

# Performance Indicators



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## 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 2008.

**W. Gordon Martin**  
**Chancellor**

**Jeanette Hackett**  
**Vice-Chancellor**

On behalf of the University Council

Dated this 18th day of March 2009

## Performance Indicators (continued)

# Curtin’s Institutional Performance Indicators

## INTRODUCTION

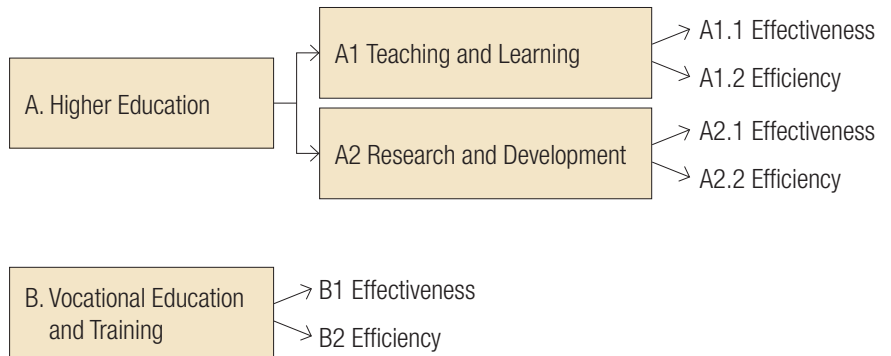
Curtin is committed to innovation and excellence in teaching and research, for the benefit of our students and the wider community. The institutional effectiveness and efficiency Performance Indicators (PIs) used by Curtin are designed to demonstrate progress towards meeting Teaching and Learning and 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, while those in Section B relate to Curtin’s Kalgoorlie-based vocational education and training programs (VET).

The following diagram 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
<b>A1.1 Effectiveness</b>	a	Employment and 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 and achievement
<b>A1.2 Efficiency</b>	d	Teaching and Learning Expenditure per EFTSL and as a percentage of Curtin Total Expenditure	Efficient Teaching and Learning expenditure
	e	Teaching and Learning Expenditure per Successful EFTSL	Efficient Teaching and Learning expenditure
	f	Graduate Productivity Rate (Undergraduate, Postgraduate Coursework and Research degrees)	Student progress and achievement
A2 HIGHER EDUCATION RESEARCH AND DEVELOPMENT PERFORMANCE INDICATORS			
<b>A2.1 Effectiveness</b>	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
<b>A2.2 Efficiency</b>	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

## Performance Indicators (continued)

**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 and 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 and 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). It summarises the major activities of new first degree (that is, 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 2007 AGS survey, applies to the views of students who graduated in 2006. In addition to this national data, Curtin also has access to the views of its own 2007 graduates from the results of the latest survey conducted in 2008. These results are included in the accompanying table.

The 90 per cent outcome in 2008 exceeds Curtin's target. It also exceeds the benchmark of 86 per cent which is the national 2007 graduates' 'mode of choice' outcome. The benchmark data are sourced from the latest GCA report 2007.

The percentage of Curtin graduates employed has increased each year since 2005, 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 Western Australia.

## Performance Indicators (continued)

TABLE 1. EMPLOYMENT AND STUDY DESTINATIONS OF NEW BACHELOR DEGREE GRADUATES <sup>1</sup> 2005 – 2008 Australian Citizens and Permanent Residents only								
ACTIVITY	2005 SURVEY		2006 SURVEY		2007 SURVEY		2008 SURVEY	
	CURTIN	ALL <sup>2</sup>	CURTIN	ALL <sup>2</sup>	CURTIN	ALL <sup>2</sup>	CURTIN	ALL <sup>2</sup>
Full-Time Work	59%	55%	66%	55%	67%	56%	69%	n/a
Full-Time Study	20%	23%	13%	20%	12%	20%	11%	n/a
Not Working, Seeking FT Work	6%	5%	4%	4%	3%	3%	3%	n/a
Part-Time Work, Seeking Full-Time Work	6%	8%	7%	8%	6%	7%	5%	n/a
Part-Time Work, Not Seeking Full-Time Work	6%	6%	7%	8%	6%	8%	8%	n/a
Not Working, Seeking Part-Time Work	1%	1%	0%	0%	1%	1%	0%	n/a
Unavailable for Work/Study	2%	3%	3%	5%	5%	5%	4%	n/a
Total	100%	100%	100%	100%	100%	100%	100%	n/a
Percentage Graduates in Mode of Choice <sup>3</sup>	84%	82%	87%	84%	88%	86%	90%	n/a
Curtin Target	80%		82%		82%		82%	
Benchmark (Australian Universities' Average)	81%		82%		84%		86%	
Total Number of Respondents	2,059	65,738	2,010	66,702	2,165	65,110	2,047	n/a
Response Rate	57%	n/a	62%	n/a	69%	n/a	66%	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. While Curtin has access to its 2008 survey results, national data for 2008 are not available until 2009.
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 full-time work) / (total number of respondents minus those in full-time study and those unavailable for study or work).

