

performance indicators



CONTENTS

Certification of Performance Indicators	106
Curtin's Institutional Performance Indicators	107
Section A – Higher Education Performance	108
Section B – Vocational Education & Training Performance	125

> performance indicators (continued)



CERTIFICATION OF 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 2007.

Mr Gordon Martin
Chancellor

Professor Jeanette Hackett
Vice-Chancellor

On behalf of the University Council

Dated this 20th day on February 2008

Curtin’s Institutional Performance Indicators

INTRODUCTION

Curtin is committed to innovation and excellence in teaching and research, for the benefit of our students and the wider community. The institutional effectiveness and efficiency Performance Indicators (PIs) 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 and Enabling Plans.

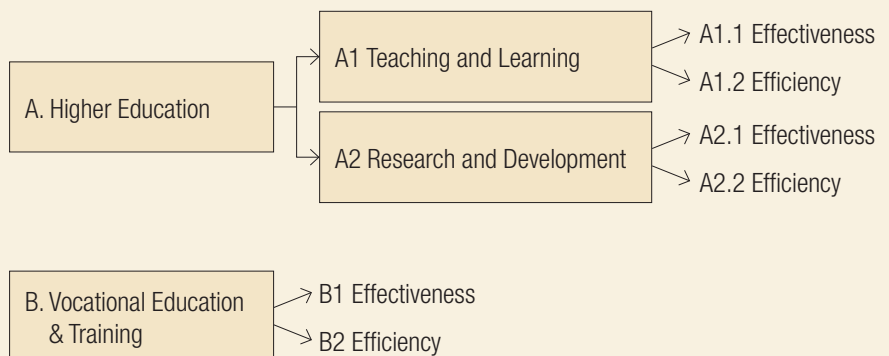
The performance indicators used are divided into two categories – effectiveness and efficiency – and are used in the following context:

- **Effectiveness measures the extent to which outcomes have been achieved**
- **Efficiency measures the resources used to attain a certain level of output.**

Section A indicators focus on Curtin’s higher education operations whilst those in Section B relate to Curtin’s Kalgoorlie-based vocational education and training programs (VET).

The diagram below summarises the approach.

Trend data for the last three to four years are provided so that overall direction and rate of progress can be seen. These trend data also illuminate broad changes in cases where short-term variability may hide longer-term trends.



> performance indicators (continued)

Section A Higher Education Performance

A1 HIGHER EDUCATION TEACHING AND LEARNING PERFORMANCE INDICATORS			
	REF	NAME	OBJECTIVE
A1.1 Effectiveness	a	Employment & Study Destinations of New First Degree Graduates	Quality graduates
	b	Perceived Teaching Quality – Australian Graduate Survey	Quality teaching
	c	Subject Load Pass Rate	Student progress & achievement
A1.2 Efficiency	d	Teaching and Learning Expenditure per EFTSL	Efficient T&L expenditure
	e	Teaching and Learning Expenditure per Successful EFTSL	Efficient T&L expenditure
	f	Graduate Productivity Rate (Undergraduate, Postgraduate Coursework and Research degrees)	Student progress & achievement
A2 HIGHER EDUCATION RESEARCH AND DEVELOPMENT PERFORMANCE INDICATORS			
A2.1 Effectiveness	g	Research Higher Degree Enrolments as a Percentage of Total Enrolments	Research intensity
	h	Institutional Grants Scheme (IGS): Comparison between Curtin and all Australian Universities	Research funding
	i	All Research Funding: Comparison between Curtin and the Averages for ATN Universities and National Ranking	Research funding
	j	Cooperative Research Centre (CRC) Funding: Comparison between Curtin and all Australian Universities	Research funding
	k	Number of Research Publications: Comparison between Curtin and the Averages for ATN and all Australian Universities	Research publications
A2.2 Efficiency	l	Research Funding per 10 FTE Academic Staff: Comparison between Curtin and the Averages for ATN Universities and National Ranking	Research funding efficiency
	m	Research Publications per 10 FTE Academic Staff: Comparison between Curtin and the Averages for ATN Universities and all Australian Universities.	Research publications efficiency

Section A Higher Education Performance

A1 Teaching and Learning Performance Indicators

Strategic Objective:

To provide excellent teaching that facilitates learning.

A1.1 TEACHING AND LEARNING EFFECTIVENESS

REF	NAME	OBJECTIVE
a	Employment & Study Destinations of New First Degree Graduates	Quality graduates
b	Perceived Teaching Quality – Australian Graduate Survey	Quality teaching
c	Subject Load Pass Rate	Student progress & achievement

Quality graduates, measured by:

(a) Employment and Study Destinations of New First Degree Graduates

Benchmark gauge: Australian Universities' Average

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.

Table 1 shows results from the Australian Graduate Survey (AGS), which combines the Graduate Destination Survey (GDS) and Course Experience Questionnaire (CEQ), to summarise the major activities of new first degree (i.e. bachelor, bachelor honours, and diploma) Curtin graduates each year of the series, and compares these with the national average sourced from Graduate Careers Australia (GCA). Surveys in each year deal with the graduates of the previous year.

Therefore the latest available national data, which is from the 2006 AGS survey, applies to the views of students who completed/ graduated in 2005. In addition to this national data Curtin also has access to the views of its 2006 graduates from the results of the latest survey conducted in 2007. These results are included in the accompanying table.

The 88 per cent of graduates in their 'mode of choice' easily exceeds Curtin's target of a minimum 82 per cent. It also exceeds the benchmark of 84 per cent which is the 2006 graduates' 'mode of choice' for all Australian universities. The benchmark data are sourced from the latest GCA report 2006.

The percentage of Curtin graduates employed has increased each year since 2004, demonstrating the continuing attractiveness of a Curtin degree to students and employers. It is acknowledged that labour market conditions do influence this indicator. For example, the decline in the percentage of students choosing to go on to full-time study can be attributed in part to the very strong labour market in WA.

