

INTRODUCTION

Curtin’s mission statement, to transform lives and communities through education and research, reflects the University’s purpose. To achieve this mission and its 2030 vision to be a recognised global leader in research, education and engagement, the University assesses performance across a series of outcome components and key performance indicators related to: student demand for Curtin courses, the experience of its students and the reputation of its graduates; research performance; industry engagement; staff engagement; diversity and equity; global reputation; and the financial sustainability of its teaching and learning activities. These are set out in a balanced scorecard framework over six interdependent Strategic Plan themes to provide a holistic view of the University’s performance.

The selection of indicators reflects those that are designed to demonstrate progress towards achieving targets as outlined in the Curtin Strategic Plan (2017–2020) and Enabling Plan. Performance indicators are classified as either effectiveness or efficiency.

A summary of the Outcome Components and Key Performance Indicators is provided below.

OUTCOME COMPONENTS

KEY PERFORMANCE INDICATORS

LEARNING AND STUDENT EXPERIENCE

1. Student Demand and Quality	1.1 Curtin market share of WA university students – total commencements, TISC first preferences and commencements with ATAR ≥95
2. Student Experience	2.1 Student satisfaction (SES) – undergraduate students 2.2 Retention rate – undergraduate students
3. Graduate Outcomes	3.1 Domestic graduate employment rates
4. Student Equity	4.1 Percentage of total domestic enrolments – regional and remote students 4.2 Total enrolments - Indigenous students

RESEARCH AND INNOVATION

5. Research Performance	5.1 Publications per Research Only/Teaching and Research staff FTE 5.2 Total research income (Category 1 - 4) 5.3 Completion numbers – Higher Degree by Research (HDR) students
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ENGAGEMENT AND IMPACT

6. Industry Engagement	6.1 Category 3 and 4 industry income and industry scholarships
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PEOPLE AND CULTURE

7. Staff Engagement	7.1 YourVoice survey results – Passion/Engagement and Progress
8. Diversity and Equity	8.1 Number of Indigenous staff and internships 8.2 Staff gender balance

GLOBAL POSITIONING

9. International Reputation	9.1 International co-authorship 9.2 ARWU ranking
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SUSTAINABLE FUTURE

10. Financial Sustainability	10.1 Teaching and Learning (T&L) expenditure per EFTSL 10.2 Revenue from non-Commonwealth sources
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LEARNING AND STUDENT EXPERIENCE

Outcome Component: 1. Student Demand and Quality

Monitoring the market share of Total Commencements provides an assessment of the strength of student demand across all student cohorts. Tertiary Institutions Service Centre (TISC) first preferences indicate WA domestic student demand for Curtin undergraduate courses, and the share of high (above 95%) Australian Tertiary Admission Rank (ATAR) enrolment indicates the calibre of domestic undergraduate students enrolling into Curtin courses. Taken together, the measures reflect the value and reputation of Curtin courses in the WA university sector.

Key Performance Indicator: 1.1 Curtin market share of WA university students – Total Commencements, TISC First Preferences and Commencements with ATAR ≥95

Classification: Effectiveness measure

Benchmark gauge: Comparison of Curtin’s market share against previous years reflects the growth/changes in demand for Curtin courses and the quality of its domestic undergraduate students.

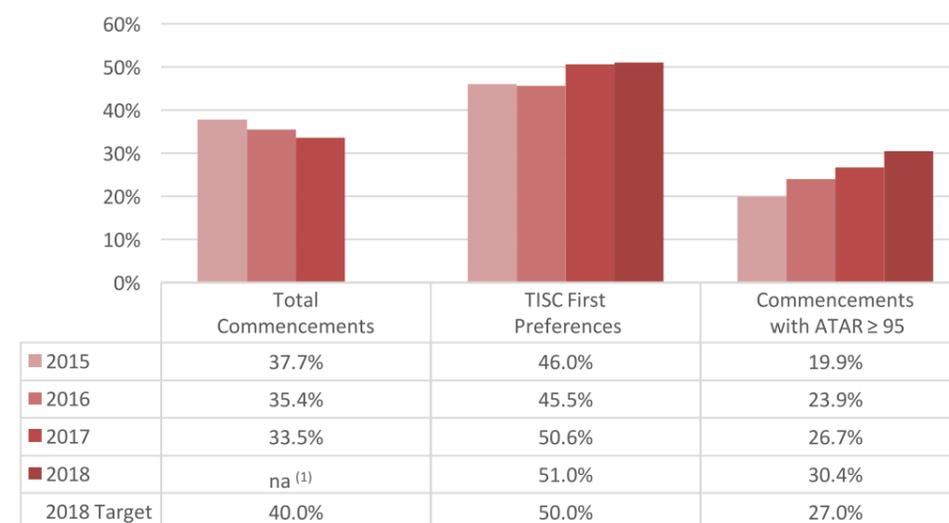
Total Commencements is the per cent of all commencing students (undergraduate, postgraduate and others) enrolled at one of the five universities in Western Australia as measured with data published by the Department of Education and Training (DET), Canberra.

