/what the measure tells us/interpretation:	This measure provides an indication of school performance across the system, with further disaggregation by institutional and equity group basis, including: <ul style="list-style-type: none"> a) All domestic commencing undergraduates; b) Basis of admission – ATAR or non-ATAR/Direct admission. c) Individual Table A, B, C and Other institutions and State and Territory; d) Broad Field of Study/Discipline, Course Level, Age and Gender; and e) Equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	X= students with advanced math and 2 science subjects
Numerator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Denominator:	Y = All Year 12 students
Denominator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Method of calculation:	X/Y
Presentation:	Number
Frequency of publication:	Annual
Data quality/validity/availability:	Aggregate and broadly disaggregated data is already published by the Department of Education in its annual publication: <i>Undergraduate Applications, Offers and Acceptances</i>
Data development required:	Further disaggregation of the data for equity group measures on an institutional basis.
Other domains /performance measures related to this measure	3.04f ATAR scores
Consultations and references:	Department of Education.
Other comments:	Extension of current measure.

Tier 2 Performance (Higher Education)

Domain 4: Aspirations towards higher education

4.01a Intentions to undertake higher education studies

(**Indicator uses data and existing protocols but data are potentially too weak for the purposes of the EPF)

Performance measure:	4.01a Intentions to undertake higher education studies (Longitudinal Survey of Australian Youth)
Definition:	This indicator characterises youth intentions to enter higher education, as measured by responses to the Longitudinal Survey of Australian Youth (LSAY)
Policy questions/what the measure tells us/interpretation:	Allows for some determination of difference in intention to study in higher education institutions between the general population and equity and Indigenous groups.
Numerator:	X = Respondents intending to study at a higher education institution in Australia
Numerator source:	LSAY survey (Most recent cohort – Y09)
Denominator:	All respondents in Y09 cohort
Denominator source:	Y = All respondents to the LSAY survey (Y09)
Method of calculation:	X/Y
Presentation:	Percentage, 0-100%
Frequency of publication:	Every three years; To be confirmed
Data quality/validity/availability:	Every three years; To be confirmed
Data development required:	Collection and sample sizes to be confirmed
Other domains /performance measures related to this measure	4.01b Intentions to undertake higher education studies (national survey)
Consultations and references:	National Centre for Vocational Education and Research (NCVER) – manager of the LSAY study.
Other comments:	Data availability and sample sizes to be confirmed.

4.01b Intentions to undertake higher education studies (national survey)
(*Indicator requires data and protocols be created)

Performance measure:	4.01a Intentions to undertake higher education studies (national survey)
Definition:	This indicator characterises youth intentions to enter higher education, as measured by a proposed national survey.
Policy questions/what the measure tells us/interpretation:	Allows for some determination of difference in intention to study in higher education institutions between the general population and equity and Indigenous groups.
Numerator:	X = Respondents intending to study at a higher education institution in Australia
Numerator source:	LSAY survey (Most recent cohort – Y09)
Denominator:	All respondents in Y09 cohort
Denominator source:	Y = All respondents to the LSAY survey (Y09)
Method of calculation:	X/Y
Presentation:	Percentage, 0-100%
Frequency of publication:	Needs to be confirmed*
Data quality/validity/availability:	Needs to be confirmed*
Data development required:	Collection and sample sizes to be confirmed*
Other domains /performance measures related to this measure	4.01a Intentions to undertake higher education studies (Longitudinal Survey of Australian Youth)
Consultations and references:	To be determined: Department of Education/National Centre for Student Equity in Higher Education (NCSEHE)*
Other comments:	Project viability to be confirmed.

4.02 Year 12 applications

Performance measure: 4.02a Year 12 applications	
Definition:	Number of Year 12 applicants to a higher education institution, applying via a tertiary admissions centre (TAC) (X).
Policy questions/what the measure tells us/interpretation:	This measure provides an indication of the level of met and unmet demand for higher education places on a system, institutional and equity group basis, including: <ul style="list-style-type: none"> a) All domestic commencing undergraduates; b) Basis of admission – ATAR or non-ATAR/Direct admission. c) Individual Table A, B, C and Other institutions and State and Territory; d) Broad Field of Study/Discipline, Course Level, Age and Gender; and e) Equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	X = Total number of Year 12 applicants
Numerator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Denominator:	-
Denominator source:	-
Method of calculation:	X
Presentation:	Number
Frequency of publication:	Annual
Data quality/validity/availability:	Aggregate and broadly disaggregated data is already published by the Department of Education in its annual publication: <i>Undergraduate Applications, Offers and Acceptances</i>
Data development required:	Further disaggregation of the data for equity group measures on an institutional basis.
Other domains /performance measures related to this measure	4.02b Non-Year 12 applications
Consultations and references:	Department of Education.
Other comments:	Extension of current measure.