NOTES:

- a. Graduates are surveyed in the year following their completion/graduation. For example, the 2008 survey applies to students who completed their course in 2007.
- b. GDS/AGS data are frequencies and not means, thus standard deviations are not reported.
- c. Survey data for 2008: Confidence Level = 99%; Confidence Interval = 1.65.
- d. National data from the 2008 survey are not yet available.

## Performance Indicators (continued)

### 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 2005 to 2007, 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 2008 for students who graduated in 2007, which are included in the accompanying table.

On average, 86 per cent of Curtin's 2007 graduates (surveyed in 2008) were broadly satisfied with their course experience. This is a slight decline against the previous survey findings of 88 per cent, and is again below the Curtin target of 90 per cent.

The 2008 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 latest GCA report (2007).

Curtin continues to implement development and change initiatives directed towards continuous improvement in the quality of teaching and learning, to achieve better outcomes.

## Performance Indicators (continued)

AGS Scale	2005 SURVEY		2006 SURVEY		2007 SURVEY		2008 SURVEY	
	CURTIN	ALL <sup>4</sup>	CURTIN	ALL <sup>4</sup>	CURTIN	ALL <sup>4</sup>	CURTIN	ALL <sup>4</sup>
Good Teaching	+20 (42.1)	+19	+20 (39.1)	+20	+19 (40.3)	+22	+19 (42.0)	<i>n/a</i>
Clear Goals and Standards	+20 (35.7)	+17	+19 (37.4)	+18	+17 (39.5)	+18	+17 (39.4)	<i>n/a</i>
Appropriate Assessment <sup>2</sup>	+21 (42.4)	+23	+20 (43.6)	+22	<i>n/c</i>	+23	<i>n/c</i>	<i>n/a</i>
Appropriate Workload <sup>2</sup>	+3 (37.0)	+8	+5 (35.4)	+8	<i>n/c</i>	+8	<i>n/c</i>	<i>n/a</i>
Graduate Qualities <sup>2</sup>	<i>n/c</i>	<i>n/c</i>	<i>n/c</i>	+42	+35 (40.6)	+41	+34 (42.1)	<i>n/a</i>
Generic Skills	+37 (33.6)	+37	+36 (35.7)	+37	+35 (39.9)	+38	+34 (41.5)	<i>n/a</i>
Overall Satisfaction	+37 (46.3)	+39	+37 (47.6)	+40	+34 (49.2)	+40	+34 (50.9)	<i>n/a</i>
Percent Broad Agreement <sup>5</sup> Overall Satisfaction	90%	90%	89%	90%	88%	90%	86%	<i>n/a</i>
Curtin Target	90%		90%		90%		90%	
Benchmark (Australian Universities Average)	89%		90%		90%		90%	
Number of Respondents <sup>1</sup>	2,229	69,071	2,393	72,980	2,328	78,206	2,153	<i>n/a</i>
Response Rate	43%	<i>n/a</i>	50%	<i>n/a</i>	49%	<i>n/a</i>	46%	<i>n/a</i>

1. Since 1998, a student undertaking a double major has had the option of completing two Aust. Graduate Surveys. Of the 2,153 Curtin respondents to the 2008 survey, 675 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:**

a. Graduates are surveyed in the year following their completion/graduation. For example, the 2008 survey applies to students who completed their course in 2007.

b. Bracket figures are the standard deviation for each CEQ/AGS scale.

c. Survey data for 2008: Confidence level = 99%; Confidence interval = 2.05.

d. National data for 2008 are not yet available.



## Performance Indicators (continued)

**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 2008 was 88 per cent. This is an improvement of 2 per cent over 2007 and reaches Curtin's minimum target.

Within each of the four main Branches of Learning subgroups that Curtin measures, Curtin's achieved SLPRs in 2008 exceed 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) 2009) national data (see notes in Table 3). An all-universities benchmark SLPR using all Branches of Learning combined, against which Curtin can test its overall SLPR, is not available.

BRANCH OF LEARNING	2006	2007	2008
Science, Computing, Engineering, Architecture, Agriculture	85%	85%	87%
<b>Benchmark</b>	<b>81%</b>	<b>82%</b>	<b>82%</b>
Administration, Business, Economics, Law	84%	84%	85%
<b>Benchmark</b>	<b>82%</b>	<b>82%</b>	<b>82%</b>
Humanities, Arts and Education	88%	88%	89%
<b>Benchmark</b>	<b>85%</b>	<b>85%</b>	<b>84%</b>
Health Sciences	94%	95%	95%
<b>Benchmark</b>	<b>90%</b>	<b>91%</b>	<b>90%</b>
Curtin Overall SLPR	86%	86%	88%
<b>Curtin Target</b>	<b>88%</b>	<b>88%</b>	<b>88%</b>
NOTES:			
a. Rounding error may occur.			
b. Data source: the Commonwealth annual student statistical collections. The Subject Load Pass Rates presented in the table exclude Higher Degree by Research student load.			
c. Benchmark source: 2009 DEEWR Student Outcome Indicators for Learning and Teaching Performance Fund. The benchmark includes Commonwealth Supported bachelor degree students only. National overall SLPR have not been published since 2006.			