TISC First Preferences measures Curtin’s market share in first preferences received through TISC. TISC is operated by the four major public universities in Western Australia to facilitate domestic undergraduate applications. The University of Notre Dame (UND) is a private institution and hence does not utilise TISC, but considers direct entry for all student applications.

Commencements with ATAR ≥95 is the per cent of TISC and non-TISC (UND) applicants with a high ATAR score (≥95) who enrolled at one of the five major universities in Western Australia. An imputed enrolment of high ATAR students is calculated for the University of Notre Dame based on the TISC application data.

Performance in 2018 is above target and above 2017 performance for both TISC First Preferences and Commencements with ATAR ≥95. Total Commencement data for 2018 is currently unavailable, although historically Curtin’s performance has been stable.

CURTIN MARKET SHARE OF WA UNIVERSITY STUDENTS



Data source: 2015–2017 Total Commencements data, Department of Education and Training; 2015–2018 TISC First Preferences and Commencements with ATAR ≥95, Curtin’s internal systems.

Notes:

(1) Total Commencements data for 2018 is not yet available due to timing of data collection and release by Department of Education and Training.

Learning and Student Experience (continued)

Outcome Component: 2. Student Experience

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

This effectiveness indicator provides an insight into the quality of overall student experience. The Student Experience Survey (SES) provides benchmarking opportunities to track performance against other Australian universities. These findings are useful as they enable the University to review and improve its learning and teaching quality and the educational experience at Curtin. Student satisfaction with courses provides insight into the quality of the student experience.

Key Performance Indicator: 2.1 Student satisfaction (SES) – undergraduate students

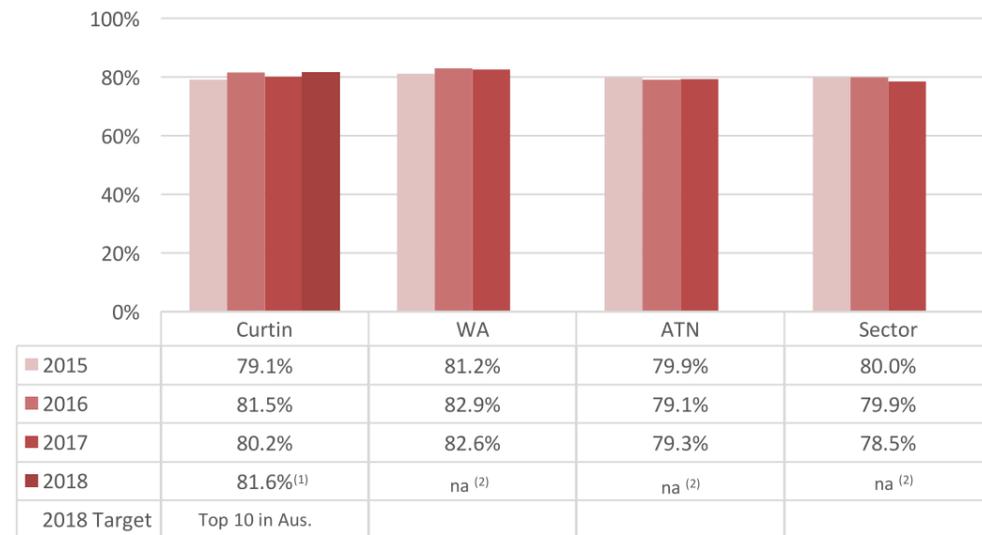
Classification: Effectiveness measure

Benchmark gauge: SES data on WA universities, Australian Technology Network (ATN) universities and the Higher Education sector.

The SES is funded by the Australian Government Department of Education and Training and was administered by the Social Research Centre (SRC) in 2016. SRC collects SES information from first year and final year onshore undergraduates on their student experience. In 2017, onshore postgraduates were surveyed for the first time. For consistency, the SES results below reflect the views of onshore undergraduates only. The SES measures five aspects of the student experience and includes an additional single item measure of overall student satisfaction with the quality of their educational experience. This question reads, 'Thinking about your <course>, overall how would you rate the quality of your entire educational experience this year?'. A student is considered satisfied if they answered either 'Good' or 'Excellent'.

The quality of educational experience has remained relatively stable since 2016.

STUDENT SATISFACTION (SES) – UNDERGRADUATE STUDENTS



Data source: 2015–2018 Curtin data, Curtin Tableau Report prepared and issued by the SRC; 2015–2017 WA, ATN & Sector averages derived by Curtin’s Market and Institutional Research (MIR) team, Office of Strategy and Planning, using national datasets supplied by the SRC.

- Notes:
- (1) In 2018 the number of domestic Curtin survey respondents was 7,241, domestic Curtin graduate population size was 15,278, and the response rate was 47.5 per cent. The margin of error was +/- .84 per cent at a 95 per cent confidence level.
 - (2) Benchmark data for 2018 is not yet available due to timing of data collection and release by the SRC.