4.03 Non Year 12 applications

Performance measure: 4.03 Non-Year 12 applications	
Definition:	Number of Non-Year 12 applicants to a higher education institution (X).
Policy questions/what the measure tells us/interpretation:	<p>This measure provides an indication of the level of met and unmet demand for higher education places on a system, institutional and equity group basis, including:</p> <ul style="list-style-type: none"> a) All domestic commencing undergraduates; b) Basis of admission – ATAR or non-ATAR/Direct admission. c) Individual Table A, B, C and Other institutions and State and Territory; d) Broad Field of Study/Discipline, Course Level, Age and Gender; and e) Equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	X = Total number of Non-Year 12 applicants
Numerator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Denominator:	-
Denominator source:	-
Method of calculation:	X
Presentation:	Number
Frequency of publication:	Annual
Data quality/validity/availability:	Aggregate and broadly disaggregated data is already published by the Department of Education in its annual publication: <i>Undergraduate Applications, Offers and Acceptances</i>
Data development required:	Further disaggregation of the data for equity group measures on an institutional basis.
Other domains /performance measures related to this measure	4.02a Year 12 applications
Consultations and references:	Department of Education.
Other comments:	Extension of current measure.

Domain 5: Access to higher education

5.01 Offers made to students

Performance measure: 5.01a Offers made to students	
Definition:	The Offer rate is the percentage of applicants to commence university studies (Y) who are offered a place by a higher education institution (X).
Policy questions/what the measure tells us/interpretation:	This measure provides an indication of the level of met and unmet demand for higher education places on a system, institutional and equity group basis, including: <ul style="list-style-type: none"> a) All domestic commencing undergraduates; b) Basis of admission – ATAR or non-ATAR/Direct admission. c) Individual Table A, B, C and Other institutions and State and Territory; d) Broad Field of Study/Discipline, Course Level, Age and Gender; and e) Equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	X = Total number of applicants offered a place in a higher education institution.
Numerator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Denominator:	Y = Total number of applicants to a course in a higher education institution.
Denominator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Method of calculation:	X/Y
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual
Data quality/validity/availability:	Aggregate and broadly disaggregated data is already published by the Department of Education in its annual publication: <i>Undergraduate Applications, Offers and Acceptances</i>
Data development required:	Further disaggregation of the data for equity group measures on an institutional basis.
Other domains /performance measures related to this measure	5.02a Acceptances by students; 4.02a Year 12 applications; 4.02b Non-Year 12 applications
Consultations and references:	Department of Education.
Other comments:	Extension of current measure.

5.02 Acceptances by students

Performance measure: 5.02a Acceptances by students	
Definition:	The Acceptance rate is the percentage of applicants to accept (X) a place offered by a higher education institution (Y).
Policy questions/what the measure tells us/interpretation:	This measure provides an indication of the level of met demand for higher education places on a system, institutional and equity group basis, including: <ul style="list-style-type: none"> a) All domestic commencing undergraduates; b) Basis of admission – ATAR or non-ATAR/Direct admission. c) Individual Table A, B, C and Other institutions and State and Territory; d) Broad Field of Study/Discipline, Course Level, Age and Gender; and e) Equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	X = Total number of applicants accepting an offer of a place in a higher education institution.
Numerator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Denominator:	Y = Total number of applicants offered a place in a higher education institution.
Denominator source:	Department of Education annual publication and underlying data: <i>Undergraduate Applications, Offers and Acceptances</i>
Method of calculation:	X/Y
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual
Data quality/validity/availability:	Aggregate and broadly disaggregated data is already published by the Department of Education in its annual publication: <i>Undergraduate Applications, Offers and Acceptances</i>
Data development required:	Further disaggregation of the data for equity group measures on an institutional basis.
Other domains /performance measures related to this measure	5.01a Offers made to students; 4.02a Year 12 applications; 4.02b Non-Year 12 applications
Consultations and references:	Department of Education.
Other comments:	Extension of current measure.