## Performance Indicators (continued)

**A1.2 TEACHING AND LEARNING EFFICIENCY**

REF	NAME	OBJECTIVE
d	Teaching and Learning Expenditure per EFTSL and as a percentage of Curtin Total Expenditure	Efficient Teaching and Learning expenditure
e	Teaching and Learning Expenditure per Successful EFTSL	Efficient Teaching and Learning expenditure
f	Graduate Productivity Rate	Student progress and 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 coursework (that is, non-research) 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 in 2008 dollars (that is, after applying CPI adjustments to previous years' data).

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.

## Performance Indicators (continued)

**Section A**  
**Higher Education Performance**

## A1 Teaching and Learning Performance Indicators

Strategic Objective:

*To provide excellent teaching that facilitates learning.*

Expenditure and EFTSL details	2005	2006	2007	2008
A. (1) Teaching and Learning Expenditure (\$'000)	\$338,091	\$348,880	\$388,619	\$479,836
(2) Total Curtin Expenditure (\$'000)	\$403,869	\$418,003	\$471,871	\$579,635
(3) Teaching and Learning Expenditure percentage	83.7%	83.5%	82.4%	82.8%
B. Total Taught EFTSL	23,905	23,814	24,317	24,570
C. Successful EFTSL	20,773	20,575	21,017	21,523
Indicator (d) Teaching and Learning Expenditure (\$) per EFTSL	\$14,143	\$14,650	\$15,981	\$19,529
<b>Curtin Target</b>	<b>\$14,500</b>	<b>\$14,500</b>	<b>\$14,500</b>	<b>\$14,500</b>
<b>Benchmark</b> (Average WA Universities prior year)	<b>\$16,984</b>	<b>\$17,494</b>	<b>NA</b>	<b>NA</b>
Indicator (e) Teaching and Learning Expenditure (\$) per Successful EFTSL	\$16,275	\$16,957	\$18,491	\$22,294
<b>Curtin Target</b>	<b>\$16,500</b>	<b>\$16,500</b>	<b>\$16,500</b>	<b>\$16,500</b>
<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><b>NOTES:</b></p> <p>a. Benchmark source: From Murdoch University's Teaching and Learning expenditure per EFTSL spreadsheet but this has been discontinued since last year.</p> <p>b. Benchmark for Teaching and Learning expenditure per successful EFTSL is unavailable.</p>				

Expenditure and EFTSL details	2005	2006	2007	2008
A. (1) Teaching and Learning Expenditure (\$'000)	\$358,433	\$362,975	\$396,391	\$479,836
(2) Total Curtin Expenditure (\$'000)	\$428,169	\$434,890	\$481,308	\$579,635
(3) Teaching and Learning Expenditure percentage	83.7%	83.5%	82.4%	82.8%
B. Total Taught EFTSL	23,905	23,814	24,317	24,570
C. Successful EFTSL	20,773	20,575	21,017	21,523
Indicator (d) Teaching and Learning Expenditure (\$) per EFTSL	\$14,994	\$15,242	\$16,301	\$19,529
Indicator (e) Teaching and Learning Expenditure (\$) per Successful EFTSL	\$17,254	\$17,642	\$18,860	\$22,294
<b>Higher Education Indexation Factor<sup>1</sup></b>	<b>1.213309</b>	<b>1.236362</b>	<b>1.261089</b>	<b>1.286311</b>
<p>1. Higher Education Indexation Factor in the table are extracted from the Commonwealth Special Gazette No S97 and used to convert historical cost figures to December 2008 price levels.</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.

The 2008 postgraduate coursework graduates per 10 FTE academic staff improves to 26.5 and exceeds the target of 20.0.

Curtin's 2008 undergraduate productivity rate of 60.4 has fractionally declined against the 2007 figure. However, it is above Curtin's target of 57.0 and considerably above the Australian Technology Network (ATN)<sup>1</sup> benchmark.

<sup>1</sup> 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.

**TABLE 5A. GRADUATE PRODUCTIVITY RATES<sup>1</sup> 2005 – 2008  
GRADUATIONS PER 10 FTE ACADEMIC STAFF<sup>2</sup>**

	2005	2006	2007	2008
Undergraduate	60.5	62.0	62.8	60.4
<b>Curtin Target</b>	<b>57.0</b>	<b>57.0</b>	<b>57.0</b>	<b>57.0</b>
<b>Benchmark (ATN in prior year)</b>	<b>49.3</b>	<b>50.4</b>	<b>50.8</b>	<b>50.6</b>
Postgraduate Coursework	20.7	24.9	24.5	26.5
<b>Curtin Target</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>
<b>Benchmark (ATN in prior year)</b>	<b>25.1</b>	<b>24.8</b>	<b>27.0</b>	<b>26.2</b>

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 2008 there would have been 86.9 graduates for every 10 FTE teaching in the period 1 January 2007 to 31 December 2007.