Learning and Student Experience (continued)

Key Performance Indicator: 2.2 Retention rate – undergraduate students

Classification: Effectiveness measure

Benchmark gauge: WA universities, ATN universities and the Higher Education sector.

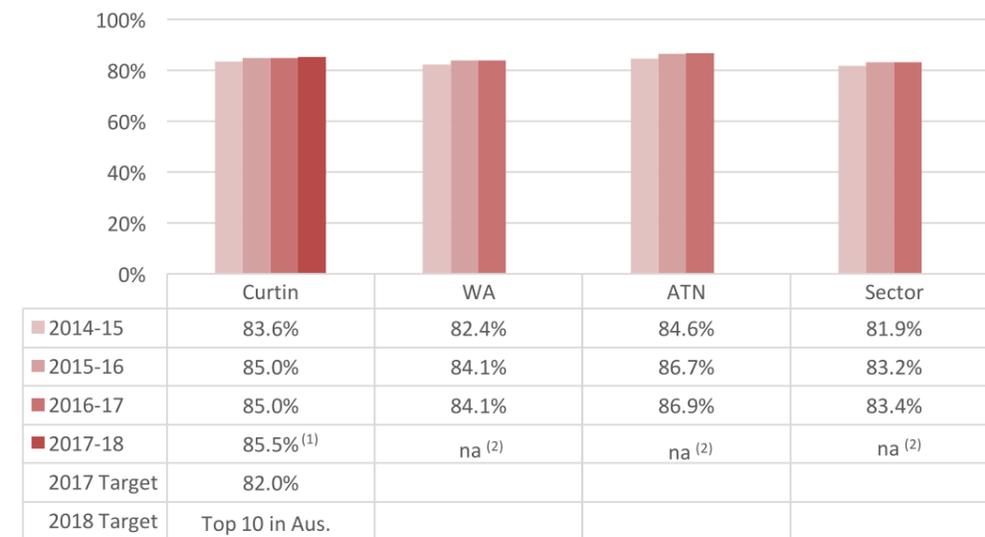
Minimising the attrition of students, as measured through student retention, allows the University to optimise its student load and revenue base and ensures students can fulfil their ambitions to obtain a university qualification.

High numbers of students retained from one year to the next demonstrates a strong level of student engagement with their studies, and provides a good indication that recruitment and support initiatives have been effectively deployed.

Retention is reported with one year lag, benchmark data is available only up to 2017–2018. Retention rates are affected by a multitude of factors including a student’s personal circumstances. Targets for retention rates are set to ensure Curtin’s performance remains at an acceptable level.

The retention rate of undergraduate students has remained stable. 2016–2017 is tracking below ATN average but above Sector and WA averages. Initiatives to address retention rate issues are in place and are expected to influence performance over the coming years.

RETENTION RATE – UNDERGRADUATE STUDENTS



Data source: 2014–2016 Retention data, Department of Education and Training.

- Notes:
- (1) The 2017–2018 percentage is derived using Curtin’s internal systems.
 - (2) Benchmark data for 2017–2018 is not available due to timing of data collection and release by Department of Education and Training.

Learning and Student Experience (continued)

Outcome Component: 3. Graduate Outcomes

Curtin aspires to have the highest graduate employment rates in Western Australia. The vision for Learning and Student Experience is to lead in education innovation and prepare graduates for the future. Measuring the employment rate of graduates indicates the level to which Curtin graduates are career-capable and sought after by industry. It should be noted that graduate employment rates are affected by external factors such as economic conditions and labour market cycles.

Key Performance Indicator: 3.1 Domestic graduate employment rates

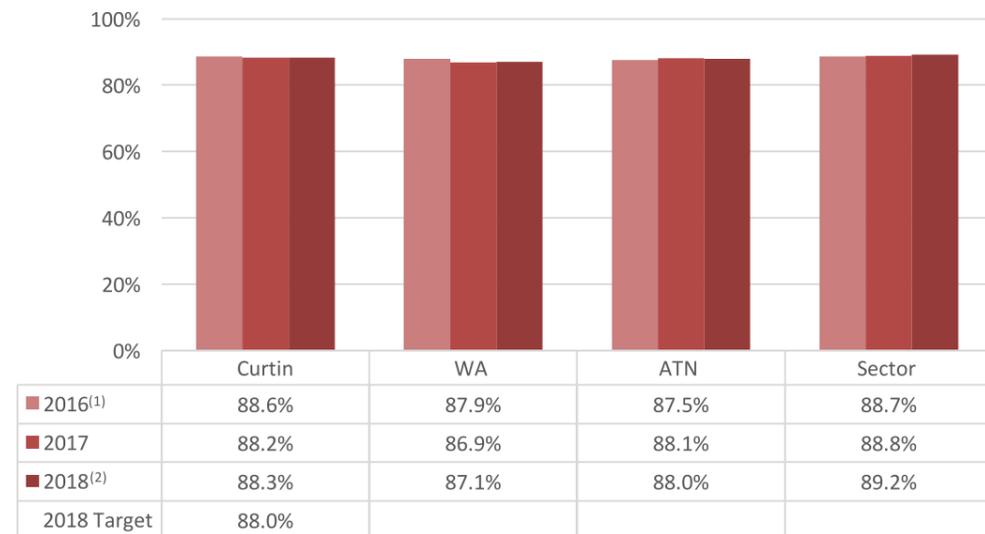
Classification: Effectiveness measure

Benchmark gauge: WA universities, ATN universities and the Higher Education sector.