5.03 Commencements (new students)

Performance measure: 5.03a Commencements (new students)	
Definition:	Commencements as measured by a head count (number) and equivalent full-time student load (EFTSL)
Policy questions/what the measure tells us/interpretation:	<p>This measure provides an indication of the level of met demand for higher education places on a system, institutional and equity group basis, including:</p> <ul style="list-style-type: none"> a) All domestic commencing students; b) Basis of admission – ATAR or non-ATAR/Direct admission. c) Individual Table A, B, C and Other institutions and State and Territory; d) Broad Field of Study/Discipline, Course Level, Age and Gender; and e) Equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	X = Total number of students commencing enrolment.
Numerator source:	Department of Education, <i>Higher Education Student Statistics</i>
Denominator:	-
Denominator source:	-
Method of calculation:	X - number
Presentation:	number
Frequency of publication:	Annual
Data quality/validity/availability:	Aggregate and broadly disaggregated data is already published by the Department of Education, <i>Higher Education Student Statistics</i>
Data development required:	Further disaggregation of the data for equity group measures on an institutional basis.
Other domains /performance measures related to this measure	5.02a Acceptances by students;
Consultations and references:	Department of Education.
Other comments:	Extension of current measure.

5.04 Enrolments (all students)

Performance measure: 5.04a Enrolments (all students)	
Definition:	Enrolments as measured by a head count (number) and equivalent full-time student load (EFTSL)
Policy questions/what the measure tells us/interpretation:	<p>This measure provides an indication of the level of met demand for higher education places on a system, institutional and equity group basis, including:</p> <ul style="list-style-type: none"> a) All domestic students; b) Basis of admission – ATAR or non-ATAR/Direct admission. c) Individual Table A, B, C and Other institutions and State and Territory; d) Broad Field of Study/Discipline, Course Level, Age and Gender; and e) Equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	X = Total number of students enrolled.
Numerator source:	Department of Education, <i>Higher Education Student Statistics</i>
Denominator:	-
Denominator source:	-
Method of calculation:	X - number
Presentation:	number
Frequency of publication:	Annual
Data quality/validity/availability:	Aggregate and broadly disaggregated data is already published by the Department of Education, <i>Higher Education Student Statistics</i>
Data development required:	Further disaggregation of the data for equity group measures on an institutional basis.
Other domains /performance measures related to this measure	5.03a Commencements (new students).
Consultations and references:	Department of Education.
Other comments:	Extension of current measure.

5.05 Course transitions (***Indicator requires data and protocols be created**)

Performance measure: 5.05a Sub-bachelor transitions	
Definition:	This indicator measures articulation among domestic higher sub-bachelor graduates (completions) in Australia to higher education bachelor degree study in the year immediately following graduation.
Policy questions/what the measure tells us/interpretation:	The key policy questions addressed by this measure are: <ul style="list-style-type: none"> (1) To what extent do sub-bachelor graduates articulate into bachelor degree programs? (2) Does the rate of articulation differ by Broad Field of Study/Discipline, Course Level, Age and Gender; and (3) Does the rate of articulation differ by equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	The number of Australian higher education sub-bachelor graduates commencing bachelor degree programs in the following year (X).
Numerator source:	Department of Education student higher education collection.*
Denominator:	All higher education sub-bachelor degree graduates as measured by higher education completions (Y).
Denominator source:	Department of Education student higher education collection
Method of calculation:	X/Y
Presentation:	Percentage, 0-100%
Frequency of publication:	Published annually.
Data quality/validity/availability:	Data can be collected annually. Data collected for transitions in the previous calendar year, e.g., 2012 to 2013 for the 2013 calendar year.
Data development required:	Data for the numerator, on student articulation within Australian higher education, can be collected using the CHESN and matching commencing enrolments in bachelor programs with prior year enrolment in a sub-bachelor program. Data for the denominator (sub-bachelor completions by course level) is already collected.
Other domains /performance measures related to this measure	5.03a Commencements (new students); 5.04a Enrolments (all students).
Consultations and references:	Consultation with the Department of Education.*
Other comments:	Extension of existing Department of Education collections.*

