

CURTIN'S 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 2014.



Colin Beckett
Chancellor



Deborah Terry
Vice-Chancellor

On behalf of the University Council

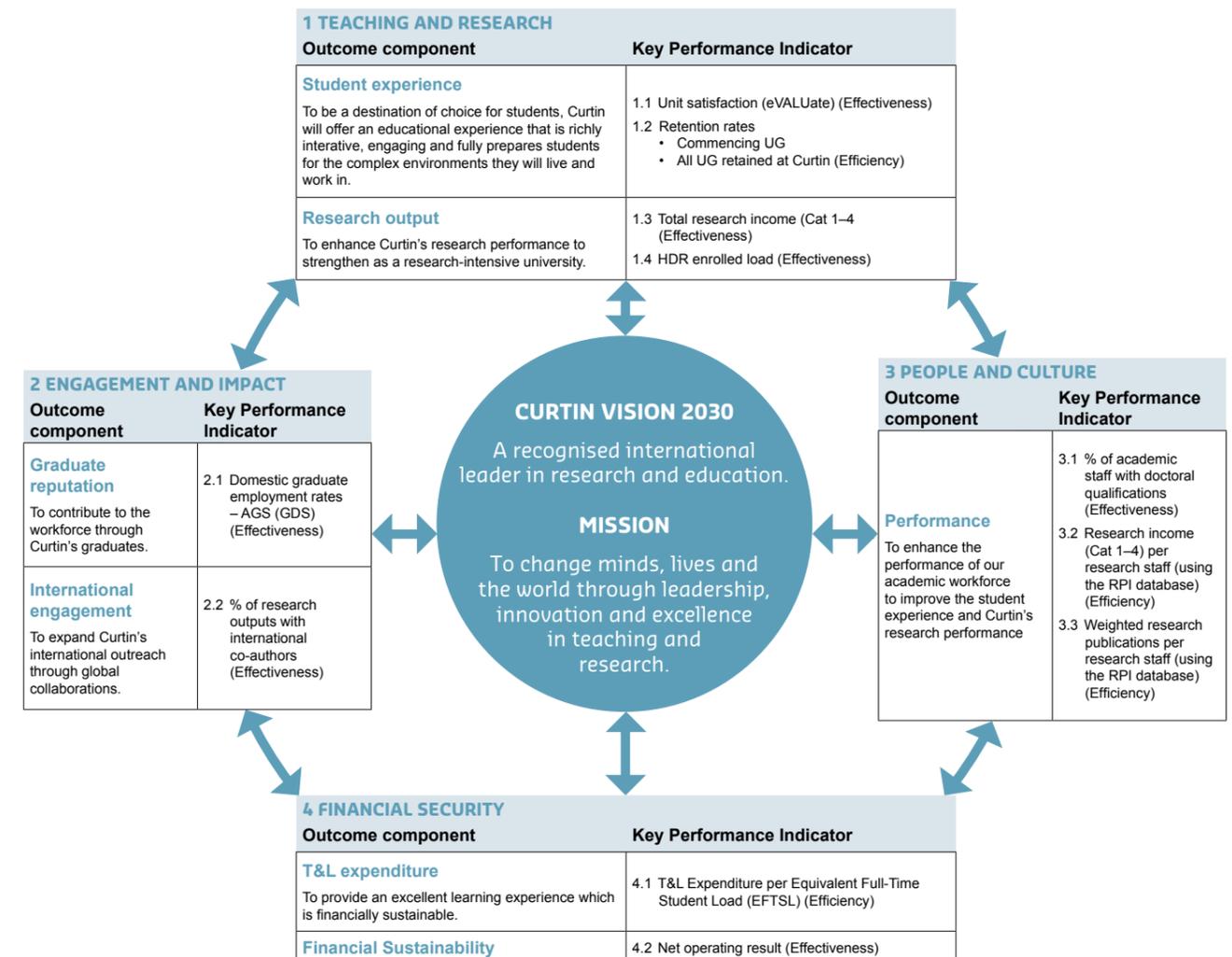
Dated this 18th day on March 2015

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 capitalizes 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.



CURTIN'S KEY PERFORMANCE INDICATORS (CONTINUED)

1. Teaching and research

Outcome component: Student experience

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

Key Performance Indicators:

1.1 Unit satisfaction (eVALUate)

Classification: Effectiveness measure

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

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.

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 2014 by achieving 84 per cent in Semester 1 and 83 per cent for Semester 2.

Table a: Percentage agreement in overall satisfaction

	Semester 1	Semester 2
2014 Target	≥ 80.0%	≥ 80.0%
2014	83.6%	82.6%
2013	83.5%	83.6%
2012	83.9%	84.4%
2011	83.1%	83.6%

Note: Semester 1 2014, number of survey responses 42,216, population 112,822; response rate of 37 per cent.