> performance indicators (continued)

ACTIVITY	2004 SURVEY		2005 SURVEY		2006 SURVEY		2007 SURVEY	
	CURTIN	ALL ²	CURTIN	ALL ²	CURTIN	ALL ²	CURTIN	ALL ²
Full-Time Work	55%	53%	59%	55%	66%	55%	67%	n/a
Full-Time Study	21%	23%	20%	23%	13%	20%	12%	n/a
Not Working, Seeking FT Work	7%	5%	6%	5%	4%	4%	3%	n/a
PT Work, Seeking FT Work	8%	8%	6%	8%	7%	8%	6%	n/a
PT Work, Not Seeking FT Work	6%	6%	6%	6%	7%	8%	6%	n/a
Not Working, Seeking PT Work	1%	1%	1%	1%	0%	0%	1%	n/a
Unavailable for Work/Study	2%	4%	2%	3%	3%	5%	5%	n/a
Total	100%	100%	100%	100%	100%	100%	100%	n/a
% Graduates in Mode of Choice ³	79%	81%	84%	82%	87%	84%	88%	n/a
Curtin Target (minimum)			80%		82%		82%	
Benchmark (Australian Universities' Average)			81%		82%		84%	
Total Number of Respondents	2,044	64,965	2,059	65,738	2,010	66,702	2,165	n/a
Response Rate	61%	n/a	57%	n/a	62%	n/a	69%	n/a

Rounding errors may occur

1. Data are taken from the Australian Graduate Surveys conducted by Curtin and other universities of all their graduates.
2. All refers to All Australian universities. Whilst Curtin has access to its 2007 survey results, national data for 2007 are not available until 2008.
3. Definition: The percentage of new first degree graduates working in the mode of their choice as a percentage of the total number of graduates seeking work.
Mode of Choice = (the number of graduates in full time work + number in part-time work, not seeking f/t work) / (total number of respondents minus those in full-time study and those unavailable for study or work).

NOTES:

- Graduates are surveyed in the year following their completion/graduation. For example, the 2007 survey applies to students who completed their course in 2006.
- GDS/AGS data are frequencies and not means thus standard deviations are not reported.
- Survey data for 2007: Confidence Level = 99%; Confidence Interval = 1.53.
- National data from the 2007 survey are not yet available.

Section A Higher Education Performance

A1 Teaching and Learning Performance Indicators

Strategic Objective:
To provide excellent teaching that facilitates learning.

Quality teaching, measured by:

(b) Perceived Teaching Quality – Australian Graduate Survey (AGS)

Benchmark gauge: Australian Universities' Average

The 22-item Australian Graduate Survey (AGS) conducted by Curtin and other institutions provides graduate outcome measures of teaching and learning within the Course Experience section. The AGS asks graduates to rate their perceptions using five aspects of their recently completed course: good teaching, clear goals and appropriate standards, generic skills, overall satisfaction and (new in 2007) graduate qualities. This new scale, which replaces appropriate assessment and appropriate workload, assesses a number of general skills that are not specific to the area of study. It also addresses how the course contributed to the graduate's enthusiasm for further learning and how they value other diverse perspectives and ideas. Graduate perceptions of the extent to which they have developed generic skills, together with their overall satisfaction, are fundamental to monitoring the quality of teaching and learning.

Surveys in each year deal with the graduates of the previous year. In the years 2004 to 2006 AGS survey data for all universities were analysed by the Australian Council for Educational Research on behalf of the GCA. Graduates assign scores across a range from -100 to +100 against each criterion. A score of -100 corresponds to *complete disagreement* while at the other end of the scale +100 indicates *complete agreement*. Results are shown in Table 2.

In addition to this national data Curtin also had access to its own results of the latest survey, conducted in 2007, which are included in the accompanying table.

On average 88 per cent of Curtin's 2006 graduates (surveyed in 2007) were broadly satisfied with their course experience. This is a slight decline against the previous survey findings of 89 per cent, and is again below the Curtin target of 90 per cent. The 2007 result also failed to achieve the benchmark of 90 per cent which is the percentage of broadly satisfied graduates from all Australian universities, using data from the most recent national survey (2006). Curtin continues to implement development and change initiatives directed toward continuous improvement in the quality of teaching and learning, to achieve better outcomes.

The 2007 total respondents and the response rate were slightly below last year. This has come about due to the use by GCA of an external third party agent to manage online AGS (oAGS) for participating institutions including Curtin. These agents inadvertently deleted 856 responses from Curtin's online responses. While 655 responses were recovered and included in the total respondents of 2,328, the remaining 201 responses were lost. Had the 201 responses been counted, Curtin's 2007 total respondents would reach 2,529 and the response rate over 50 per cent.

> performance indicators (continued)

AGS Scale	2004 SURVEY		2005 SURVEY		2006 SURVEY		2007 SURVEY	
	CURTIN	ALL ⁴	CURTIN	ALL ⁴	CURTIN	ALL ⁴	CURTIN	ALL ⁴
Good Teaching	+16	+17	+20 (42.1)	+19	+20 (39.1)	+20	+19 (40.3)	n/a
Clear Goals and Standards	+17	+16	+20 (35.7)	+17	+19 (37.4)	+18	+17 (39.5)	n/a
Appropriate Assessment ²	+20	+23	+21 (42.4)	+23	+20 (43.6)	+22	n/c	n/a
Appropriate Workload ²	0	+7	+3 (37.0)	+8	+5 (35.4)	+8	n/c	n/a
Graduate Qualities ²	n/c	n/c	n/c	n/c	n/c	+42	+35 (40.6)	n/a
Generic Skills	+37	+36	+37 (33.6)	+37	+36 (35.7)	+37	+35 (39.9)	n/a
Overall Satisfaction	+34	+38	+37 (46.3)	+39	+37 (47.6)	+40	+34 (49.2)	n/a
Percent Broad Agreement ⁵ Overall Satisfaction	89%	89%	90%	90%	89%	90%	88%	n/a
Curtin Target (minimum)			90%		90%		90%	
Benchmark (Australian Universities Average)			89%		90%		90%	
Number of Respondents ¹	2,584	67,878	2,229	69,071	2,393	72,980	2,328	n/a
Response Rate	41%	n/a	43%	n/a	50%	n/a	49%	n/a

1. Since 1998 a student undertaking a double major has had the option of completing two Australian Graduate Surveys. Of the 2,328 Curtin respondents to the 2007 survey, 755 provided additional information about a major.

2. In 2007 a new scale *Graduate Qualities* was collected for the first time in place of *Appropriate Assessment* and *Appropriate Workload* which are no longer collected in the AGS. Therefore these scales are marked n/c or not collected for previous years.

3. n/a = not available.

4. All refers to All Australian universities.

5. Broad agreement includes responses of 3, 4 and 5 on a 5-point scale where 5 is strongly agree, so eliminating disagree and disagree strongly.

NOTES:

- Graduates are surveyed in the year following their completion/graduation. For example, the 2007 survey applies to students who completed their course in 2006.
- Bracket figures are the standard deviation for each CEQ/AGS scale.
- Survey data for 2007: Confidence level = 99%; Confidence interval = 1.91.
- National data for 2007 are not yet available.

Section A Higher Education Performance

A1 Teaching and Learning Performance Indicators

Strategic Objective:

To provide excellent teaching that facilitates learning.