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:**

a. Curtin Source: Student Record System S1.

b. Benchmark Source: 2005-2007 DEEWR Selected Higher Education Student and Staff Data Collection.

Table 5B shows Postgraduate Research productivity rates, with the data disaggregated to the Master and Doctorate levels. The denominator is restricted to staff eligible to supervise research students.

There are significant declines in both Master and Doctorate completions in 2008 after bumper numbers in 2007. These result in the higher degree productivity rates dropping back to more normal levels; decline in Master completions is more marked though. However, Curtin higher degree productivity rate remains above the ATN benchmark.

**TABLE 5B. RESEARCH DEGREE COMPLETIONS PRODUCTIVITY RATE 2005 – 2008  
RESEARCH HIGHER DEGREE COMPLETIONS PER 10 FTE ACADEMIC STAFF<sup>1</sup>**

	2005	2006	2007	2008
Master	0.61	0.65	0.77	0.49
Doctorate	1.98	1.99	2.82	2.13
All Research	2.60	2.64	3.59	2.62
<b>Curtin Target</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>
<b>Benchmark (ATN in prior year)</b>	<b>2.55</b>	<b>2.52</b>	<b>2.40</b>	<b>2.58</b>

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:**

a. Curtin Source: Graduate Studies.

b. Benchmark Source: 2005-2007 DEEWR Selected Higher Education Student and Staff Data Collection.

## Performance Indicators (continued)

**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) 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 be 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 research higher degree enrolments in 2008 fell behind 2007 in terms of both number of enrolments and percentage of total enrolments.

The percentage was also below the target and the benchmarks for Western Australian and Australian universities. The position is similar when measured in research EFTSL. However, it should be noted that total 2008 research EFTSL increased by 5 per cent compared to 2007 (Table 6B).

In Australia, Curtin ranks 17th in percentage of research enrolments and 24th in percentage of research EFTSL. These rankings place Curtin in the first quarter of the list of 106 Australian higher education institutions for this measure (DEEWR, 2007).

**TABLE 6A. RESEARCH HIGHER DEGREE ENROLMENTS BY LEVEL AND TOTAL RESEARCH ENROLMENTS AS A PERCENTAGE OF TOTAL CURTIN ENROLMENTS: 2004 – 2008**

RESEARCH HIGHER DEGREE	2004	2005	2006	2007	2008
Master	210	259	282	309	287
Doctorate	1445	1495	1442	1429	1410
Total Research	1655	1754	1724	1738	1697
Percentage of Total Enrolments	5.0%	4.9%	5.0%	4.8%	4.6%
<b>Curtin Target (minimum)</b>		<b>5.0%</b>	<b>5.0%</b>	<b>5.0%</b>	<b>5.0%</b>
<b>All WA Universities Benchmark</b>		<b>5.3%</b>	<b>5.2%</b>	<b>5.2%</b>	<b>4.9%</b>
<b>All Australian Universities Benchmark</b>		<b>5.0%</b>	<b>5.0%</b>	<b>5.0%</b>	<b>4.9%</b>
<b>Curtin's National Ranking (of 106 Australian Institutions)</b>		<b>21</b>	<b>20</b>	<b>18</b>	<b>17</b>

**NOTES:**

a. All enrolment data are for the year at 31 March.

b. Benchmarks source: DEEWR Selected Higher Education Student Statistics for Western Australian and Australian universities.

c. Benchmarks are DEEWR published data of previous year.

**TABLE 6B. RESEARCH EFTSL AS A PERCENTAGE OF CURTIN'S TOTAL EFTSL 2004 – 2008**

RESEARCH HIGHER DEGREE	2004	2005	2006	2007	2008
Master	89	126	154	149	137
Doctorate	840	831	849	843	905
Total Research	929	957	1003	992	1042
Percentage of Total EFTSL	4.1%	4.0%	4.2%	4.1%	4.2%
<b>Curtin Target (minimum)</b>		<b>4.5%</b>	<b>4.5%</b>	<b>4.5%</b>	<b>4.5%</b>
<b>All WA Universities Benchmark</b>		<b>4.9%</b>	<b>4.9%</b>	<b>4.9%</b>	<b>4.7%</b>
<b>All Australian Universities Benchmark</b>		<b>5.0%</b>	<b>5.0%</b>	<b>4.9%</b>	<b>4.7%</b>
<b>National Ranking (of 90 Australian Institutions)</b>		<b>26</b>	<b>25</b>	<b>23</b>	<b>24</b>

**NOTES:**

a. All EFTSL data are for the year at 31 March.

b. Benchmarks source: DEEWR Selected Higher Education Student Statistics for Western Australian and Australian universities.

c. Benchmarks are DEEWR published data of previous year.

## Performance Indicators (continued)

**Research funding (input)  
growth, measured by:****(h) Institutional Grant Scheme  
proportion of National total.**

*Benchmark gauge: All  
Australian Universities*

The Institutional Grant Scheme (IGS) 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 provides the IGS allocations by university and is ranked according to each institution's share of the total IGS for 2008. Curtin ranks 11th nationally, and is the highest ranked of the ATN universities.

