

Financial Report 2013 (continued)

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KEY PERFORMANCE INDICATORS

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CERTIFICATION OF KEY PERFORMANCE INDICATORS

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to access Curtin University of Technology's performance, and fairly represent the performance of Curtin University of Technology for the financial year ended 31 December 2013.



Colin Beckett
Chancellor



Deborah Terry
Vice-Chancellor

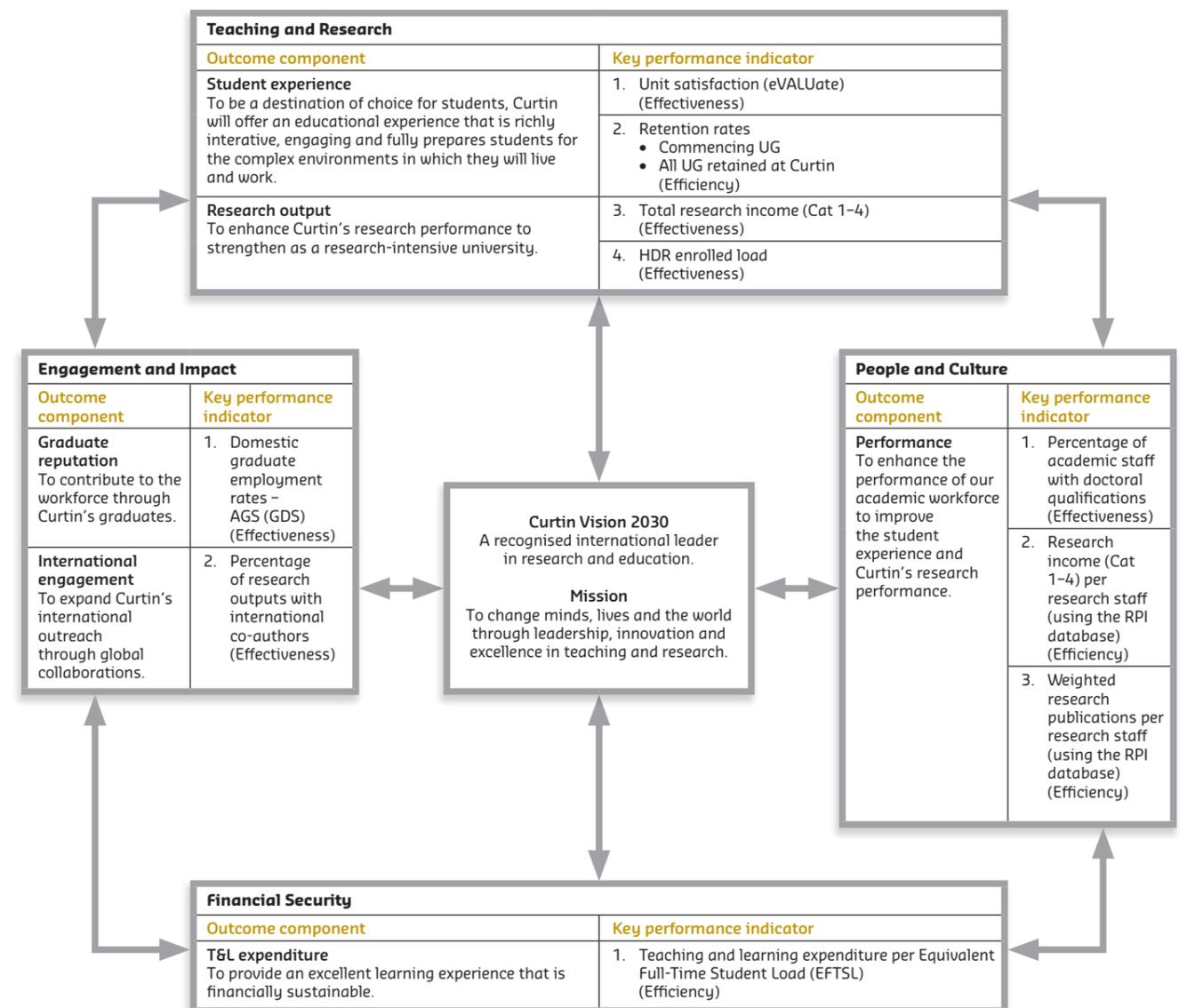
On behalf of the University Council
Dated this 19th day of March 2014

CURTIN'S KEY PERFORMANCE INDICATORS

The institutional effectiveness and efficiency Key Performance Indicators used by Curtin are designed to demonstrate progress towards meeting Teaching and Learning, and Research and Development objectives, and targets as espoused in the University's Strategic Plan and Enabling Plans. The University uses a Balanced Scorecard framework to present its Key Performance Indicators. This framework capitalises on the interdependences of outcome components and Key Performance Indicators to provide a holistic and balanced view of the University's performance.