Student achievement and progress, measured by:

(c) Subject Load Pass Rate (SLPR)

Benchmark gauge: National Rates within 4 Broad Discipline Categories

The *Subject Load Pass Rate* indicator (also often referred to as 'Success Rate' or 'Progress Rate') measures quantity and timeliness of students attaining a pass result in their units of study. Sound curriculum design, good pedagogy, appropriate assessment practices and learning support should sustain subject load pass rates and thus course progression, minimising course completion times.

This indicator is the percentage in each academic year of assessed subject load (based on credit points studied) for which

students were awarded a passing grade. The data in Table 3 shows that Curtin's overall Subject Load Pass Rate in 2007 was 86 per cent, the same as in 2006, and 2 per cent below the Curtin target of at least 88 per cent.

However, within each of the four main Branches of Learning subgroups that Curtin measures, Curtin's achieved SLPRs in 2007 that exceeded the benchmarks for these subgroups which is the all Australian universities rates sourced from the Commonwealth Government's Learning and Teaching Performance Fund (Department of Education, Employment and Workplace Relations (DEEWR) 2008)) national data (see notes Table 3). An all-universities benchmark SLPR using all Branches of Learning combined, against which Curtin can test its overall SLPR of 86 per cent is not available.

BRANCH OF LEARNING	2004	2005	2006	2007
Engineering, Processing	85%	87%	89%	88%
Built Environment	91%	87%	91%	92%
Agriculture, Renewable Resources	89%	91%	89%	90%
Sciences	89%	88%	85%	84%
Mathematics, Computing	83%	81%	79%	80%
Science, Computing, Engineering, Architecture, Agriculture			85%	85%
Benchmark			81%	82%
Admin, Business, Economics, Law	86%	85%	84%	84%
Benchmark			82%	82%
Humanities	87%	84%	84%	86%
Social Studies	90%	87%	87%	87%
Education	93%	93%	92%	92%
Visual/Performing Arts	90%	90%	91%	89%
Humanities, Arts and Education			88%	88%
Benchmark			85%	85%
Health Sciences	95%	95%	94%	95%
Benchmark			90%	91%
Total	88%	87%	86%	86%
Curtin Target (minimum)		88%	88%	88%
Benchmark		86%	n/a	n/a

Rounding error may occur.

1. Data source: the Commonwealth annual student statistical collections. The Subject Load Pass Rates presented in the table exclude Higher Degree by Research student load.

NOTES:

- Benchmark source: 2008 DEEWR (former DEST) Student Outcome Indicators for Learning and Teaching Performance Fund. The benchmark includes Commonwealth Supported bachelor degree students only. National overall SLPR not published for 2006 and 2007.

> performance indicators (continued)

A1.2 TEACHING AND LEARNING EFFICIENCY

REF	NAME	OBJECTIVE
d	Teaching and Learning Expenditure per EFTSL	Efficient T&L expenditure
e	Teaching and Learning Expenditure per Successful EFTSL	Efficient T&L expenditure
f	Graduate Productivity Rate	Student progress & achievement

Efficient teaching and learning expenditure, measured by:**(d) Teaching and Learning Expenditure per EFTSL**

Benchmark gauge: Average for WA Universities

(e) Teaching and Learning Expenditure per Successful EFTSL

Benchmark gauge: None

Teaching and Learning expenditure relates to the teaching of award course programs. The two indicators reported in Table 4A show: (i) the average cost of teaching each Equivalent Full-Time Student Load (EFTSL) where load is sourced from the Commonwealth annual statistical collections; and (ii) the average cost of teaching each successful EFTSL. Both of these provide an insight into the efficiency with which monies directed towards the Teaching and Learning objective have been spent. Table 4B shows the comparison after adjusting for inflation (i.e. in "2007 dollars").

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, Northam, Esperance, Margaret River, Albany, Geraldton, Karratha and Port Hedland.

Section A Higher Education Performance

A1 Teaching and Learning Performance Indicators

Strategic Objective:

To provide excellent teaching that facilitates learning.

	2004	2005	2006	2007
(1) Actual Expenditure (\$'000)	\$325,837	\$338,091	\$348,880	\$388,619
(2) Total Taught EFTSL	22,543	23,905	23,814	24,317
(3) Successful EFTSL	19,748	20,773	20,575	21,017
Indicator (d) Teaching and Learning Expenditure (\$) per EFTSL	\$14,454	\$14,143	\$14,650	\$15,981
Curtin Target		\$14,500	\$14,500	\$14,500
Benchmark (Average WA Universities prior year)		\$16,984	\$17,494	NA
Indicator (e) Teaching and Learning Expenditure (\$) per Successful EFTSL	\$16,500	\$16,275	\$16,957	\$18,491
Curtin Target		\$16,500	\$16,500	\$16,500
<p>1. Teaching and Learning Expenditure reported above excludes that for the Kalgoorlie VET sector. All University Expenditure is now reported: (i) on Teaching and Learning or Research and Development, in line with the University's objectives; and (ii), consistent with the University's Financial Statements. For these reasons, the data may differ from those shown in earlier Annual Reports.</p> <p>NOTES:</p> <ul style="list-style-type: none"> Benchmark source: From Murdoch University's T&L expenditure per EFTSL spreadsheet. Benchmark for T&L expenditure per successful EFTSL is unavailable. 				

EXPENDITURE & EFTSL DETAILS	2004	2005	2006	2007
(1) Actual Expenditure (\$'000)	\$345,781	\$351,405	\$355,858	\$388,619
(2) Total Taught EFTSL	22,543	23,905	23,814	24,317
(3) Successful EFTSL	19,748	20,773	20,575	21,017
Indicator (d) Teaching and Learning Expenditure (\$) per EFTSL	\$15,339	\$14,700	\$14,943	\$15,981
Indicator (e) Teaching and Learning Expenditure (\$) per Successful EFTSL	\$17,510	\$16,916	\$17,275	\$18,491
<i>Cost Adjustment Factor/Higher Education Indexation Factor¹</i>	<i>1.188354</i>	<i>1.213309</i>	<i>1.236362</i>	<i>1.261089</i>
<p>1. Cost Adjustment Factors and Higher Education Indexation Factor in the table are extracted from DEEWR (former DEST) Notification of the Making of Determinations under the Higher Education Support Act 2003 and can be used to convert historical cost figures to December 2007 price levels. From 2005 the Higher Education Indexation Factor has replaced the Higher Education Cost Adjustment Factor (CAF) but the two factors are comparable.</p>				

> performance indicators (continued)

Student progress and achievement, measured by:**(f) Course Completions per 10 FTE Academic Staff**

Benchmark gauge: ATN average

The indicator *Graduate Productivity Rates* provides an insight into the efficiency with which monies directed towards the Teaching and Learning objective have been spent.