The Graduate Outcomes Survey (GOS) is a national survey funded by the Australian Government Department of Education and Training, which collects information on graduates' labour market outcomes and further study activities. It replaced the Graduate Destination Survey (GDS) which was a component of the Australian Graduate Survey (AGS). GOS has been administered by the SRC from 2016 onwards and has been expanded to include domestic graduates in casual employment in addition to those in full-time or part-time employment. GOS is administered online to graduates of Australian higher education institutions about five months after their course completion at or via an Australian campus.

The domestic graduate employment rate has remained relatively stable and the 2018 target has been achieved.

DOMESTIC GRADUATE EMPLOYMENT RATES



Data source: 2016–2018 Curtin, WA, ATN and Sector data, Curtin UA GOS Tableau Report prepared and issued by the SRC.

Notes:

(1) 2016–2018 results are not directly comparable to results from 2015 and older as the survey instrument and methodology has changed (was AGS–GDS, now GOS).

(2) In 2018 the number of domestic Curtin survey respondents was 2,379, domestic Curtin graduate population size was 5,840 and the response rate was 40.7 per cent. The margin of error was +/-1.55 per cent at a 95 per cent confidence level.

Learning and Student Experience (continued)

Outcome Component: 4. Student Equity

Curtin, through its Student Equity Strategy, is committed to enhancing opportunities for people from diverse backgrounds to participate and succeed in higher education. A range of initiatives specifically addressing community outreach, access to Curtin and student equity support have been undertaken to facilitate a higher education environment that is inclusive and supportive of students from disadvantaged backgrounds, including Indigenous Australians and those from regional or remote communities.

Key Performance Indicator: 4.1 Percentage of total domestic enrolments – regional and remote students

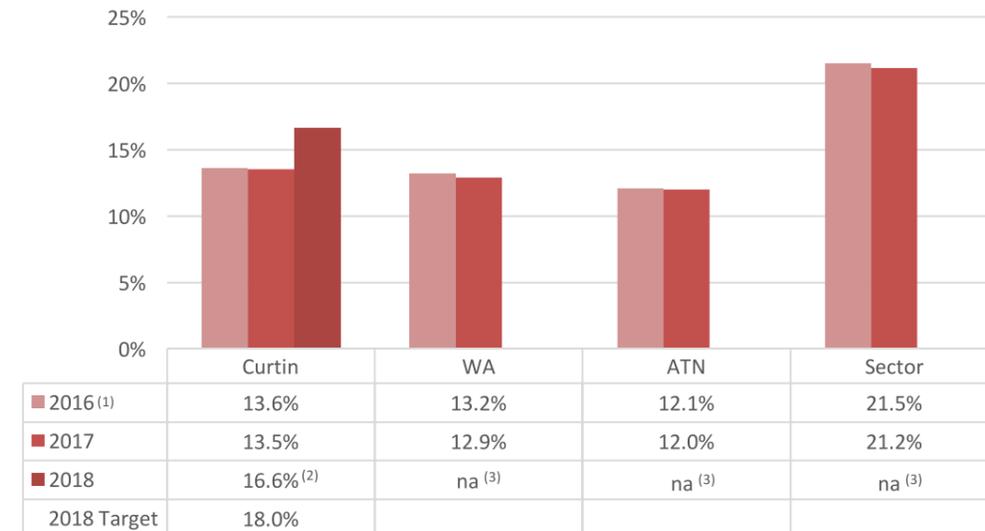
Classification: Effectiveness measure

Benchmark gauge: WA universities, ATN universities and the Higher Education sector.

Regional and remote student enrolments are measured as a proportion of total domestic enrolments. The categorisation takes into account whether a domestic student's permanent address is considered urban, regional or remote at the commencement of study.

In 2018, despite improving on its 2017 performance, the target was not achieved. 2018 benchmark data is as yet unavailable, however historical data shows that Curtin has remained ahead of WA and ATN averages, but below the sector average. Curtin's Addressing Higher Educational Access Disadvantage (AHEAD), an educational outreach program working with regional and remote participants through a range of online and face-to-face initiatives, is expected to improve performance over the coming years.

PERCENTAGE OF TOTAL DOMESTIC ENROLMENTS – REGIONAL AND REMOTE STUDENTS



Data source: 2016–2017 Equity groups data, Department of Education and Training.