Performance Indicators are classified as either effectiveness or efficiency. A summary of the Outcome, Outcome Components and Key Performance Indicators is presented below in the Balance Scorecard framework.

Curtin's Outcome: Curtin University's Mission Statement outlines the University's purpose and overarching outcome. Curtin's Mission is: *To change minds, lives and the world through leadership, innovation and excellence in teaching and research.* To achieve its Mission the University measures its performance across a series of Outcome Components related to the experience of its students and the reputation of its graduates, research outputs and international research collaboration, performance of its academic workforce and the efficiency of its teaching and learning activities.



Key Performance Indicators (continued)

TEACHING AND RESEARCH

Outcome Component: Student Experience

To be a destination of choice for students, Curtin will offer an educational experience that is richly interactive, engaging and fully prepares students for the complex environments in which they will live and work.

Key Performance Indicators:

Unit Satisfaction (eVALUate)

Classification: Effectiveness measure.

Benchmark gauge: No benchmarking data is available as this survey is conducted only at Curtin University.

This represents a name change from the previously reported indicator, Perceived Teaching Quality (Curtin eVALUate Unit Survey), in alignment with the University's Strategic Plan.

The Curtin eVALUate Unit Survey is automatically available for all students who are enrolled in Curtin's coursework units. The survey focuses on student achievement of unit learning outcomes and the percentage agreement of the survey statement "Overall, I am satisfied with this unit," which provides an indicator of student satisfaction with the quality of the teaching and learning experiences of the unit. This indicator provides a measure of teaching effectiveness.

Eighty (80) per cent satisfaction is considered an acceptable target for this measure. A target in excess of 80 per cent may lead to less innovation in teaching and learning as changes to practice often result in reduced initial student satisfaction.

Curtin has exceeded the target in 2013 by achieving 84% for both semesters.

	Semester 1	Semester 2
2013 Target	≥ 80.0%	≥ 80.0%
2013	83.5%	83.6%
2012	83.9%	84.4%
2011	83.1%	83.6%
2010	83.2%	84.3%

Notes: Semester 1 2013, number of survey responses 41,815, population 108,110; response rate of 39 per cent. Semester 2 2013, number of survey responses 34,765, population 103,553; response rate of 34 per cent

Retention Rates – Commencing and Total Undergraduate

Classification: Efficiency measure.

Benchmark gauge: Benchmark sourced from Department of Education – Institutional Performance Portfolio. Benchmark data for all Australian universities is not yet available for 2013 due to the timing of benchmark data collection and release by the Australian Government.

This represents a name change from the previously reported indicator, Commencing (First Year) Bachelor Degree Retention, in alignment with the University's Strategic Plan.

Resources devoted to teaching students during a year are not expended efficiently if students do not return to their studies in the following year. Minimising any loss of students allows Curtin to optimise its student load and revenue and ensures students can fulfil their ambitions to obtain a university qualification. High efficiency is achieved when high numbers of students return (are retained) into the following year.

Retention rates are affected by a multitude of factors including a student's personal circumstances. As such, targets for retention rates are set to be equal or above the sector average to ensure Curtin's performance remains at an acceptable level.

TEACHING AND RESEARCH (continued)

The commencing and all undergraduates in 2012 retained in 2013 are at 82 and 84 per cent respectively; both figures are below the University's target. The 2012–13 outcomes also fell against the prior year; however an initiative commenced in 2013 to address retention.

	Curtin		All Australian Universities	
	Commencing Undergraduates	All Undergraduates	First Year Bachelor	All Undergraduates
2012-13 Target	≥ 86.0%	≥ 86.0%	-	-
2012-13	82.4%	83.7%	-	-
2011-12	85.0%	84.8%	83.0%	83.2%
2010-11	84.6%	85.2%	83.1%	83.1%
2009-10	87.1%	87.3%	84.0%	83.7%

Note: First Year Bachelor benchmark considered comparable to Commencing Undergraduates.