Domain 6: Achievement in higher education

6.01 Student retention

Performance measure: 6.01a Student retention rate	
Definition:	The attrition rate for year (t) is (X) the proportion of students who commenced a university course in year (t) who either complete or return in year (t + 1). (Based on current Department of Education definition.)
Policy questions/what the measure tells us/interpretation:	This measure provides an indicator of retention in higher education. It allows for: <ul style="list-style-type: none"> a) The calculation of retention among all domestic commencing students. b) Disaggregated estimates of student retention for individual Table A, B, C and Other institutions and State and Territory; c) Disaggregated estimates of retention by Broad Field of Study/Discipline, Course Level, Age and Gender; and d) Disaggregated estimates of attrition by equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	(X) Number of students commencing a university course in year t who either complete or return in year (t+1).
Numerator source:	Extension of current Department of Education collections – <i>Higher Education Student Statistics - Appendix 4 - (Appendix 4.2 - Attrition, Success and Retention Rates for commencing bachelor students)</i>
Denominator:	(Y) Number of students commencing a university course in year t. In the first instance, this is defined by course level, by institution, by equity group status.
Denominator source:	Extension of current Department of Education collections – <i>Higher Education Student Statistics - Appendix 4 - (Appendix 4.2 - Attrition, Success and Retention Rates for commencing bachelor students)</i>
Method of calculation:	(X)/(Y)
Presentation:	Percentage of (Y).
Frequency of publication:	Annual
Data quality/validity/availability:	Data for this measure is readily available from Department collections for Table A providers in higher education. Required: Testing of data availability among Table B,C, and Other Providers.

Performance measure: 6.01a Student retention rate	
Data development required:	Current Department of Education collections report attrition rates for bachelor degree programs.
Other domains /performance measures related to this measure	6.02a Student success rate; 6.03a Completion rate.
Consultations and references:	Department of Education.
Other comments:	Extension of existing measure in Appendix 4 (Appendix 4.1 - Attrition Rate(a) for domestic commencing bachelor students by State and Higher Education Institution)

6.02 Student success

Performance measure: 6.02a Student success rate	
Definition:	<p>The <i>Progress rate</i> for year (t) is (X) the proportion of actual student load (EFTSL) for units of study that are passed divided by (y) all units of study attempted (passed + failed + withdrawn).</p> <p>(Based on current Department of Education definition for the “Success rate.”)</p>
Policy questions/what the measure tells us/interpretation:	<p>This measure provides an indicator of progress in higher education. It allows for:</p> <ul style="list-style-type: none"> a) The calculation of attrition among all domestic commencing students. b) Disaggregated estimates of student attrition for individual Table A, B, C and Other institutions and State and Territory; c) Disaggregated estimates of attrition by Broad Field of Study/Discipline, Course Level, Age and Gender; and d) Disaggregated estimates of attrition by equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	(X) the proportion of actual student load (EFTSL) for units of study that are passed
Numerator source:	Extension of current Department of Education collections – <i>Higher Education Student Statistics - Appendix 4 (Appendix 4.4 - Success Rate(a) for domestic commencing bachelor students by State and Higher Education Institution)</i>
Denominator:	<p>(Y) all units of study attempted (passed + failed + withdrawn).</p> <p>In the first instance, this is defined by course level, by institution, by equity group status.</p>
Denominator source:	Extension of current Department of Education collections – <i>Higher Education Student Statistics - Appendix 4 - (Appendix 4.4 - Success Rate(a) for domestic commencing bachelor students by State and Higher Education Institution)</i>
Method of calculation:	X/Y
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual

Data quality/validity/availability:	Data for this measure is readily available from Department collections for Table A providers in higher education. Required: Testing of data availability among Table B,C, and Other Providers.
Data development required:	Current Department of Education collections report attrition rates for bachelor degree programs.
Other domains /performance measures related to this measure	6.01a Student retention rate; 6.03a Completion rate.
Consultations and references:	Department of Education.
Other comments:	Extension of existing measure in Appendix 4 (Appendix 4.4 - Success Rate(a) for domestic commencing bachelor students by State and Higher Education Institution)

6.03 Student completion

Performance measure: 6.03a Completion rate	
Definition:	<p>The <i>Completion rate</i> for year (t) is (X) the number of students who completed a given university award in year t, divided by (y) all students who commenced the award in year (t-z-2), where z is the prescribed time taken to complete the award.</p> <p>For instance, a pass bachelor degree of average completion of three years will have a z value of 3, and therefore the relevant commencing year will be year t-5. Completion rates will be calculated on an individual student basis and summed to gain aggregated totals.</p>
Policy questions/what the measure tells us/interpretation:	<p>This measure provides an indicator of completion in higher education. It allows for:</p> <ol style="list-style-type: none"> a) The calculation of a completion rate among all domestic commencing students. b) Disaggregated estimates of student completion for individual Table A, B, C and Other institutions and State and Territory; c) Disaggregated estimates of completion by Broad Field of Study/Discipline, Course Level, Age and Gender; and d) Disaggregated estimates of completion by equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	(X) Number of students completing award within (z+2) years of commencement.
Numerator source:	Department of Education Student Statistics – sourced from underlying student record data.
Denominator:	<p>(Y) Number of students commencing a university course in year t-z-2.</p> <p>In the first instance, this is defined by course level, by institution, by equity group status.</p>
Denominator source:	Department of Education Student Statistics – sourced from underlying student record data.
Method of calculation:	X/Y
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual
Data quality/validity/availability:	<p>Data for this measure is readily available from Department collections for Table A providers in higher education.</p> <p>Required: Testing of data availability among Table B,C, and Other Providers.</p>
Data development required:	Completion data is already available. Time to complete individual awards needs to be calculated.
Other domains	6.01a Student retention rate; 6.02a Student success rate.