These rates show changes over time in the output of graduates for every 10 full-time equivalent staff. Table 5A provides the rates for undergraduate and postgraduate coursework students, where the numerator is based on graduate numbers and the denominator on 'teaching' and 'teaching and research' staff only.

In 2007 Curtin achieved its targets of at least 57 undergraduate graduates and 20 postgraduate coursework graduates per 10 FTE academic staff. Curtin's 2007 undergraduate productivity rate, as in previous years, is considerably above the Australian Technology Network (ATN)¹ benchmark. However, the 2007 postgraduate productivity rate of 24.5 was a fractional decline against the 2006 figure, and for the first time fell below the ATN benchmark.

	2004	2005	2006	2007
Undergraduate	52.6	60.5	62.0	62.8
Curtin Target (minimum)		57.0	57.0	57.0
Benchmark (ATN in prior year)		49.3	50.4	50.8
Postgraduate Coursework	18.9	20.7	24.9	24.5
Curtin Target (minimum)		20.0	20.0	20.0
Benchmark (ATN in prior year)		25.1	24.8	27.0

1. For each year shown (X) graduates (the numerator) are taken as those with awards approved in the period 1 January to 31 December in year X-1. Thus for 2007 there would have been 87.3 graduates for every 10 FTE teaching in the period 1 January 2006 to 31 December 2006.

2. Included in the denominator are staff from all funding sources categorised as 'teaching' or 'teaching and research'. An average of the staff in the previous three years is taken.

NOTES:

- Curtin Source: Student Record System S1.
- Benchmark Source: 2004-2006 DEEWR Selected Higher Education Student and Staff Data Collection.

Table 5B shows Postgraduate Research productivity rates with the data disaggregated to the Masters and Doctoral levels. The denominator is restricted to staff eligible to supervise research students. There were significant increases in both Masters and Doctoral completions in 2007. As a result, the research higher degree productivity rate is at a new high of 3.59, and exceeds the Curtin Target of at least 3.00 for the first time. It has also widened the margin by which Curtin exceeds the ATN benchmark.

	2004	2005	2006	2007
Masters	0.79	0.61	0.65	0.77
Doctoral	2.15	1.98	1.99	2.82
All Research	2.94	2.60	2.64	3.59
Curtin Target (minimum)		3.00	3.00	3.00
Benchmark (ATN in prior year)		2.55	2.52	2.40

1. Staff data comprise a three year average of teaching and research academic staff of Lecturer B level and above in academic organisational units only and from all funding sources. Hourly paid academic staff are excluded. These staff data are derived from the Commonwealth annual statistical collections. An average of the staff in the current and previous two years is taken.

NOTES:

- Curtin Source: Graduate Studies.
- Benchmark Source: 2004-2006 DEEWR Selected Higher Education Student and Staff Data Collection.

¹ The ATN universities consist of the five major former Institutes of Technology across Australia: Queensland University of Technology; University of Technology, Sydney; RMIT University; the University of South Australia and Curtin University of Technology.

Section A
Higher Education Performance

A2 Research and Development Performance

Strategic Objective:

To focus on areas of high impact, high quality research.

A2.1 RESEARCH AND DEVELOPMENT EFFECTIVENESS

REF	NAME	OBJECTIVE
g	Research Higher Degree Enrolments as a Percentage of Total Enrolments	Research intensity
h	Institutional Grants Scheme (IGS): Comparison between Curtin and all Australian Universities	Research funding
i	All Research Funding: Comparison between Curtin and the Averages for ATN and National Ranking	Research funding
j	Cooperative Research Centre (CRC) Funding: Comparison between Curtin and all Australian Universities	Research funding
k	Number of Research Publications: Comparison between Curtin and the Averages for ATN and all Australian Universities	Research publications

Data for five performance indicators that assist in demonstrating how effectively Curtin is meeting its Research and Development Objectives are presented below. Three indicators (h),(i) and (j) show the quantity and proportion of research funding received; while indicator (g) (which previous to this year was in the Teaching and Learning section) gauges research intensity in terms of proportion of research students. Indicator (k) measures research publications output.

These indicators are compared to those for other universities to determine Curtin's relative performance. They are presented alongside averages for the universities in Western Australia, the ATN and the broad spectrum of Australian universities.

> performance indicators (continued)

Research intensity increase, measured by:**(g) Research Higher Degree Enrolments and Load as a Percentage of Total Enrolments and Total Load***Benchmark gauge: WA and National averages*

One of Curtin's educational strategies to raise its research profile is to increase the proportion of research higher degree enrolments to equal to or greater than 5 per cent of total enrolments and research degree EFTSL greater than or equal to 4.5 per cent of total EFTSL.

Table 6A shows that while research enrolments in 2007 slightly exceeded 2006, as a percentage of the total it fell behind the target and the benchmarks for Western Australian and Australian universities. The position is similar when measured in EFTSL (Table 6B). In Australia, Curtin ranks 18th in percentage of research enrolments and 23rd in percentage of research EFTSL, two places higher than in 2006. These rankings place Curtin in the first half of the list of 90 Australian higher education institutions for this measure (DEEWR, 2006).

There is growth in the 2007 research enrolments arising from an increase in the Masters program. This offsets a decline in Doctoral students.

TABLE 6A. RESEARCH HIGHER DEGREE ENROLMENTS BY LEVEL AND TOTAL RESEARCH ENROLMENTS AS A PERCENTAGE OF TOTAL CURTIN ENROLMENTS: 2003-2007

RESEARCH HIGHER DEGREE	2003	2004	2005	2006	2007
Masters	247	210	259	282	309
Doctoral	1403	1445	1495	1442	1429
Total Research	1650	1655	1754	1724	1738
% of Total Enrolments	5.1%	5.0%	4.9%	5.0%	4.8%
Curtin Target (minimum)			5.0%	5.0%	5.0%
All WA Universities Benchmark			5.3%	5.2%	5.2%
All Australian Universities Benchmark			5.0%	5.0%	5.0%
Curtin's National Ranking (of 90 Australian Institutions)			21	20	18

NOTES:

- All enrolment data are for the year at 31 March.
- Benchmarks source: DEEWR Selected Higher Education Student Statistics 2006 for Western Australian and Australian universities.