ATN universities are identified in the table in italics, the Western Australian universities are identified in bold type and universities with medical schools and supporting departments are identified with the letter 'M'. The latter group has the advantage of enhanced access to National Competitive Research Grants schemes (for example, medical research funding through the National Health and Medical Research Council), and includes The University of Western Australia – the only Western Australian university that is ranked higher than Curtin. Curtin's IGS allocation should be assessed in this context.

**TABLE 7. INSTITUTIONAL GRANT SCHEME FUNDS AND PERCENTAGE SHARE OF NATIONAL TOTAL 2006-2008 (RANKING ACCORDING TO %IGS SHARE IN 2008)**

RANK	UNIVERSITY	(\$'000) 2008	% SHARE 2008	% SHARE 2007	% SHARE 2006
1	University of Melbourne (M)	36,915	12.0	11.8	11.5
2	University of Sydney (M)	33,435	10.9	10.1	10.3
3	University of Queensland (M)	29,121	9.5	9.6	9.7
4	Monash University (M)	23,582	7.7	7.4	7.2
5	University of New South Wales (M)	23,071	7.5	7.5	7.8
6	Australian National University	17,499	5.7	6.0	6.0
7	<b>University of Western Australia (M)</b>	16,989	5.5	5.6	5.7
8	University of Adelaide (M)	16,232	5.3	5.5	5.5
9	University of Tasmania (M)	8,429	2.7	2.6	2.4
10	University of Newcastle (M)	7,478	2.4	2.5	2.4
11	<b>CURTIN UNIVERSITY</b>	6,438	2.1	2.1	2.1
12	<i>Queensland University of Technology</i>	6,270	2.0	1.9	1.8
13	Griffith University	5,978	1.9	2.0	2.1
14	Flinders University of SA (M)	5,976	1.9	2.0	2.1
15	University of Wollongong	5,874	1.9	1.9	1.9
16	Macquarie University	5,829	1.9	1.9	1.9
17	La Trobe University	5,331	1.7	1.8	1.9
18	<i>University of South Australia</i>	5,310	1.7	1.7	1.6
19	<i>Royal Melbourne Institute of Technology</i>	5,224	1.7	1.8	1.8
20	<i>University of Technology, Sydney</i>	5,190	1.7	1.6	1.4
21	<b>Murdoch University</b>	5,099	1.7	1.7	1.8
22	Deakin University	4,273	1.4	1.5	1.4
23	James Cook University	3,997	1.3	1.3	1.3
24	University of New England	3,265	1.1	1.1	1.2
25	University of Western Sydney	3,125	1.0	1.1	1.1
26	Swinburne University of Technology	2,434	0.8	0.8	0.8
27	Charles Darwin University	2,056	0.7	0.7	0.5
28	Victoria University	1,966	0.6	0.7	0.7
29	<b>Edith Cowan University</b>	1,923	0.6	0.6	0.6
30	Charles Sturt University	1,849	0.6	0.6	0.5
31	University of Canberra	1,605	0.5	0.6	0.6
32	Southern Cross University	1,592	0.5	0.5	0.5
33	Central Queensland University	1,339	0.4	0.4	0.4
34	University of Southern Queensland	996	0.3	0.3	0.4
35	University of Ballarat	839	0.3	0.3	0.3
36	Australian Catholic University	674	0.2	0.2	0.2
37	University of the Sunshine Coast	273	0.1	0.1	0.1
38	Melbourne College of Divinity	216	0.1	0.1	0.1
39	Bond University	140	0.1	0.0	0.0
40	<b>University of Notre Dame, Australia</b>	124	0.0	0.0	0.0
41	Batchelor Inst Indigenous Tertiary Ed	123	0.0	0.0	0.0
	<b>Total</b>	<b>308,076</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

## Performance Indicators (continued)

**Research funding (input) growth, measured by:****(i) Total Research Funding***Benchmark gauge: ATN Average and National Ranking*

Evidence of outcomes in relation to the Research and Development objective can be demonstrated in Curtin's continued overall higher performance in relation to ATN average. Curtin continues to grow overall research income. Income from Australian Competitive Research Grants continued to grow in 2007, with a substantial increase in Other Public Sector Research Funding. Curtin maintains its position at 11th in the national ranking.