Performance measure: 6.03a Completion rate	
/performance measures related to this measure	
Consultations and references:	Department of Education.
Other comments:	New measure based on existing Department of Education collections.

Tier 3 Outcomes (Post-Higher Education)

Domain 7: Graduate outcomes

7.01 Graduate earnings **Combination: some requirement for data and protocols to be created but also uses existing data but data protocols do not currently exist**

Performance measure: 7.01a Graduate earnings after 1 year (ATO)	
Definition:	<p>This indicator reports the <i>average salary</i> for all domestic higher education graduates who filed an Australian Taxation Office (ATO) tax return in that year. This will be collected for the most recent graduating cohort.</p> <p>It is necessarily historical, such that the reported outcomes for 2014 will refer to graduates of 2011 in their first post-graduation year –the 2012-13 financial year.</p>
Policy questions/what the measure tells us/interpretation:	<p>This measure provides an indicator of graduate first year earnings. It allows for:</p> <ol style="list-style-type: none"> The calculation of an <i>average</i> starting salary across the entire graduating cohort of domestic higher education students; Disaggregated estimates of the national average starting salary for graduates for individual Table A, B, C and Other institutions and State and Territory; Disaggregated estimates of the national average starting salary for graduates by Broad Field of Study/Discipline, Course Level, Age and Gender; and Disaggregated estimates of the national average starting salary for graduates by equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	“Wages/Salary” variable reported to ATO during tax return process.
Numerator source:	<p>Source: ATO tax return data; Collection: Individual tax data is reported to the ATO for all graduates completing a tax return. Graduates can be identified in the ATO system using their individual Commonwealth Higher Education Student Support Number (CHESSN), with matching to identify institution and equity status from the student records. Frequency: Generated each financial year.</p>
Denominator:	Total number of higher education graduates in Australia
Denominator source:	Higher Education student graduations data; unit record data
Method of calculation:	Sum of Starting salary for each graduate/Number of relevant graduates
Presentation:	Average starting salaries for graduates, by (a) to (d) above.
Frequency of publication:	Annual
Data quality/validity/availability:	Preliminary discussions with the ATO indicate that data for this indicator are available and can be matched to

Performance measure:	7.01a Graduate earnings after 1 year (ATO)
	Department of Education student records.
Data development required:	Coordination between the Department of Education and the ATO. Preliminary discussions with the ATO have indicated that the
Other domains /performance measures related to this measure	7.01c Graduate earnings after 3 years (ATO).
Consultations and references:	Australian Taxation Office; Department of Education.
Other comments:	<p>Advantage of this indicator is that it provides a sufficiently large sample to provide estimates of starting salaries at disaggregated levels.</p> <p>Development of this indicator could see it expanded to include measures of workforce engagement among graduates, including:</p> <ul style="list-style-type: none"> a) Graduate employment/unemployment rates; b) Industry and occupation salary structures; c) Graduate employment patterns in comparison to qualifications. <p>ATO collections also allow for a comparison of graduate salary outcomes with those of non-graduates.</p>