TABLE 6B. RESEARCH EFTSL AS A PERCENTAGE OF CURTIN'S TOTAL EFTSL 2003-2007

RESEARCH HIGHER DEGREE	2003	2004	2005	2006	2007
Masters	110	89	126	154	149
Doctoral	814	840	831	849	843
Total Research	924	929	957	1003	992
% of Total EFTSL	4.2%	4.1%	4.0%	4.2%	4.1%
Curtin Target (minimum)			4.5%	4.5%	4.5%
All WA Universities Benchmark			4.9%	4.9%	4.9%
All Australian Universities Benchmark			5.0%	5.0%	4.9%
National Ranking (of 90 Australian Institutions)			26	25	23

NOTES:

- All EFTSL data are for the year at 31 March.
- Benchmarks source: DEEWR Selected Higher Education Student Statistics 2006 for Western Australian and Australian universities.

Research funding (input) growth, measured by:

(h) Institutional Grant Scheme (IGS) proportion of National total.

Benchmark gauge: All Australian Universities

The IGS is considered a key national research performance indicator. It is distributed across universities by a performance-based formula comprising research income, weighted 60 per cent; publications, 10 per cent; and using the two most recent years' data on higher degree research student places (measured in EFTSL), 30 per cent.

Table 7, providing IGS allocations by university, is ranked according to each institution's share of the total IGS for 2007. Curtin improve its ranking by two places to 11th place in 2007 and sits above the midpoint in this ordering in which the ATN universities are identified through use of italics, the Western Australian universities with bold type, and those with medical schools and supporting departments with the letter 'M'. This last group of universities has the advantage of enhanced access to National Competitive Research Grants schemes (for example, medical research funding through National Health & Medical Research Council). They include the University of Western Australia, the only West Australian university performing at a higher level than Curtin. Their exclusion from the ranking would see Curtin move to second place behind Australian National University. Curtin's IGS allocation should be assessed in this context.

Curtin has also exceeded its target by improving its national ranking from 13th to 11th in 2007.

TABLE 7. INSTITUTIONAL GRANT SCHEME FUNDS AND PERCENTAGE SHARE OF NATIONAL TOTAL 2005-2007 (RANKED BY 2007 SHARE)

RANK	UNIVERSITY	(\$'000) 2007	% SHARE 2007	% SHARE 2006	% SHARE 2005
1	University of Melbourne (M)	35,583	11.8	11.5	11.3
2	University of Sydney (M)	30,505	10.1	10.3	10.3
3	University of Queensland (M)	28,900	9.6	9.7	10.0
4	University of New South Wales (M)	22,769	7.5	7.8	8.2
5	Monash University (M)	22,280	7.4	7.2	7.2
6	Australian National University	18,059	6.0	6.0	5.7
7	University of Western Australia (M)	16,912	5.6	5.7	5.6
8	University of Adelaide (M)	16,500	5.5	5.5	5.6
9	University of Tasmania (M)	7,704	2.6	2.4	2.5
10	University of Newcastle (M)	7,587	2.5	2.4	2.3
11	CURTIN UNIVERSITY	6,178	2.1	2.1	2.0
12	Griffith University	6,170	2.0	2.1	2.2
13	Flinders University of SA (M)	6,167	2.0	2.1	2.3
14	University of Wollongong	5,847	1.9	1.9	1.9
15	<i>Queensland University of Technology</i>	5,833	1.9	1.8	1.7
16	Macquarie University	5,749	1.9	1.9	2.0
17	La Trobe University	5,501	1.8	1.9	2.0
18	<i>Royal Melbourne Institute of Technology</i>	5,391	1.8	1.8	1.8
19	Murdoch University	5,262	1.7	1.8	1.7
20	<i>University of South Australia</i>	4,998	1.7	1.6	1.6
21	<i>University of Technology, Sydney</i>	4,935	1.6	1.4	1.4
22	Deakin University	4,410	1.5	1.4	1.3
23	James Cook University	3,977	1.3	1.3	1.4
24	University of New England	3,370	1.1	1.2	1.2
25	University of Western Sydney	3,225	1.1	1.1	1.2
26	Swinburne University of Technology	2,505	0.8	0.8	0.7
27	Victoria University	1,976	0.7	0.7	0.7
28	Charles Darwin University	1,952	0.7	0.5	0.4
29	Edith Cowan University	1,945	0.6	0.6	0.6
30	Charles Sturt University	1,711	0.6	0.5	0.5
31	University of Canberra	1,656	0.6	0.6	0.6
32	Southern Cross University	1,539	0.5	0.5	0.5
33	Central Queensland University	1,315	0.4	0.4	0.4
34	University of Southern Queensland	1,028	0.3	0.4	0.4
35	University of Ballarat	865	0.3	0.3	0.2
36	Australian Catholic University	683	0.2	0.2	0.2
37	University of the Sunshine Coast	241	0.1	0.1	0.1
38	Australian Maritime College	233	0.1	0.1	0.1
39	Melbourne College of Divinity	222	0.1	0.1	0.1
40	Batchelor Inst Indigenous Tertiary Ed	127	0.0	0.0	0.0
41	Bond University	121	0.0	0.0	0.0
42	University of Notre Dame, Australia	101	0.0	0.0	0.0
	Total	302,035	100.0	100.0	100.0

> performance indicators (continued)

Research funding (input) growth, measured by:**(i) Total Research Funding**

Benchmark gauge: ATN Average, and National ranking

In Table 8 the indicator 'All Research Funding' uses allocations by source to demonstrate the level of research undertaken at Curtin in 2004, 2005 and 2006 compared with the ATN and all Australian universities' averages. Evidence of outcomes in relation to the Research and Development objective can be demonstrated by Curtin's continued

overall higher performance when measured against the ATN average. Curtin maintains its position at 11th in the national ranking in the sector (42 universities) exceeding the target of 12th place. All research funding types increased in 2006, with substantial increases in Australian Competitive Research Grants and Public Sector research funding.

TABLE 8. ALL RESEARCH FUNDING: COMPARISON BETWEEN CURTIN, THE AVERAGE OF ALL ATN UNIVERSITIES AND NATIONAL RANKING 2004 – 2006

SOURCE OF RESEARCH FUNDING	2004			2005			2006		
	CURTIN \$'000	ATN ¹ \$'000	NAT RANK	CURTIN \$'000	ATN ¹ \$'000	NAT RANK	CURTIN \$'000	ATN ¹ \$'000	NAT RANK
Australian Competitive Research Grants ²	7,721	7,723	20	8,640	9,848	19	11,877	11,402	17
Other Public Sector Research Funding ²	8,752	7,515	12	7,985	7,987	15	13,795	11,474	10
Industry & Other Funding for Research ²	10,855	7,904	12	13,650	8,601	10	14,929	10,184	11
Cooperative Research Centres Funds ³	5,145	2,958	9	6,156	3,333	7	7,109	3,694	6
Other Sources (i.e. IGS, Research Quantum & Research Infrastructure)	7,188	6,244	16	7,564	6,637	17	8,092	7,210	17
Total Research Income	39,662	32,344	13	43,996	36,406	11	55,803	43,963	11
Curtin Target			12			12			12

1. ATN refers to the average of all ATN Universities.

2. Source data: the Commonwealth's Finance and Publications Research Data Collection and made available to institutions by the Australian Vice-Chancellors' Committee (AVCC).