Outcome Component: Research Output

To enhance Curtin's research performance to strengthen as a research-intensive university.

Key Performance Indicators:

Total Research Income (Categories 1-4)

Classification: Effectiveness measure.

Benchmark gauge: Australian Technology Network (ATN) universities and All Australian Universities National Rank sourced from Department of Education – Higher Education Research Data Collection (HERDC) submitted data.

This represents a name change from the previously reported indicator, Total Research Income (\$) Ranking, in alignment with the University's Strategic Plan.

Research income is an indicator of the University's effectiveness in attracting research funding in a competitive environment and provides a proxy measure for national and international research reputation. The measure is provided from the income reported for HERDC by the Department of Education totalling categories 1–4 in the year in which it is earned. The HERDC categories are:

- Category 1 – Australian Competitive Grants
- Category 2 – Other Public Sector Funds
- Category 3 – Industry and Other Funds
- Category 4 – Cooperative Research Centres

Curtin has set a target to increase research income by 100 per cent over 2013–2017. This represents a realistic high growth position required to secure Curtin's position as a top 10 university in Australia.

Curtin's research income for 2012, reported under the 2013 Higher Education Research Data Collection (HERDC) increased by 1.5 per cent. This increase was the culmination of: solid and continuing increases in Australian Competitive Grant income of 8.2 per cent over the prior year (representing 32 per cent of total income); decline of 32 per cent in Other Public Sector Funding (representing 28 per cent of total income) led by continued low level of state government investment; 37 per cent increase on the prior year of Industry and Other income (representing 29 per cent of total income); and significant growth of 83 per cent in income from the revitalised Cooperative Research Centre (representing 11 per cent of total income).

Key Performance Indicators (continued)

TEACHING AND RESEARCH (continued)

	Curtin	Average ATN Universities	All Australian Universities National Rank
2013 Target	\$64.0m	-	-
2012 Target	\$64.8m		
2012	\$63.4m	\$59.6m	13
2011	\$62.5m	\$57.3m	14
2010	\$58.5m	\$51.1m	14
2009	\$64.7m	\$52.1m	12

Note: Data is reported with a year lag due to timing of the Government HERDC data collection. A target for the current year has been disclosed in line with the University's Strategic Plan.

Higher Degree by Research (HDR) Enrolled Load

Classification: Effectiveness measure.

Benchmark gauge: Ranking sourced from Department of Education – Selected Higher Education Student Statistics. The benchmark data for 2013 is not yet available due to the timing of benchmark data collection and release by the Australian Government.

This represents a variation from the previously reported indicator, Growth in Research EFTSL, in alignment with the University's Strategic Plan.

Curtin's research performance is dependent on its capacity to conduct research activities. Increased higher degree by research load provides an indicator of research intensity. HDR students are also needed to support increased research grant successes and provide Curtin with the opportunity to benchmark its research capacity with other leading Australian universities.

Higher degree by research load grew by 1 per cent in 2013 and has grown by 15 per cent since 2010. In Australia, Curtin's ranking in total research enrolled Equivalent Full-Time Student Load (EFTSL) remained at 10th in 2012.

	Curtin	All Australian Universities National Rank
2013 Target	1,520	-
2013	1,466	-
2012	1,458	10
2011	1,397	10
2010	1,279	10

Note: This data has been restated utilising a different source to that of last year's Annual Report and is considered to be more accurate.

ENGAGEMENT AND IMPACT

Outcome Component: Graduate Reputation

To contribute to the workforce through Curtin's graduates.

Key Performance Indicator:

Domestic Graduate Employment Rates – Australian Graduate Survey (AGS): Graduation Destination Survey (GDS)

Classification: Effectiveness measure.

Benchmark gauge: National GDS Ranking (institutions with >300 survey respondents). The benchmark data is not available for 2013 due to the timing of benchmark data collection and release by the Australian Government.

This represents a variation for 2013 from the previously reported indicator, Employment and Study Destinations of New Bachelor Degree Graduates, in alignment with the University's Strategic Plan. The new indicator incorporates part-time workers who are seeking full-time work in the numerator, and those in full-time study in the denominator.