Performance measure: 7.01b Graduate earnings after 6 months (GDS)	
Definition:	This indicator reports the <i>average salary</i> for all domestic higher education graduates who responded to Graduate Careers Australia's <i>Graduate Destination Survey</i> It is necessarily historical, such that the reported outcomes for 2014 will refer to graduates of 2013.
Policy questions/what the measure tells us/interpretation:	This measure provides an indicator of graduate first year earnings. It allows for: <ul style="list-style-type: none"> a) The calculation of an <i>average</i> starting salary across the entire graduating cohort of domestic higher education students; b) Disaggregated estimates of the national average starting salary for graduates for individual Table A, B, C and Other institutions and State and Territory; c) Disaggregated estimates of the national average starting salary for graduates by Broad Field of Study/Discipline, Course Level, Age and Gender; and d) Disaggregated estimates of the national average starting salary for graduates by equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	Graduate starting salary
Numerator source:	Source: Graduate Destination Survey** Collection: Collected annually Frequency: Generated each year
Denominator:	-
Denominator source:	-
Method of calculation:	Reported as "average graduate starting salary"
Presentation:	Average graduate starting salary
Frequency of publication:	Annual
Data quality/validity/availability:	GDS data is available by State and Territory and by Broad Field of Study/Discipline
Data development required:	Development of further disaggregated data series. **
Other domains /performance measures related to this measure	7.01d Graduate earnings after 3 years (GDS).
Consultations and references:	Graduate Careers Australia **
Other comments:	Development for disaggregated data on equity outcomes is required. **

Performance measure: 7.01c Graduate earnings after 3 years (ATO)	
Definition:	<p>This indicator reports the <i>average salary</i> for all domestic higher education graduates who filed an Australian Taxation Office (ATO) tax return in their <i>third</i> year since graduation. This will be collected for the most recent graduating cohort.</p> <p>It is necessarily historical, such that the reported outcomes for 2014 will refer to graduates of 2009 in their first post-graduation year –the 2010-11 financial year.</p>
Policy questions/what the measure tells us/interpretation:	<p>This measure provides an indicator of graduate first year earnings. It allows for:</p> <ol style="list-style-type: none"> The calculation of an <i>average</i> starting salary across the entire graduating cohort of domestic higher education students; Disaggregated estimates of the national average starting salary for graduates for individual Table A, B, C and Other institutions and State and Territory; Disaggregated estimates of the national average starting salary for graduates by Broad Field of Study/Discipline, Course Level, Age and Gender; and Disaggregated estimates of the national average starting salary for graduates by equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	“Wages/Salary” variable reported to ATO during tax return process.
Numerator source:	<p>Source: ATO tax return data; Collection: Individual tax data is reported to the ATO for all graduates completing a tax return. Graduates can be identified in the ATO system using their individual Commonwealth Higher Education Student Support Number (CHESSN), with matching to identify institution and equity status from the student records. Frequency: Generated each financial year.</p>
Denominator:	Total number of higher education graduates in Australia
Denominator source:	Higher Education student graduations data; unit record data
Method of calculation:	Sum of Starting salary for each graduate/Number of relevant graduates
Presentation:	Average starting salaries for graduates, by (a) to (d) above.
Frequency of publication:	Annual
Data quality/validity/availability:	Preliminary discussions with the ATO indicate that data for this indicator are available and can be matched to

Performance measure:	7.01c Graduate earnings after 3 years (ATO)
	Department of Education student records.
Data development required:	Coordination between the Department of Education and the ATO.
Other domains /performance measures related to this measure	7.01a Graduate earnings after 1 year (ATO).
Consultations and references:	Australian Taxation Office; Department of Education.
Other comments:	<p>Advantage of this indicator is that it provides a sufficiently large sample to provide estimates of starting salaries at disaggregated levels.</p> <p>Development of this indicator could see it expanded to include measures of workforce engagement among graduates, including:</p> <ul style="list-style-type: none"> a) Graduate employment/unemployment rates; b) Industry and occupation salary structures; c) Graduate employment patterns in comparison to qualifications. <p>ATO collections also allow for a comparison of graduate salary outcomes with those of non-graduates.</p> <p>Further, given historic and ongoing collection of student record data, there is scope for the development of longer horizon variables for 5 year and 7 year outcomes for graduates and if and where feasible, the generation of longitudinal measures of graduate salary trends.</p>