3. CRC data are obtained for all Australian universities from the Department of Education, Employment and Workplace Relations (DEEWR). For further information see Table 9.

NOTES:

- Except for CRC data, which are reported for financial years, financial data are for calendar year periods.

Research funding (input) growth, measured by:

(j) Cooperative Research Centre (CRC) Funding

Benchmark gauge: National ranking

Table 9, which expands on the *Cooperative Research Centre Funding* data in Table 8, demonstrates the amount of applied collaborative research at Curtin reflecting in particular the University's commitment to collaboration with external organisations in research and development, technology transfer and innovation. Success in CRC funding is thus an expression of another of the University's strategic objectives: Engage in productive national and international partnerships.

Established through the Commonwealth Government's Cooperative Research Centres Program, CRCs link public and private sectors across Australia, bringing together a wide range of expertise and facilities, with a focus on new and innovative research, leading to competitive technological applications. Commonwealth CRC funding data differ from those for the other research funding categories insofar as it covers the financial rather than the calendar year.

Curtin exceeded its target by improving its national ranking by one place from 7th in 2005/6 to 6th in 2006/7.

TABLE 9. DEEWR CRC FUNDING FINANCIAL YEAR 2006/2007
% DEEWR CRC FUNDING FINANCIAL YEARS 2004/2005, 2005/2006 AND
2006/2007 – UNIVERSITY RANKING ACCORDING TO % SHARE IN 2006/2007

RANK	UNIVERSITY	(\$'000) 06/07	% SHARE 06/07	% SHARE 05/06	% SHARE 04/05
1	University of Queensland	19,179	14.7	13.9	13.0
2	University of Melbourne	12,260	9.4	9.6	7.8
3	University of Sydney	7,898	6.0	5.4	4.9
4	Monash University	7,785	5.9	9.0	8.2
5	University of Western Australia	7,491	5.7	5.2	6.1
6	CURTIN UNIVERSITY	7,109	5.4	4.7	4.6
7	University of Adelaide	6,813	5.2	5.2	5.5
8	James Cook University	5,849	4.5	4.5	4.8
9	University of Tasmania	5,733	4.4	3.6	4.6
10	Murdoch University	5,242	4.0	3.1	2.9
11	University of New South Wales	4,887	3.7	3.2	3.2
12	<i>Queensland University of Technology</i>	4,640	3.5	3.2	3.0
13	Southern Cross University	4,005	3.1	2.8	2.3
14	Griffith University	3,728	2.8	3.2	4.4
15	<i>Royal Melbourne Institute of Technology</i>	3,378	2.6	2.6	3.2
16	University of New England	3,001	2.3	2.5	2.6
17	Australian National University	2,572	2.0	2.6	3.6
18	<i>University of South Australia</i>	2,310	1.8	1.9	1.8
19	University of Wollongong	1,983	1.5	2.2	2.2
20	Swinburne University of Technology	1,768	1.4	1.8	2.7
21	University of Newcastle	1,588	1.2	1.0	1.3
22	Charles Sturt University	1,460	1.1	1.1	1.1
23	University of Canberra	1,371	1.0	1.4	1.2
24	Charles Darwin University	1,344	1.0	1.4	1.1
25	Victoria University	1,283	1.0	0.8	0.8
26	Central Queensland University	1,173	0.9	0.7	0.6
27	<i>University of Technology, Sydney</i>	1,035	0.8	0.4	0.5
28	La Trobe University	937	0.7	0.8	0.8
29	Macquarie University	899	0.7	0.7	0.5
30	University of Western Sydney	683	0.5	0.3	0.0
31	Flinders University of SA	598	0.5	0.7	0.4
32	Deakin University	419	0.3	0.3	0.4
33	University of Southern Queensland	278	0.2	0.1	0.0
34	Edith Cowan University	91	0.1	0.0	0.0
35	Australian Maritime College	67	0.1	0.0	0.0
36	Australian Catholic University	0	0.0	0.0	0.0
36	Batchelor Inst Indigenous Tertiary Ed	0	0.0	0.0	0.0
36	Bond University	0	0.0	0.0	0.0
36	Melbourne College of Divinity	0	0.0	0.0	0.0
36	University of Ballarat	0	0.0	0.0	0.0
36	University of Notre Dame, Australia	0	0.0	0.0	0.0
36	University of the Sunshine Coast	0	0.0	0.0	0.0
	Total	130,857	100.0	100.0	100.0

> performance indicators (continued)

Research publications growth measured by:**(k) Number of Research Publications**

Benchmark gauge: ATN and National average

Research publications are considered an important measure of research performance throughout the university sector. The publication of research findings and

discussion demonstrates that referees, expert in the appropriate field, have judged the work worthy of acceptance and dissemination to the peer research community. The number of publications produced is a measure of the quantity and quality of research and development underway or completed.

Table 10 gives Curtin's relative performance in respect of the *Publications* indicator over the period 2004 – 2006 against averages for the ATN and all Australian universities.

The additional initiatives and incentives that were put in place to address the under achievement in research publications in recent years has resulted in an 11 per cent increase in publications in 2006 against 2005. Despite the publication rate remaining slightly below the ATN average, it is within five publications of the National average of 1031.1, which is also the Curtin Target.

TABLE 10. RESEARCH PUBLICATIONS: COMPARISON BETWEEN CURTIN TOTALS, AVERAGE OF ALL ATN UNIVERSITIES AND AVERAGE OF ALL AUSTRALIAN UNIVERSITIES¹ 2004 – 2006

PUBLICATION TYPE	2004			2005			2006		
	CURTIN	ATN ²	ALL ³	CURTIN	ATN ²	ALL ³	CURTIN	ATN ²	ALL ³
Books	11.8	11.9	15.5	6.5	8.8	16.5	13.6	12.3	17.3
Book Chapters									
Journal Articles	902.1	926.6	880.9	915.0	1018.6	967.2	1012.9	1116	1014.1
Conference Publications									
Total Publications	914.0	938.5	896.4	921.5	1027.5	983.7	1026.5	1128.3	1031.3
Curtin Target	896.4			983.7			1031.3		

1. Source data for Research publications data: the Commonwealth's Finance and Publications Research Data Collection and made available to institutions by the Australian Vice-Chancellors' Committee (AVCC).