SOURCE OF RESEARCH FUNDING	2005			2006			2007		
	CURTIN \$'000	ATN <sup>1</sup> \$'000	NAT RANK	CURTIN \$'000	ATN <sup>1</sup> \$'000	NAT RANK	CURTIN \$'000	ATN <sup>1</sup> \$'000	NAT RANK
Australian Competitive Research Grants <sup>2</sup>	8,640	9,848	19	11,877	11,402	17	12,968	12,145	16
Other Public Sector Research Funding <sup>2</sup>	7,985	7,987	15	13,795	11,474	10	24,074	14,313	9
Industry and Other Funding for Research <sup>2</sup>	13,650	8,601	10	14,929	10,184	11	13,328	11,899	13
Cooperative Research Centres Funds	6,156	3,333	7	7,109	3,694	6	7,691	4,171	5
Other Sources (that is, IGS and RIBG)	7,564	6,637	17	8,092	7,210	17	8,287	7,733	17
Total Research Income	43,995	36,406	11	55,803	43,964	11	66,348	50,261	11
<b>Curtin Target</b>			<b>12</b>			<b>12</b>			<b>11</b>

1. ATN refers to the average of all ATN Universities.  
2. Source data: the Commonwealth's Higher Education Research Data Collection.

NOTES:  
All financial data are for calendar year periods except for CRC data which is reported on a financial year.



## Performance Indicators (continued)

**Research funding (input)  
growth, measured by:****(j) Cooperative Research  
Centre (CRC) Funding***Benchmark gauge: National ranking*

Established through the Commonwealth Government's Cooperative Research Centre Program, CRCs link the public and private sectors across Australia and bring together a wide range of expertise and facilities, with a focus on new and innovative research, leading to competitive technological applications. Funding from CRC differs from other funding sources in that it is calculated on a financial year. It is reported here for the HERDC reporting year.

Table 9 expands upon the Cooperative Research Centre funding data provided in the previous table and is an indicator of the amount of applied collaborative research at Curtin, which reflects, in particular, the University's commitment to collaboration with external organisations in research and development, technology transfer and innovation. Curtin exceeded its target by improving its national ranking by one place from 6th in 2006 to 5th in 2007.

**TABLE 9. CRC FUNDING FOR THE HERDC REPORTING YEAR 2007  
% CRC FUNDING YEARS 2005 – 2007  
UNIVERSITY RANKING ACCORDING TO % SHARE IN 2007**

RANK	UNIVERSITY	(\$'000) 2007	% SHARE 2007	% SHARE 2006	% SHARE 2005
1	University of Queensland	14,710	11.7	14.7	13.9
2	University of Melbourne	13,015	10.3	9.4	9.6
3	Monash University	9,681	7.7	5.9	9.0
4	University of Sydney	8,017	6.4	6.0	5.4
5	<b>CURTIN UNIVERSITY</b>	7,691	6.1	5.4	4.7
6	University of Tasmania	6,625	5.3	4.4	3.6
7	<b>University of Western Australia</b>	6,427	5.1	5.7	5.2
8	University of Adelaide	6,011	4.8	5.2	5.2
9	<i>Queensland University of Technology</i>	5,883	4.7	3.5	3.2
10	University of New South Wales	5,635	4.5	3.7	3.2
11	<b>Murdoch University</b>	5,526	4.4	4.0	3.1
12	University of Canberra	3,489	2.8	1.0	1.4
13	<i>University of South Australia</i>	3,317	2.6	1.8	1.9
14	Southern Cross University	3,121	2.5	3.1	2.8
15	<i>Royal Melbourne Institute of Technology</i>	2,995	2.4	2.6	2.6
16	University of New England	2,876	2.3	2.3	2.5
17	James Cook University	2,805	2.2	4.5	4.5
18	Swinburne University of Technology	2,226	1.8	1.4	1.8
19	Australian National University	1,852	1.5	2.0	2.6
20	University of Newcastle	1,822	1.4	1.2	1.0
21	Griffith University	1,721	1.4	2.8	3.2
22	Charles Darwin University	1,593	1.3	1.0	1.4
23	La Trobe University	1,438	1.1	0.7	0.8
24	Macquarie University	1,354	1.1	0.7	0.7
25	Charles Sturt University	1,056	0.8	1.1	1.1
26	University of Wollongong	999	0.8	1.5	2.2
27	<i>University of Technology, Sydney</i>	969	0.8	0.8	0.4
28	University of Western Sydney	866	0.7	0.5	0.3
29	Deakin University	709	0.6	0.3	0.3
30	Victoria University	652	0.5	1.0	0.8
31	Flinders University of SA	470	0.4	0.5	0.7
32	Central Queensland University	381	0.3	0.9	0.7
33	<b>Edith Cowan University</b>	112	0.1	0.1	0.0
34	University of Southern Queensland	92	0.1	0.2	0.1
35	Australian Catholic University	0	0.0	0.0	0.0
35	Australian Maritime College	0	0.0	0.1	0.0
35	Batchelor Inst Indigenous Tertiary Ed	0	0.0	0.0	0.0
35	Bond University	0	0.0	0.0	0.0
35	Melbourne College of Divinity	0	0.0	0.0	0.0
35	University of Ballarat	0	0.0	0.0	0.0
35	<b>University of Notre Dame, Australia</b>	0	0.0	0.0	0.0
35	University of the Sunshine Coast	0	0.0	0.0	0.0
	<b>Total</b>	<b>126,138</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

## 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 higher education sector. The publication of a piece of research demonstrates that referees, expert in the appropriate field, have judged the work worthy of acceptance and dissemination to the research community.