Semester 2 2014, number of survey responses 36,909, population 109,438; response rate of 34 per cent.

1.2 Retention rates – commencing and total undergraduate (UG)

Classification: Efficiency measure

Benchmark gauge: Benchmark sourced from Department of Education and Training. Benchmark data for 2014 is not available due to timing of data collection and release by the Government.

Resources devoted to teaching students during a year are not efficiently expended 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.

The commencing and total undergraduates in 2013 retained in for 2014 are recorded at 83 and 84 per cent respectively, both below the University's target, however, the 2013-14 outcome for commencing undergraduate students has improved against the prior year; a positive result from an initiative commenced in 2014 to address retention. It is expected that the continuation of this initiative in 2015 and beyond will allow Curtin to continue to progress towards achieving the 87 per cent target in the longer term.

Table b: Retention rates – commencing and total undergraduate

	Curtin		All Australian Universities	
	Commencing Undergraduates	Total Undergraduates	1st Year Bachelor	All Undergraduates
2013-14 Target	≥ 87.0%	≥ 87.0%	-	-
2013-14	82.9%	83.7%	-	-
2012-13	82.4%	83.7%	82.2%	82.6%
2011-12	85.0%	84.8%	83.0%	83.2%
2010-11	84.6%	85.2%	83.1%	83.1%

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:

1.3 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 and Training's Higher Education Research Data Collection (HERDC) submitted data.

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 and Training totalling categories 1-4 in the subsequent 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 2013, reported under the 2014 Higher Education Research Data Collection (HERDC) increased by 14 per cent. This increase was the culmination of: solid and continuing increases in Australian Competitive Grant income of 19 per cent over the prior year (representing 34 per cent of total income); increase of 13 per cent in Other Public Sector Funding (representing 28 per cent of total income); 21 per cent increase over the prior year of Industry and Other income (representing 30 per cent of total income); and a decline of 14 per cent in income from the Cooperative Research Centre (CRC) (representing 9 per cent of total income) on the back of a significant increase (83 per cent) in CRC income in the prior year.

Table c: Total research income (Categories 1-4)

	Curtin	Average ATN Universities	All Australian Universities National Rank
2014 Target	\$72.0m	-	-
2013 Target	\$64.0m	-	-
2013	\$72.4m	\$65.2m	12
2012	\$63.4m	\$59.6m	13
2011	\$62.5m	\$57.3m	14
2010	\$58.5m	\$51.1m	14

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.

CURTIN'S KEY PERFORMANCE INDICATORS (CONTINUED)

1.4 Higher Degree Research (HDR) enrolled load

Classification: Effectiveness measure

Benchmark gauge: Ranking sourced from the Department of Education and Training, Selected Higher Education Student Statistics. The benchmark data for 2014 is not yet available due to the timing of benchmark data collection and release by the Government.

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 to other leading Australian universities.

Higher degree by research load grew by 3.3 per cent in 2014. This increase is below target due to slower growth than anticipated when the targets were established. The growth achieved is in line with the sector which is experiencing lower overall growth compared to previous years. In Australia, Curtin's ranking in total research enrolled Equivalent Full-Time Student Load (EFTSL) remained at 10th in 2013.

Table d: Higher Degree Research (HDR) enrolled load

	Curtin	All Australian Universities National Rank
2014 Target	1,667	-
2014	1,515	-
2013	1,466	10
2012	1,458	10
2011	1,397	10

Table e: Domestic graduate employment rates

Survey Year	Curtin Employment Rate	National Employment Rate	Western Australian Rank (number of WA institutions in brackets)	National Rank (number of national institutions in brackets)
2014 Target	-	-	1	-
2014	88.8%	-	-	-
2013	91.8%	90.6%	2 (n=5)	13 (n=42)
2012	93.5%	92.2%	2 (n=5)	14 (n=41)
2011	92.0%	92.4%	5 (n=5)	30 (n=40)

Note: 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 3,896, population size 5,687; response rate of 69 per cent.

2. Engagement and impact

Outcome component: Graduate reputation

To contribute to the workforce through Curtin's graduates.

Key Performance Indicator:

2.1 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 2014 due to the timing of benchmark data collection and release by the Government.

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 success.

The 91.8 per cent outcome in 2013 for Domestic Graduate Employment retained Curtin's rank within Western Australia at 2nd, while the national rank rose from 14th to 13th.

The Curtin domestic graduate employment rate of 88.8 per cent represents a 3 percentage point fall from 2013. This fall is consistent with a drop in employment rates nationally.