2. ATN refers to the average of all ATN Universities.

3. All refers to the average of all Australian Universities.

Section A Higher Education Performance

A2 Research and Development Performance

Strategic Objective:

*To focus on areas of high impact,
high quality research.*

A2.2 RESEARCH AND DEVELOPMENT EFFICIENCY

REF	NAME	OUTPUT/OBJECTIVE
l	Research Funding per 10 FTE Academic Staff: Comparison between Curtin and the Averages for ATN Universities and National Ranking	Research funding efficiency
m	Research Publications per 10 FTE Academic Staff: Comparison between Curtin and the Averages for ATN Universities and all Australian Universities.	Research publications efficiency

Research funding efficiency, measured by:

(l) Total Research Funding per 10 FTE Academic Staff

*Benchmark gauge: ATN
average and National rank*

The indicator 'Research Funding per 10 FTE Academic Staff' provides an insight into the efficiency with which monies directed

toward the Research and Development goal are being earned and applied.

Table 11 compares Curtin's research funding performance per 10 FTE academic staff with the averages for the ATN and all Australian universities. Curtin's funding of \$656,000 per 10 FTE remains above the ATN average and surpasses the Curtin target of \$500,000. Curtin also improved its National ranking by three places to 14th.

TABLE 11. RESEARCH FUNDING PER 10 FTE ACADEMIC STAFF: COMPARISON BETWEEN CURTIN, THE AVERAGE OF ALL ATN UNIVERSITIES AND THE NATIONAL RANKING 2004 – 2006¹

SOURCE OF RESEARCH FUNDING	2004			2005			2006		
	CURTIN \$'000 /10 FTE	ATN ² \$'000 /10 FTE	NAT RANK	CURTIN \$'000 /10 FTE	ATN ² \$'000 /10 FTE	NAT RANK	CURTIN \$'000 /10 FTE	ATN ² \$'000 /10 FTE	NAT RANK
Australian Competitive Research Grants	92	93	24	102	116	23	140	129	20
Other Public Sector Research Funding	104	89	15	94	92	19	162	129	14
Industry & Other Funding for Research	129	96	13	161	101	10	175	114	12
Cooperative Research Centre Funds	61	35	11	73	38	8	84	41	6
Other Sources (i.e IGS, Research Quantum & Research Infrastructure)	85	75	21	89	77	21	95	81	19
Total	471	388	17	519	425	17	656	493	14
Curtin Target	500			500			500		

1. FTE Academics are from all funding sources in academic organisational units and include the category of teaching & research staff with a level of Lecturer B or above and research only academic staff at all levels. Hourly paid academic staff is excluded. All staff data are derived from the Commonwealth annual statistical collections.

2. ATN refers to the average of all ATN Universities.

> performance indicators (continued)

Research publications productivity, measured by:**(m) Total Number of Research Publications per 10 FTE Academic Staff**

Benchmark gauge: ATN and National average

Research publications per 10 full-time equivalent (FTE) academic staff at Curtin are provided in Table 12 and include comparisons with the research publication rates for ATN and all Australian universities. All staff data are derived from the Commonwealth annual statistical collections. The definition of academic research staff is identical to that used for the efficiency indicators (Note 1 of Table 11).

Table 12 shows that in respect of the number of research publications per 10 FTE Academic staff, Curtin's output of 10.9 publications per 10 FTE academic staff in 2005 rose to 12.1 in 2006. Although it still remains below the ATN average of 12.6, the output is for the first time on par with the National average, which is Curtin's target.

PUBLICATION TYPE	2004			2005			2006		
	CURTIN	ATN ²	ALL ³	CURTIN	ATN ²	ALL ³	CURTIN	ATN ²	ALL ³
Books	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.1	0.2
Book Chapters									
Journal Articles	10.7	11.1	11.0	10.8	11.8	12.3	11.9	12.5	11.9
Conference Publications									
Total	10.8	11.2	11.2	10.9	11.9	12.5	12.1	12.6	12.1
Curtin Target	11.2			12.5			12.1		

1. FTE Academics are from all funding sources in academic organisational units and include the category of teaching & research staff with a level of Lecturer B or above and research only academic staff at all levels. Hourly paid academic staff is excluded.
 2. ATN refers to the average of all ATN Universities.
 3. All refers to the average of all Australian Universities.

Section B

Vocational Education & Training Performance

Strategic Objective:

to supply quality teaching and skills formation services to both meet customer needs and provide education and training for employment in the region

VOCATIONAL EDUCATION AND TRAINING PERFORMANCE INDICATORS SUMMARY			
	REF	NAME	OUTPUT/OBJECTIVE
B1 Effectiveness	n	Percentage of Graduates Satisfied with Courses	Quality teaching
	o	Employment Rate of Graduates	Quality graduates
	p	Graduates in Further Study	Quality graduates
B2 Efficiency	q	Expenditure per Student Curriculum Hour	Efficient T&L expenditure

B1 VOCATIONAL EDUCATION & TRAINING EFFECTIVENESS

Quality teaching, measured by:

(n) Percentage of Graduates Satisfied with their Course

Benchmark gauge: National average

Table 13 covering the years 2004 – 2007 signals the extent to which Curtin met individual student needs in terms of skills formation outcomes through provision

of training services, and as assessed as part of a nationally conducted Graduate Survey. In 2007, Curtin continued to exceed both State and National averages.

The National surveying body carries out biennial detailed small area sampling. In 2004 and 2006 the survey returns are deemed insufficient for reporting purposes.

TABLE 13. VET GRADUATE SATISFACTION 2004 – 2007				
	2004	2005 ¹	2006	2007 ¹
Curtin	n/a	90% (89%)	n/a	90% (91%)
<i>Number of Respondents</i>		1,558		1,673
State	n/a	87% (87%)	n/a	88% (87%)
<i>Number of Respondents</i>		36,068		36,544
National	n/a	88% (88%)	n/a	89% (89%)
<i>Number of Respondents</i>		345,012		391,597
NOTES:				
<ul style="list-style-type: none"> ¹ Bracketed percentages represent estimates prepared by the National Centre for Vocational Education and Research (NCVER), provided to the Western Australian Department of Training and Employment (WADOT), and are intended as a better measure of the full year's outcomes given the data collected in June. Unbracketed percentages are generated from actual rather than estimated responses. Rounding errors may occur. Data for 2004 and 2006 were unavailable because the national surveying body switched from annual to biennial 'detailed' small area sampling. Consequently the relevant 2004 and 2006 survey returns for Curtin were deemed insufficient for reporting purposes. Number of respondents, response rate in percentage, sample size and standard deviation for Curtin, state and national data in 2005 and 2007 are sourced from NCVER report. Confidence level and interval are not reported. 				
Survey Data for 2007:				
Curtin: Response rate = 98%; sample size = 424 and standard deviation = 0.8				
State: Response rate = 98%; sample size = 6,053 and standard deviation = 0.8				
National: Response rate = 98%; sample size = 40,626 and standard deviation = 0.8				

> performance indicators (continued)

Quality graduates, measured by:
(o) Employment Rate of Graduates

*Benchmark gauge: WA
and National average*

Table 14, showing the proportion of graduates in employment in the year following their graduation, indicates the extent to which the desired outcomes were successfully achieved in terms of an employable and adaptable graduate.