Table 10 gives Curtin's relative performance in respect of the publications indicator over the period 2005 – 2007 against averages for the ATN and for all Australian universities.

Additional initiatives and incentives were put in place in 2006, and there has been an increase in total HERDC points awarded for publications, between 2005 and 2007.

There is a 14 per cent increase in publications in 2007 compared to 2006, with Curtin's total publications exceeding the ATN average for the first time, and the University's national ranking improved from 15th in 2006 to 13th in 2007.

PUBLICATION TYPE	2005			2006			2007		
	CURTIN	ATN <sup>1</sup>	ALL <sup>2</sup>	CURTIN	ATN <sup>1</sup>	ALL <sup>2</sup>	CURTIN	ATN <sup>1</sup>	ALL <sup>2</sup>
Books	6.5	8.8	16.5	13.6	12.1	17.3	19.2	15.6	18.0
Book Chapters, Journal Articles, Conference Publications	915.0	1018.6	967.2	1012.9	1116.0	1014.1	1149.7	1140.2	1046.3
Total Publications	<b>921.5</b>	1027.5	983.7	<b>1026.5</b>	1128.1	1031.4	<b>1168.9</b>	1155.8	1064.3
Curtin Target	<b>983.7</b>			<b>1031.3</b>			<b>1134.4</b>		

1. ATN refers to the average of all ATN Universities.  
2. All refers to the average of all Australian Universities.

## Performance Indicators (continued)

**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 towards the Research and Development goal have been earned.

Table 11 compares Curtin's research funding performance per 10 FTE academic staff with the averages for the ATN universities and all Australian universities. Curtin's funding of \$766,000 per 10 FTE in 2007 remains above the ATN average and places its national ranking at 14th position, similar to previous year.

	2005			2006			2007		
	CURTIN	ATN <sup>2</sup>	NAT	CURTIN	ATN <sup>2</sup>	NAT	CURTIN	ATN <sup>2</sup>	NAT
Source of Research Funding	\$'000/ 10 FTE	\$'000/ 10 FTE	Rank	\$'000/ 10 FTE	\$'000/ 10 FTE	Rank	\$'000/ 10 FTE	\$'000/ 10 FTE	Rank
Australian Competitive Research Grants	102	116	23	140	129	20	150	135	20
Other Public Sector Research Funding	94	92	19	162	129	14	278	158	4
Industry and Other Funding for Research	161	101	10	175	114	12	154	130	15
Cooperative Research Centre Funds	73	38	8	84	41	6	89	45	5
Other Sources (that is, IGS and RIBG)	89	77	21	95	81	19	96	86	19
Total	519	425	17	656	493	14	766	554	14
Curtin Target	500			500			525		

1. *FTE Academic Staff* is defined as Full-time equivalent (FTE) academic staff from all funding sources in academic organisational units only, and include teaching and 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.

## 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 compared with the publication rates for ATN, and for 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).

Curtin's output of 13.5 publications per 10 FTE in 2007 is a marked improvement over the previous two years' and raises it above the ATN average as well as the National average.

PUBLICATION TYPE	2005			2006			2007		
	CURTIN	ATN <sup>2</sup>	ALL <sup>3</sup>	CURTIN	ATN <sup>2</sup>	ALL <sup>3</sup>	CURTIN	ATN <sup>2</sup>	ALL <sup>3</sup>
Books	0.1	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.2
Book Chapters, Journal Articles, Conference Publications	10.8	11.8	12.3	11.9	12.5	11.9	13.3	12.3	11.1
<b>Total</b>	<b>10.9</b>	<b>11.9</b>	<b>12.5</b>	<b>12.1</b>	<b>12.6</b>	<b>12.1</b>	<b>13.5</b>	<b>12.8</b>	<b>11.3</b>
<b>Curtin Target</b>	<b>12.5</b>			<b>12.1</b>			<b>12.7</b>		

1. FTE Academics Staff is defined as Full-time equivalent (FTE) academic staff from all funding sources in academic organisational units only, and include teaching and 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.

## Performance Indicators (continued)

## Section B Vocational Education and Training Performance

### B1 Vocational Education and Training Effectiveness

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 Teaching and Learning expenditure

**Quality teaching, measured by:**

**(n) Percentage of Graduates Satisfied with their Course**

*Benchmark gauge: National average*

Table 13, covering the years 2005 – 2008, 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 2006 and 2008 the survey returns are deemed insufficient for reporting purposes.

TABLE 13. VET GRADUATE SATISFACTION 2005 – 2008				
	2005 <sup>(1)</sup>	2006	2007 <sup>(1)</sup>	2008
<b>Curtin</b>	90% (89%)	n/a	90% (91%)	n/a
<i>number of Respondents</i>	1,558		1,673	
<b>State</b>	87% (87%)	n/a	88% (87%)	n/a
<i>number of Respondents</i>	36,068		36,544	
<b>National</b>	88% (88%)	n/a	89% (89%)	n/a
<i>number of Respondents</i>	345,012		391,597	
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				
NOTES:				
a. Data for 2006 and 2008 were unavailable because the national surveying body switched from annual to biennial 'detailed' small area sampling. Consequently, the relevant 2006 and 2008 survey returns for Curtin were deemed insufficient for reporting purposes.				
b. (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.				
c. Rounding errors may occur.				
d. 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.				