The GDS is a component of the annual AGS which measures the employment rates of graduates following the completion of their degree. This indicator measures Curtin's effectiveness in both assisting students to reach their full potential and in producing graduates who are of productive value to employers and the community. Curtin has an aspiration to have graduate employment rates ranked number one in Western Australia. The vision for Teaching and Learning is to be 'sought after by students' and 'sought after by employers'. Hence, a measure of GDS is critical to measuring our success.

The 93.5 per cent outcome in 2012 for Domestic Graduate Employment has raised Curtin's rank within Western Australia from 5th to 2nd. For the same period (2011–2012), the national rank rose from 30th to 14th. National results for 2013 are not available at the time of reporting.

For 2013, the Curtin domestic graduate employment rate is 91.8 per cent which represents a 1.7 per cent fall from 2012 and is consistent with a drop in employment rates nationally.

	Curtin Employment Rate	National Employment Rate	Western Australian Rank (number of WA institutions in brackets)	National Rank (number of national institutions in brackets)
2013 Target	-	-	1	-
2013	91.8%	-	-	-
2012	93.5%	92.2%	2 (n=5)	14 (n=41)
2011	92.0%	92.4%	5 (n=5)	30 (n=41)
2010	91.5%	92.5%	3 (n=5)	29 (n=40)

Notes: The year refers to the survey year and is relevant to graduates from the prior year. The measure used is based on those who are available for paid work, i.e. includes those in full-time and part-time work, and excludes those unavailable for work. Number of survey responses 3,066, population size 5,383; response rate of 57 per cent.

Key Performance Indicators (continued)

ENGAGEMENT AND IMPACT (continued)**Outcome Component: International Engagement**

To expand Curtin's international outreach through global collaborations.

Key Performance Indicator:**Percentage of Research Outputs with International Co-Authors**

Classification: Effectiveness measure.

Benchmark gauge: No benchmark available as no comparable data is available for other universities or the sector.

This represents a newly reported indicator for 2013 in alignment with the University's Strategic Plan.

Research outputs with international co-authors provide an indication as to the level of international engagement of staff with their peers overseas. Steady and cumulative growth in research outputs incorporating co-authorship with international colleagues enhances the visibility of Curtin research and cements key relationships which are key drivers for reputation, collaboration and citations.

The proportion of outputs reported under the Department of Education – Higher Education Research Data Collection (HERDC) which included at least one international co-author has increased each year since 2010, with 2012 at 38 per cent. In 2012, Curtin exceeded the 2013 target established under the new Strategic Plan. The targets provide for continued graduated increase towards the 2017 target of 45 per cent.

	International Co-Authorship
2013 Target	37.0%
2012 Target	NA
2012	37.6%
2011	35.2%
2010	33.7%

Note: Data is reported with a year lag due to timing of the HERDC data collection. A target for the current year has been disclosed in line with the University's Strategic Plan. As this is a new University measure in 2013 a 2012 target is unavailable.

PEOPLE AND CULTURE**Outcome Component: Performance**

To enhance the performance of our academic workforce to improve the student experience and Curtin's research performance.

Key Performance Indicators:**Percentage of academic staff with doctoral qualifications**

Classification: Effectiveness measure.

Benchmark gauge: Australian Higher Education Industrial Association (AHEIA) Human Resource Benchmarking Program provides sector benchmark data.

This represents a newly reported indicator for 2013 in alignment with the University's Strategic Plan.

The measure of percentage of academic staff with doctoral qualifications is a significant lead indicator of capacity for achieving strategic goals in research and teaching.

Curtin's percentage of academic staff with doctoral qualifications has increased from 59.5 per cent in 2011 to 65.1 per cent in 2012 due to a specific recruitment initiative, but remains below the Australian average (69.1 per cent).

	Curtin	All Australian Universities
2013 Target	≥sector average	-
2012 Target	≥sector average	-
2012	65.1%	69.1%
2011	59.5%	66.6%
2010	55.7%	63.1%

Note: Data is reported with a year lag due to timing of the externally provided data collection. A target for the current year has been disclosed in line with the University's Strategic Plan. Source: Universities HR Benchmarking Program (2013).

Research Income (Categories 1-4) per Research Staff (using the RPI database)

Classification: Efficiency measure.

Benchmark gauge: No benchmark available as no comparable data is available for other Universities or the sector.

This represents a name change from the previously reported indicator, Research Funding per Research Staff (using Research Performance Index database), in alignment with the University's Strategic Plan.