Curtin VET graduates in 2007 had higher employment rates and lower unemployment rates than both the State and National averages, continuing the pattern set in 2005.

	2004		2005 ¹		2006		2007 ¹	
	No.	%	No.	%	No.	%	No.	%
Curtin								
Employed	n/a	n/a	372	89% (91%)	n/a	n/a	376	91% (92%)
Unemployed	n/a	n/a	22	5% (5%)	n/a	n/a	13	3% (3%)
Not in Labour Force	n/a	n/a	22	5% (4%)	n/a	n/a	25	6% (5%)
<i>Number of Respondents</i>			1,541				1,669	
State								
Employed	n/a	n/a	5,241	78% (78%)	n/a	n/a	4,681	83% (83%)
Unemployed	n/a	n/a	563	8% (9%)	n/a	n/a	340	6% (6%)
Not in Labour Force	n/a	n/a	866	13% (13%)	n/a	n/a	641	11% (11%)
<i>Number of Respondents</i>			34,211				34,974	
National								
Employed	n/a	n/a	32,231	80% (79%)	n/a	n/a	31,094	81% (80%)
Unemployed	n/a	n/a	3,735	9% (10%)	n/a	n/a	3,183	8% (9%)
Not in Labour Force	n/a	n/a	4,347	11% (11%)	n/a	n/a	3,980	10% (10%)
<i>Number of Respondents</i>			329,118				378,830	
Notes:								
<ul style="list-style-type: none"> ¹ Bracketed percentages represent estimates prepared by the National Centre for Vocational Education and Research (NCVER), provided to the Western Australian Department of Training and Employment (WADOT), and are intended as a better measure of the full year's outcomes given the data collected in June. Unbracketed percentages are generated from actual rather than estimated responses. Rounding errors may occur. Data for 2004 and 2006 were unavailable because the national surveying body switched from annual to biennial 'detailed' small area sampling. Consequently the relevant 2004 and 2006 survey returns for Curtin were deemed insufficient for reporting purposes. Numbers of respondents, response rate in percentage, and sample size for Curtin, state and national data in 2005 and 2007 are sourced from NCVER report. Confidence level and interval and standard deviation are not reported. 								
Survey Data for 2007:								
Curtin: Response rate = 98% and sample size = 422								
State: Response rate = 98% and sample size = 5,781								
National: Response rate = 98% and sample size = 39,062								

Quality graduates, measured by:**(p) Graduates in Further Study**

*Benchmark gauge: WA
and National average*

The proportion of graduates who enrol in further study provides another measure

of effectiveness in achieving the desired outcome of meeting customer needs. Table 15 provides these data for the period 2004 – 2007, with Curtin benchmarked against State and National data. Note that respondents may also be in work whilst engaging in further study. A significantly

higher percentage of Curtin VET graduates enrolled for further study in 2007 compared with 2005. The gap between the Curtin outcome and the State and national benchmarks has been significantly reduced.

	2004		2005 ¹		2006		2007 ¹	
	No.	%	No.	%	No.	%	No.	%
Curtin	n/a	n/a	92	22% (20%)	n/a	n/a	102	25% (23%)
<i>Number of Respondents</i>			1,529				1,669	
Target – Exceed State and National Percentages								
State	n/a	n/a	2,416	37% (36%)	n/a	n/a	1,881	33% (34%)
<i>Number of Respondents</i>			33,649				34,974	
National	n/a	n/a	13,415	34% (33%)	n/a	n/a	12,147	32% (31%)
<i>Number of Respondents</i>			324,042				378,830	
Notes: <ul style="list-style-type: none"> ¹ Bracketed percentages represent estimates prepared by the National Centre for Vocational Education and Research (NCVER), provided to the Western Australian Department of Training and Employment (WADOT), and are intended as a better measure of the full year's outcomes given the data collected in June. Unbracketed percentages are generated from actual rather than estimated responses. Rounding errors may occur. Data for 2004 and 2006 were unavailable because the national surveying body switched from annual to biennial 'detailed' small area sampling. Consequently the relevant 2004 and 2006 survey returns for Curtin were deemed insufficient for reporting purposes. Numbers of respondents, response rate in percentage, and sample size for Curtin, state and national data in 2005 and 2007 are sourced from NCVER report. Confidence level and interval and standard deviation are not reported. Survey Data for 2007: Curtin: Response rate = 98% and sample size = 422 State: Response rate = 98% and sample size = 5,781 National: Response rate = 98% and sample size = 39,062								

> performance indicators (continued)

B2 VOCATIONAL EDUCATION AND TRAINING EFFICIENCY**B2 Vocational Education and Training Efficiency****Efficient teaching and learning expenditure, measured by****(q) Expenditure per Student Curriculum Hour***Benchmark gauge: Not available*

The indicator *Expenditure per Student Curriculum Hour* provides an insight into the efficiency with which monies directed towards the VET goal have been spent.

Table 16 records expenditure and Student Curriculum Hours (SCH). Ratios of Expenditure to SCH, with the numerator definition altered to reflect *Teaching or Non-Teaching Costs* respectively, are shown together with an overall *Total Cost per SCH* indicator.

	2004	2005	2006	2007
Total SCH	699,587	622,379	667,924	656,868
Curtin Target in SCH		565,388	565,388	565,388
Total T&L Expenditure	\$15,492,823	\$14,497,642	\$12,466,442	\$14,703,886 ¹
Teaching Expenditure per SCH	\$11.29	\$11.40	\$8.98	\$10.57
Non-Teaching Expenditure per SCH	\$10.86	\$11.90	\$9.68	\$11.81
Total Teaching Expenditure per SCH	\$22.15	\$23.30	\$18.66	\$22.38

¹ Total T&L expenditure includes \$7.758 million of other non-teaching related expenditure.

NOTES:

- Rounding Errors may occur.