## 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.

	2005 <sup>(1)</sup>		2006		2007 <sup>(1)</sup>		2008	
	No.	%	No.	%	No.	%	No.	%
<b>Curtin</b>								
Employed	372	89% (91%)	n/a	n/a	376	91% (92%)	n/a	n/a
Unemployed	22	5% (5%)	n/a	n/a	13	3% (3%)	n/a	n/a
Not in Labour Force	22	5% (4%)	n/a	n/a	25	6% (5%)	n/a	n/a
<i>Number of Respondents</i>	<i>1,541</i>				<i>1,669</i>			
<b>state</b>								
Employed	5,241	78% (78%)	n/a	n/a	4,681	83% (83%)	n/a	n/a
Unemployed	563	8% (9%)	n/a	n/a	340	6% (6%)	n/a	n/a
Not in Labour Force	866	13% (13%)	n/a	n/a	641	11% (11%)	n/a	n/a
<i>Number of Respondents</i>	<i>34,211</i>				<i>34,974</i>			
<b>national</b>								
Employed	32,231	80% (79%)	n/a	n/a	31,094	81% (80%)	n/a	n/a
Unemployed	3,735	9% (10%)	n/a	n/a	3,183	8% (9%)	n/a	n/a
Not in Labour Force	4,347	11% (11%)	n/a	n/a	3,980	10% (10%)	n/a	n/a
<i>Number of Respondents</i>	<i>329,118</i>				<i>378,830</i>			
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								
NOTES: a. Data for 2006 and 2008 were unavailable because the national surveying body switched from annual to biennial 'detailed' small area sampling. Consequently, the relevant 2006 and 2008 survey returns for Curtin were deemed insufficient for reporting purposes. b. (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. c. Rounding errors may occur. d. 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.								

## Performance Indicators (continued)

**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 2005 – 2008, with Curtin benchmarked against State and national data. Note that respondents may also be in work while 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.

TABLE 15. VET GRADUATES ENROLLED IN FURTHER STUDY 2005 – 2008								
	2005 <sup>(1)</sup>		2006		2007 <sup>(1)</sup>		2008	
	No.	%	No.	%	No.	%	No.	%
Curtin	92	22% (20%)	n/a	n/a	102	25% (23%)	n/a	n/a
<i>Number of Respondents</i>	1,529				1,669			
<b>target – Exceed State and National Percentages</b>								
State	2,416	37% (36%)	n/a	n/a	1,881	33% (34%)	n/a	n/a
<i>Number of Respondents</i>	33,649				34,974			
national	13,415	34% (33%)	n/a	n/a	12,147	32% (31%)	n/a	n/a
<i>Number of Respondents</i>	324,042				378,830			
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 NOTES: a. Data for 2006 and 2008 were unavailable because the national surveying body switched from annual to biennial 'detailed' small area sampling. Consequently the relevant 2006 and 2008 survey returns for Curtin were deemed insufficient for reporting purposes. b. (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. c. Rounding errors may occur. d. 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.								

## Performance Indicators (continued)

**Section B  
Vocational Education and  
Training Performance**

## B2 Vocational Education and Training Efficiency

**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.*

**Efficient teaching and learning expenditure, measured by  
(q) Expenditure per Student Curriculum Hour**

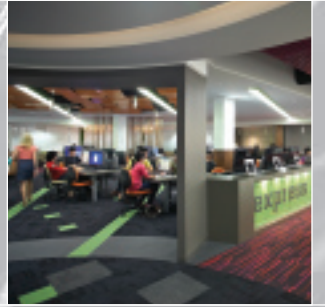
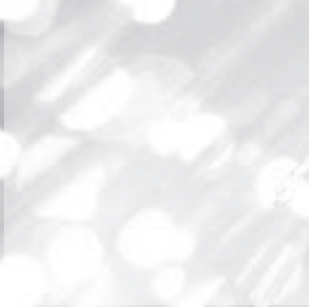
*Benchmark gauge: Not available*

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.

	2005	2006	2007	2008
Total SCH	622,379	667,924	656,868	573,195
Curtin Target in SCH	565,388	565,388	565,388	600,668
Total Teaching and Learning Expenditure	\$14,497,642	\$12,466,442	\$14,703,886	14,791,271 <sup>1</sup>
Teaching Expenditure per SCH	\$11.40	\$8.98	\$10.57	\$14.20
Non-Teaching Expenditure per SCH	\$11.90	\$9.68	\$11.81	\$11.60
Total Teaching Expenditure per SCH	\$23.30	\$18.66	\$22.38	\$25.80
1. Total Teaching and Learning expenditure includes \$6.7 million of other non-teaching related expenditure.				
NOTES:				
• Rounding Errors may occur.				





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