To be a leading international university Curtin must have a strong research cohort. Research income is an indicator of the University's ability to attract research funding in a competitive environment and this measure provides an indication of cohort performance. Research Income comprises total income for the Department of Education – Higher Education Research Data Collection (HERDC) categories 1-4 in the year in which it is reported, while the cohort of research staff is those defined as active within the Research Performance Index (RPI) database. The Research Performance Index (RPI) is an internal initiative that collects information on research performance on an annual basis, at the level of an individual staff member, and verified research performance under the RPI classifies a staff member as active.

Targets are based on a premise that increased research capacity and research concentration will improve the research income per research academic FTE. In 2012, the number of staff who participated in RPI, but who did not have eligible research activity (as assessed under RPI associated with securing of research income, authorship of research publications, supervision of HDR students and research service activities) increased, offsetting the increase in research income.

Key Performance Indicators (continued)

PEOPLE AND CULTURE (continued)

Research Cohort
Performance (Income/
Research Staff)

2013 Target	NA
2012 Target	\$55,000
2012	\$41,975
2011	\$44,683
2010	\$43,121
2009	\$49,278

Note: Data is reported with a year lag due to timing of the Government HERDC data collection. This measure will be replaced in next year's Annual Report in alignment with the University Strategic Plan therefore a target for 2013 has not been set.

Weighted Research Publications per Research Staff (using RPI database)

Classification: Efficiency measure

Benchmark gauge: No benchmark available as no comparable data is available for other Universities or the sector

This measure provides an indication of research productivity of Curtin research staff. Weighted research publications are those defined under the Department of Education – Higher Education Research Data Collection (HERDC) submission while the cohort of research staff is those defined as active within the Research Performance Index (RPI) database. In 2012, the proportionate increase in active staff within the RPI database exceeded the increase in publications.

Research Cohort
Performance (Outputs/
Research Staff)

2013 Target	NA
2012 Target	1.26
2012	1.03
2011	1.07
2010	1.21
2009	1.23

Note: Data is reported with a year lag due to timing of the HERDC data collection. This measure will be replaced in next year's Annual Report in alignment with the University's Strategic Plan therefore a target for 2013 has not been set.

FINANCIAL SECURITY

Outcome Component: Financial Sustainability

To provide an excellent learning experience which is financially sustainable.

Key Performance Indicator:

Teaching and Learning Expenditure per Equivalent Full-time Student Load (EFTSL)

Classification: Efficiency measure.

Benchmark gauge: No benchmark available as no comparable data is available for other Universities or the sector.

This represents a variation from the previously reported indicator, Teaching and Learning Expenditure per Equivalent Full Time Student Load (EFTSL) and as a percentage of Curtin Total Expenditure.

Due to the changing nature of business models for the delivery of Teaching and Learning, e.g. development of Massive Open Online Courses (MOOCs) and other online offerings, a target for this measure has not been set.

Teaching and Learning expenditure relates to the teaching of coursework (that is, non-research) programs. Utilising the measures of the average cost of teaching each EFTSL provides an insight into the efficiency with which monies directed towards the Teaching and Learning objective have been spent.

It is important to note that average expenditure per EFTSL is largely dependent on the mix of disciplines taught by an institution. Curtin's high representation of laboratory-based courses raises service delivery costs when compared with institutions where non-laboratory-based courses feature more prominently. Also, Curtin incurs higher than average costs in supporting the delivery of regional higher education programs through its presence in Kalgoorlie, Northam, Esperance, Margaret River, Albany, Geraldton, Karratha and Port Hedland.

Domestic Commonwealth-supported and fee-paying load have increased since 2012, while Open Universities Australia (OUA) and international load fell resulting in a decrease to EFTSL of 2 per cent.

As a result, Teaching and Learning Expenditure per EFTSL has increased from 2012 to 2013 by 8.2 per cent.

	Teaching and Learning Expenditure (\$'000)	EFTSL	Teaching and Learning Expenditure per EFTSL
2013	\$605,914	38,056	\$15,922
2012	\$568,841	38,650	\$14,718
2011	\$527,701	38,948	\$13,549
2010	\$503,221	37,840	\$13,299

Note: This measure has been restated to include student load from Open Universities Australia, therefore EFTSL data is significantly higher than previously reported.