Outcome component: International engagement

To expand Curtin's international outreach through global collaborations.

Key Performance Indicator:

2.2 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

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 and Training's Higher Education Research Data Collection (HERDC) which included at least one international co-author has increased each year since 2010, with 2013 at 41 per cent. In 2013, Curtin exceeded the target established under the new Strategic Plan. The targets provide for continued graduated increase towards the 2017 target of 45 per cent.

Table f: Percentage of research outputs with international co-authors

	International Co-Authorship
2014 Target	39.0%
2013 Target	37.0%
2013	40.9%
2012	37.6%
2011	35.2%

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.

3. 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:

3.1 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. Benchmark data is not available for 2014 due to the timing of benchmark data collection and release by the Government.

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 increased from 68.1 per cent in 2013 to 72.1 per cent in 2014 due to a specific recruitment initiative, exceeding the 2014 target.

Table g: Percentage of academic staff with doctoral qualifications

	Curtin	All Australian Universities
2014 Target	70.0%	-
2014	72.1%	-
2013	68.1%	70.5%
2012	65.5%	69.1%
2011	63.1%	66.6%

Note: For 2014, this measure has been sourced from internal systems to provide a current rather than lagged outcome in alignment with the University's strategic plan. The historical data has been restated accordingly.

CURTIN'S KEY PERFORMANCE INDICATORS (CONTINUED)

3.2 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

Note both this measure and the Weighted Publications per Research Staff measure will be altered to align with the relevant measures in the University's Strategic Plan following determination of the definition of quality research and the availability of the appropriate data.

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 and Training's 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 researcher. In 2013, there was a 10 per cent increase in research income per researcher. Although Curtin grew its total research income from 2012 to 2013 above expectations, the number of staff registered through the RPI database as being research active increased during this period as well. This increase impacted the research income per research staff ratio and therefore, the target was not met.

Table h: Research income (Categories 1-4) per research staff (using the RPI database)

	Research Cohort Performance (Income/Research Staff)
2013 Target	\$55,000
2013	\$46,244
2012	\$41,975
2011	\$44,683
2010	\$43,121

Note: Data is reported with a year lag due to timing of the Government HERDC data collection.

3.3 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

Note both this measure and the Research Income per Research Staff measure will be altered to align with the relevant measures in the University's Strategic Plan following determination of the definition of quality research and the availability of the appropriate data.

This measure provides an indication of research productivity of Curtin research staff. Weighted research publications are those defined under the Department of Education and Training's 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 2013, the measure decreased by 10 per cent due to an increase in the number of active staff within the RPI database and a decrease in conference publications. Strategies to focus academic staff on producing quality publications rather than quantity started to take effect in 2013 and this contributed to a decrease that was not expected at the time the target was developed and as such, the target was not met.

Table i: Weighted research publications per research staff (using RPI database)

	Research Cohort Performance (Publications/Research Staff)
2013 Target	1.26
2013	0.93
2012	1.03
2011	1.07
2010	1.21

Note: Data is reported with a year lag due to timing of the Government HERDC data collection.

4. Financial security

Outcome component: Financial sustainability

To provide an excellent learning experience which is financially sustainable.

Key Performance Indicators:

4.1 Teaching and Learning (T&L) 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

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.

T&L 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 T&L 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 to 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, Margaret River, Albany and Port Hedland.

Student load in 2014 increased by more than 1 per cent while T&L Expenditure increased by 4 per cent over 2013. As a result, 2014 T&L Expenditure per EFTSL has grown by 2 per cent over the previous year.

Table j: Teaching and learning expenditure per EFTSL

	T&L Expenditure (\$'000)	EFTSL	T&L Expenditure per EFTSL
2014	\$627,778	38,525	\$16,295
2013	\$605,914	38,056	\$15,922
2012	\$568,841	38,650	\$14,718
2011	\$527,701	38,948	\$13,549

4.2 Net operating result (\$'m and percentage of total revenue from continuing operations)

Classification: Effectiveness measure

Net Operating Result has been added as a new Key Performance Indicator in 2014 to provide further information on the University's financial sustainability within performance indicator section of the Annual Report.

Maintaining financial sustainability is critical to the University's ongoing operations. The University aims to maintain a surplus net operating result and a positive percentage of total revenue from continuing operations which is reinvested into operations to ensure core activities are delivered to their optimum. Please refer to the Financial Statement of this Annual Report for further information regarding the financial performance of the University during 2014.

Table k: Net operating result (\$'m and percentage of total revenue from continuing operations)

	Net Operating Result \$'m	Net Operating Result Percentage of total revenue from continuing operations
2014	\$49.7	5.6%
2013	\$62.4	7.3%
2012	\$80.4	10.1%