Notes:

(1) No data was available in 2015 in Department of Education and Training report for student's permanent address at the commencement of study. The report only started this data in 2016.

(2) The 2018 percentage is derived using Curtin's internal systems.

(3) Benchmark data for 2018 is not available due to timing of data collection and release by Department of Education and Training.

Learning and Student Experience (continued)

Key Performance Indicator: 4.2 Total enrolments – Indigenous students

Classification: Effectiveness measure

Benchmark gauge: WA universities, ATN universities and the Higher Education sector.

This measure includes all Indigenous students enrolled at Curtin, both undergraduate and postgraduate. Indigenous students are those students who identify themselves as being of Aboriginal and/or Torres Strait Islander descent.

In 2018 the University increased its overall indigenous enrolment numbers and achieved the target. Historical trends show that Curtin has been performing well above WA, ATN and sector averages for this measure.

TOTAL ENROLMENTS – INDIGENOUS STUDENTS



Data source: 2015-2017 Indigenous students data, Department of Education and Training.

Notes:

(1) 2018 number is derived using Curtin’s internal systems.

(2) Benchmark data for 2018 is not available due to timing of data collection and release by Department of Education and Training.

RESEARCH AND INNOVATION

Outcome Component: 5. Research Performance

To be a leading international university, Curtin must have strong research capability and performance.

Curtin’s research performance is dependent on its capacity to conduct research activities. The number of publications produced by research-active staff and Higher Degree Research completions are an indication of research intensity and productivity.

Research income is an indicator of the University’s ability to attract research funding in a competitive environment and provides a proxy measure for national and international research performance.

Key Performance Indicator: 5.1 Publications per Research Only/Teaching and Research staff FTE*

Classification: Efficiency measure

Benchmark gauge: ATN universities and the Higher Education sector.

This measure provides an indication of the research productivity of Curtin research staff.

Publications are classified as the number of items in Clarivate’s Web of Science Core Collection indices with document type “Article” or “Review” via InCites. Staff full-time equivalent (FTE) includes all staff in “Teaching and Research” and “Research Only” functions. Staff FTE for the “Teaching and Research” function is calculated at 40 per cent of total FTE for the research function.

As data is reported with a year lag, benchmark data is only available up to 2017. Publication output per research staff FTE has grown steadily since 2015. Historical trends show that Curtin is tracking above ATN and sector averages. The University’s steady growth is due to numerous factors, aligned with Curtin’s strategic direction in research, which include a stronger focus on encouraging and supporting quality research outputs, leading to steady growth in scholarly journal articles over the last five years. Performance in forthcoming years is expected to grow due to significant investment in recruiting and retaining high quality researchers and in research infrastructure.

*This indicator measures the efficiency of Curtin’s core service, research.

PUBLICATIONS PER RESEARCH STAFF FTE

	2015	2016	2017	2018	2017 Target	2018 Target
Curtin	3.6	3.8	4.1	na ⁽¹⁾	3.7	3.8
Average ATN Universities	2.7	2.8	3.0	na ⁽¹⁾		
Average Sector	2.4	2.5	2.6	na ⁽¹⁾		

Data source: 2015-2017 Publications InCites dataset, Web of Science schema;

2015-2017 Staff FTE data, Department of Education and Training.

Notes:

(1) 2018 staff FTE data is not available due to timing of data collection and release by Department of Education and Training.

Research and Innovation (continued)

Key Performance Indicator: 5.2 Total research income (Category 1-4)

Classification: Effectiveness measure

Benchmark gauge: ATN universities and the Higher Education sector.

Research income consists of four Higher Education Research Data Collection (HERDC) categories:

- Category 1 - Australian Competitive Grants
- Category 2 - Other Public Sector Research Income
- Category 3 - Industry and Other Research Income
- Category 4 - Cooperative Research Centre Research Income

Research performance outcomes are being targeted through strategic support for grant proposals, recruitment of high performing researchers, and improved success in Australian Research Council (ARC) fellowship and grant programs. These strategies are delivering improved research income performance.

As research income data is reported with a year lag, data is only available up to 2017. In 2017 the University achieved its target and continued to maintain twelfth place in Australia.

TOTAL RESEARCH INCOME (HERDC CATEGORY 1-4)

	2015	2016	2017	2018	2017 Target	2018 Target
Curtin	\$87.5m	\$86.8m	\$95.4m	na ⁽¹⁾	\$90.0m	\$95.0m
Average ATN Universities	\$73.1m	\$70.6m	\$78.3m	na ⁽¹⁾		
Average Sector	\$88.7m	\$90.1m	\$93.9m	na ⁽¹⁾		
All Australian Rank	12	12	12	na ⁽¹⁾		

Data source: 2015-2017 Research income data, Department of Education and Training.

Notes:

(1) 2018 data is not available due to timing of data collection and release by Department of Education and Training.