Performance measure: 7.01d Graduate earnings after 3 years	
Definition:	This indicator reports the <i>average salary</i> for all domestic higher education graduates who responded to GCA's <i>Beyond Graduation Survey (BGS)</i> , in the third year since their graduation. It is necessarily historical, such that the reported outcomes for 2016 will refer to graduates of 2013.
Policy questions/what the measure tells us/interpretation:	This measure provides an indicator of graduate third year earnings. It allows for: <ul style="list-style-type: none"> a) The calculation of an <i>average</i> starting salary across the entire graduating cohort of domestic higher education students; b) Disaggregated estimates of the national average starting salary for graduates for individual Table A, B, C and Other institutions and State and Territory; c) Disaggregated estimates of the national average starting salary for graduates by Broad Field of Study/Discipline, Course Level, Age and Gender; and d) Disaggregated estimates of the national average starting salary for graduates by equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	Graduate salary after 3 years.
Numerator source:	<i>Beyond Graduation Survey (BGS)</i> **
Denominator:	-
Denominator source:	-
Method of calculation:	Reported as "average graduate starting salary after 3 years"
Presentation:	Average graduate starting salary
Frequency of publication:	Annual
Data quality/validity/availability:	GDS data is available by State and Territory and by Broad Field of Study/Discipline
Data development required:	Development of further disaggregated data series. **
Other domains /performance measures related to this measure	7.01b Graduate earnings after 1 year (GDS).
Consultations and references:	Graduate Careers Australia **
Other comments:	Development for disaggregated data on equity outcomes is required. **

7.02 Graduate satisfaction (Indicator uses data and existing protocols but data are potentially too weak for the purposes of the EPF)**

Performance measure: 7.02a Graduate satisfaction after 6 months	
Definition:	This indicator reports the level of satisfaction for all domestic higher education graduates who responded to GCA's <i>Graduate Destination Survey (GDS)</i> . It is necessarily historical, such that the reported outcomes for 2014 will refer to graduates of 2013.
Policy questions/what the measure tells us/interpretation:	This measure provides an indicator of graduate first year satisfaction. It allows for: <ul style="list-style-type: none"> a) The calculation of satisfaction rates across the entire graduating cohort of domestic higher education students; b) Disaggregated estimates of satisfaction rates among graduates for individual Table A, B, C and Other institutions and State and Territory; c) Disaggregated estimates of satisfaction rates for graduates by Broad Field of Study/Discipline, Course Level, Age and Gender; and d) Disaggregated estimates of satisfaction rates among graduates by equity group status including Aboriginal and Torres Strait Islander status, by institution and State and Territory.
Numerator:	Number of students reporting satisfaction with outcome (X)
Numerator source:	Source: Graduate Destination Survey** Collection: Collected annually Frequency: Generated each year
Denominator:	Total number of GDS respondents
Denominator source:	GDS **
Method of calculation:	X/Y
Presentation:	Percentage, 0-100%
Frequency of publication:	Annual
Data quality/validity/availability:	GDS data is available by State and Territory and by Broad Field of Study/Discipline
Data development required:	Development of further disaggregated data series. **
Other domains /performance measures related to this measure	7.01b Graduate earnings after 6 months (GDS); 7.02b Postgraduate study after 6 months (GDS)
Consultations and references:	GCA **
Other comments:	Development for disaggregated data on equity outcomes is required. **

Appendix 1: List of Australian Higher Education Providers, 2013

State/Provider Name

New South Wales

Table A providers

Charles Sturt University
Macquarie University
Southern Cross University
The University of Sydney
University of New England
University of New South Wales
University of Newcastle
University of Technology, Sydney
University of Western Sydney
University of Wollongong

Table B providers

Not applicable

Table C providers

Not applicable

Other private providers

Academy of Information Technology Pty Ltd
Alphacrucis College
Australian College of Physical Education (ACPE)
Australian Film, Television and Radio School (AFTRS)
Australian Institute of Music Ltd
Australian International Conservatorium of Music (AICM)
Avondale College of Higher Education
Blue Mountains International Hotel Management School
Campion College Australia
Cengage Education Pty Ltd
East Coast Gestalt Training
Insearch
International College of Management, Sydney (ICMS)
Jansen Newman Institute Pty Ltd
Macleay College
Moore Theological College
Morling College
National Institute of Dramatic Art (NIDA)
Nature Care College Pty Ltd
Navitas Professional Institute Pty Ltd
Raffles College of Design and Commerce
SAE Institute and Qantm College
Study Group Australia Pty Ltd
Sydney College of Divinity
Sydney Institute of Business and Technology (SIBT)
TAFE NSW
TCOL (The College of Law)
TOP Education Group Pty Ltd
Tabor College NSW
The JMC Academy
Think Education Group
UOW College
Universal Business School Sydney
Wesley Institute