Research and Innovation (continued)

Key Performance Indicator: 5.3 Completion numbers – Higher Degree by Research (HDR) students

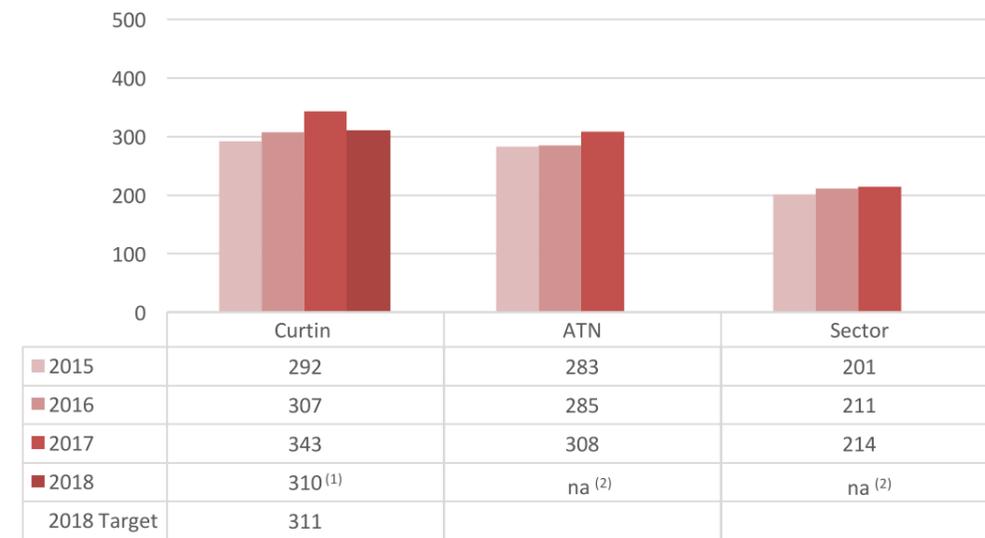
Classification: Effectiveness measure

Benchmark gauge: ATN universities and the Higher Education sector.

HDR Completions measures those students who completed their studies in a research Masters or Doctorate program. It is an important measure in determining future research training funding amounts from the Commonwealth government. HDR Completions also provides Curtin with an opportunity to benchmark its research productivity to other leading Australian universities.

There has been a 10 per cent decrease in the number of HDR completions since 2017. Benchmark data for 2018 is not yet available, but historical trends suggest that Curtin is ahead of ATN and sector averages for HDR completion numbers.

COMPLETION NUMBERS – HDR STUDENTS



Data source: 2015-2017 Award course completions data, Department of Education and Training.

Notes:

(1) 2018 number is derived using Curtin's internal systems. Data shows headcount.

(2) Benchmark data for 2018 is not available due to timing of data collection and release by Department of Education and Training.

ENGAGEMENT AND IMPACT

Outcome Component: 6. Industry Engagement

Engaging with industry provides Curtin with enhanced opportunities for undertaking research projects funded by industry, addressing industry challenges that result in outcomes that have both economic and community benefits. Industry-funded scholarships assist students financially. They also provide vital access to work experience opportunities and industry mentors, thereby improving the overall educational experience.

Key Performance Indicator: 6.1 Category 3 and 4 industry income and industry scholarships

Classification: Effectiveness measure

Benchmark gauge: There is no comparable data for benchmarking this measure.

Industry-related research income is measured by HERDC income Category 3 (Industry and Other Funds) and Category 4 (Cooperative Research Centres), measured in AUD million in the year in which it is earned. Money received from industry for funding various domestic undergraduate and postgraduate coursework scholarships is also used as an indicator of industry engagement.

As research income data is reported with a year lag, data is only available up to 2017. Moderate growth is expected for 2018 industry income due to the WA economic downturn.

INDUSTRY INCOME (CATEGORY 3-4) AND INDUSTRY SCHOLARSHIPS

	2015	2016	2017	2018	2017 Target	2018 Target
Industry Income (Category 3-4) and Industry Scholarships	\$30.1m	\$32.4m	\$38.7m	na ⁽¹⁾	\$36.0m	\$36.0m

Data source: 2015–2017 Research income data, Department of Education and Training; 2015–2017 Scholarship data Curtin’s internal systems.

Notes:

(1) 2018 Research income data is unavailable due to timing of data collection and release by Department of Education and Training.

PEOPLE AND CULTURE

Outcome Component: 7. Staff Engagement

YourVoice Staff Satisfaction survey provides a benchmark to measure the level of staff engagement, an outcome component of the 2017–2020 strategic plan, and the People and Culture enabling plan. The YourVoice Staff Satisfaction survey also measures how well Curtin is performing compared to other Australian universities, and is a key tool used for tracking organisational climate.

Key Performance Indicator: 7.1 YourVoice survey results – Passion/Engagement and Progress

Classification: Effectiveness measure

Benchmark gauge: ATN and Group of Eight (Go8), and All Universities.

The YourVoice survey is conducted biennially. It is administered by the Voice Project, an employee engagement survey provider. The 2016 survey was postponed until March 2017 to facilitate the involvement of staff at Curtin’s offshore campuses.

Results for the YourVoice survey are derived from the mean of responses to three sub-items for each item. For Passion/Engagement, these are: “Organisational commitment”; “Job satisfaction” and “Intention to stay”. For Progress, these are: “Organisational objectives”; “Change and innovation” and “Client satisfaction”.

During 2018 a decision was made to redesign the approach being taken for the YourVoice survey. As a consequence a new survey will be launched in 2019.

YOURVOICE STAFF SURVEY RESULTS

	2012 ⁽¹⁾	2014 ⁽³⁾	2017	2018	2017 Target	2018 Target
	Passion/Engagement					
Curtin	71%	71%	76% ⁽⁵⁾	na ⁽⁶⁾	Above ATN/Go8 avg	Above ATN/Go8 avg
ATN and Go8 average	na ⁽²⁾	76% ⁽⁴⁾	78%			
All Universities average	74%	75%	77%			
	Progress					
Curtin	58%	52%	64%	na ⁽⁶⁾	Above ATN/Go8 avg	Above ATN/Go8 avg
ATN and Go8 average	na ⁽²⁾	62% ⁽⁴⁾	64%			
All Universities average	56%	57%	60%			

Data source: Data compiled by the Voice Project that conducted this survey for Curtin.

Notes:

(1) In 2012, only continuing and fixed-term staff were surveyed.

(2) No data available for ATN and Go8 in 2012.

(3) From 2014, professional casual staff and academic sessional staff were also included in the survey.

(4) Data for ATN and Go8 is a new comparison category from 2014. The Go8 is an alliance of eight research-intensive Australian universities.

(5) Curtin introduced its Sarawak and Singapore campuses in the 2017 survey. In 2017 the number of Curtin survey respondents was 3,549, population size was 5,456, and the response rate was 65 per cent. The margin of error was +/-1.0 per cent at 95 per cent confidence level.

(6) No survey in 2018.

People and Culture (continued)

Outcome Component: 8. Diversity and Equity

An increased number of Indigenous people in the workforce is a key objective of the University and aligns to the Curtin Reconciliation and Action Plan. Increased participation of female staff in the workforce is part of the University’s Equal Employment Opportunity Management Plan.

Key Performance Indicator: 8.1 Number of Indigenous staff and internships

Classification: Effectiveness measure

Benchmark gauge: This indicator is an internal measure and there is no comparable data for benchmarking.

Indigenous staff include Continuing/Fixed Term and Sessional/Casual staff who have self-identified as Indigenous (of Aboriginal or Torres Strait Islander descent). Internships includes Indigenous students undertaking casual employment through Curtin’s “Earn While You Learn” program and “Indigenous Student Placement Program.”

The target and 2017 performance were exceeded in 2018. Growing Indigenous staff numbers continues to be an important and longer term goal of the University.

NUMBER OF INDIGENOUS STAFF AND INTERNS

	2015	2016	2017	2018	2018 Target
Indigenous Staff and Interns	87	94	106	116	105

Data source: 2015-2018 Indigenous staff and interns data is derived from Curtin’s internal systems.

People and Culture (continued)

Key Performance Indicator: 8.2 Staff gender balance

Classification: Effectiveness measure

Benchmark gauge: ATN universities and the Higher Education sector.

Staff gender balance is measured by the proportion of female staff FTE in senior positions, that is those who are in “Professional Higher Education Worker (HEW) Level ≥10” and “Academic Level E (ALE)” positions.

Curtin’s outcome in 2018 for female staff in ALE positions has improved when compared to 2017. However, the outcomes for both categories are below the targets and benchmarks of ATN and sector averages. Strategies are in place to guide Curtin in achieving its longer term targets including the Science in Australia Gender Equity (SAGE) Athena Swan Pilot Project initiatives. Focus on academic promotion and career development is expected to have a continuing positive impact on the representation of women at ALE positions.

FEMALES IN PROFESSIONAL HEW ≥10 POSITIONS

	2015	2016	2017	2018	2018 Target
Curtin	39.2%	44.5%	38.6%	36.8%	48% - 52%
Average ATN Universities	48.4%	48.9%	51.5%	51.5%	
Average Sector	51.3%	51.7%	50.6%	51.5%	

FEMALES IN ACADEMIC LEVEL E POSITIONS

	2015	2016	2017	2018	2018 Target
Curtin	15.8%	15.6%	19.3%	25.1%	26.0%
Average ATN Universities	26.1%	25.3%	27.7%	29.5%	
Average Sector	25.9%	27.4%	27.2%	28.2%	

Data source: 2015-2018 data, Australian Higher Education Industrial Association (AHEIA).