State/Provider Name

Whitehouse Institute

Victoria

Table A providers

Deakin University

La Trobe University

Monash University

RMIT University

Swinburne University of Technology

The University of Melbourne

University of Ballarat

Victoria University

Table B providers

MCD University of Divinity

Table C providers

Not applicable

Other private providers

Australian Academy of Design

Australian College of the Arts, Collarts

Box Hill Institute

Carrick Higher Education

Chifley Business School

Chisholm Institute of TAFE

Gordon Institute of TAFE

Harvest Bible College

Holmes Institute

Holmesglen Institute of TAFE

La Trobe Melbourne

Leo Cussen Centre for Law

Marcus Oldham College

Melbourne Institute of Business and Technology

Melbourne Institute of Technology

Monash College

Navitas College of Public Safety

Northern Melbourne Institute of TAFE

Oceania Polytechnic Institute of Education Pty Ltd

Phoenix Institute of Australia Pty Ltd

Stotts Colleges

Tabor College Victoria

The Australian Guild of Music Education

The Cairnmillar Institute School

The Melbourne Institute for Experiential and Creative Arts Therapy (MIECAT)

William Angliss Institute

Queensland

Table A providers

Central Queensland University

Griffith University

James Cook University

Queensland University of Technology

The University of Queensland

University of Southern Queensland

University of the Sunshine Coast

Table B providers

Bond University

State/Provider Name

Table C providers

Not applicable

Other private providers

Australian Institute of Professional Counsellors Pty Ltd
Christian Heritage College
Endeavour College
Gestalt Therapy Brisbane
Jazz Music Institute
Queensland Institute of Business and Technology (QIBT)
Southbank Institute of Technology

Western Australia

Table A providers

Curtin University of Technology
Edith Cowan University
Murdoch University
The University of Western Australia

Table B providers

The University of Notre Dame Australia

Table C providers

Not applicable

Other private providers

Australian School of Management
Curtin College
Harvest West Bible College
Perth Bible College
Perth Institute of Business and Technology (PIBT)
Polytechnic West

South Australia

Table A providers

Flinders University of South Australia
The University of Adelaide
University of South Australia

Table B providers

Not applicable

Table C providers

Carnegie Mellon University
University College London (UCL)

Other private providers

Adelaide Central School of Art
Adelaide College of Divinity
Australian Institute of Management SA Division (AIM SA)
Australian Lutheran College
Educational Enterprises Australia (Eynesbury College)
International College of Hotel Management (ICHM)
Kaplan Business School
South Australian Institute of Business and Technology (SAIBT)
Tabor Adelaide

Tasmania

Table A providers

University of Tasmania

Table B providers

Not applicable

State/Provider Name

Table C providers

Not applicable

Other private providers

Tabor College Tasmania

Northern Territory

Table A providers

Batchelor Institute of Indigenous Tertiary Education

Charles Darwin University

Table B providers

Not applicable

Table C providers

Not applicable

Other private providers

Not applicable

Australian Capital Territory

Table A providers

The Australian National University

University of Canberra

Table B providers

Not applicable

Table C providers

Not applicable

Other private providers

Canberra Institute of Technology

Multi-State

Table A providers

Australian Catholic University

Table B providers

Not applicable

Table C providers

Not applicable

Other private providers

Australian College of Theology

Appendix 2: Listing and Definitions of Australian Higher Education Equity Groups

The Equity Performance Framework is specifically focussed on the six designated groups of under-represented students namely:

- **Low socio-economic status (SES) students:** Socio-economic status (SES) is assigned to students on the basis of the socio-economic status of the ABS statistical area (SA1) or postcode in which they reside. All SA1 areas are ranked on the basis of ABS estimates of the Socio-Economic Index for Areas (SEIFA) of Education and Occupation, calculated using census data. LSES students come from the bottom 25% of Australian SA1s (with a postcode backup) in a national ranking.
- **Students with disability:** Students who self-report a disability to their higher education provider, either at the time of their enrolment or during the course of their studies.
- **Indigenous students:** Students who self-report as Indigenous to their higher education provider, either at the time of their enrolment or during the course of their studies.
- **Students from regional and remote areas:** Regional and Remote students are defined as having a permanent home address in an SA1/postcode area that is classified as regional or remote using historic MCEETYA classifications and the Australian Statistical Geography Standard (ASGS).
- **Women in non-traditional areas of study:** Female students who are enrolled in the *Natural and Physical Sciences; Information Technology; Engineering and Related Technologies; Architecture and Building; Agriculture, Environmental and Related Studies; Management and Commerce; and the narrow field of Education (Economics and Econometrics)*.
- **Students from non-English speaking backgrounds (NESB):** A student is classified as coming from a non-English speaking background if they are a domestic student who arrived in Australia less than 10 years prior to the year in which the data were collected, and who comes from a home where a language other than English is spoken.