GLOBAL POSITIONING

Outcome Component: 9. International Reputation

To be a leading international university, Curtin must have strong research performance and enhance its international reputation through global collaborations and outreach.

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

The prestige of being ranked within the Academic Ranking of World Universities (ARWU) provides significant opportunities to seek new teaching and research alliances with high achieving universities, benefiting both staff and students. The measures reflect credible external evaluations.

Key Performance Indicator: 9.1 International co-authorship

Classification: Effectiveness measure

Benchmark gauge: There is no comparable data for benchmarking for this measure.

Comparison of Curtin’s percentage of international co-authorship against previous years reflects the level of international engagement of staff with peers overseas.

This measure details the percentage of total research publications which have at least one co-author with an international-only affiliation on the publication. Research publications have been defined under the last Higher Education Research Data Collection (HERDC) – Return 2 specifications (2015 on 2014 data). The Commonwealth Government has ceased collecting publication data since 2015. 2015–2016 data is provided from the University’s research information management system “Elements” using the same data definition as provided in the last HERDC – Return 2 specifications.

The percentage of international co-authorships has grown steadily. It is expected that the target will be achieved in 2018.

INTERNATIONAL CO-AUTHORSHIP

	2015	2016	2017	2018	2017 Target	2018 Target
% International Co-Authorship	42%	47%	49%	na ⁽¹⁾	42%	45%

Data source: 2015–2017 data, Elements research information management system.

Notes: 2018 data is unavailable due to timing of data collection within Elements.

Key Performance Indicator: 9.2 The Academic Ranking of World Universities (ARWU) ranking

Classification: Effectiveness measure

Benchmark gauge: There are no comparable measures for WA or sector.

The ARWU uses six objective indicators to rank world universities, including the number of alumni and staff winning Nobel Prizes and Fields Medals, the number of highly cited researchers selected by Thomson Reuters, the number of papers published in Nature and Science journals, the number of papers indexed in Science Citation Index-Expanded and Social Science Citation Index, and the per capita academic performance of an institution. More than 1,300 universities are ranked by ARWU and the top 800 are published on the web. Rise in rank indicates the progress of Curtin in attaining leadership in research and education.

Curtin’s performance in the ARWU ranking remains strong. In 2018, Curtin was ranked 9th nationally and 181 in the world.

ARWU RANKING

	2015	2016	2017	2018	2018 Target
World Rank	201-300	201-300	151-200	151-200	Maintain/improve top 200 position
Estimated World Rank	270	211	180	181	
National Rank	9-11	9-14	9-10	9	Maintain top 10 position
Estimated National Rank	11	10	9	9	

Data source: 2015-2018 ARWU ranking data, ShanghaiRanking Consultancy;

2015-2018 estimated ranks are calculated by Curtin’s Office of Strategy and Planning using publicly available scores and a factored calculation.

SUSTAINABLE FUTURE

Outcome Component: 10. Financial Sustainability

To provide an excellent learning experience that is financially sustainable.

Key Performance Indicator: 10.1 Teaching and Learning (T&L) expenditure per equivalent full-time student load (EFTSL)[†]

Classification: Efficiency measure

Benchmark gauge: This indicator is an internal measure and there is no comparable data for benchmarking.

T&L expenditure relates to the teaching of Curtin’s programs. Utilising the measure of average cost of teaching per EFTSL provides an indicator of efficiency. 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 relative service delivery costs, as does the delivery of regional higher education programs in locations such as Kalgoorlie and Margaret River.

Due to the changing nature of business models for course delivery, e.g. increased online offerings, a target for this measure has not been set.

[†]This indicator measures the efficiency of Curtin’s core service, teaching and learning.

TEACHING AND LEARNING EXPENDITURE PER STUDENT EFTSL

	2015	2016	2017	2018
T&L Expenditure	\$639,978	\$633,110	\$627,788	\$586,378
EFTSL	38,506	37,537	36,676	36,842
T&L Expenditure per EFTSL	\$16,620	\$16,866	\$17,117	\$15,916

Data source: 2015-2018 data, Curtin’s internal systems.

Key Performance Indicator: 10.2 Revenue from non-Commonwealth sources

Classification: Effectiveness measure

Benchmark gauge: This indicator is an internal measure and there is no comparable data for benchmarking.

This measure shows the percentage of funding that is not sourced from Australian Government Financial Assistance or Upfront Student HECS-HELP Contributions, as a measure of Curtin’s long term financial sustainability.

Curtin is slightly under target and numerous strategies are in place to grow revenue from non-Commonwealth sources.

REVENUE FROM NON-COMMONWEALTH SOURCES

	2015	2016	2017	2018	2018 Target
Non-Commonwealth Sources ⁽¹⁾	44.6% ⁽²⁾	43.2% ⁽²⁾	42.4% ⁽²⁾	42.3%	43.0%

Data source: 2015-2018 data, Curtin’s internal systems.

Notes:

(1) In 2018 there has been a methodology change in reporting Non-Commonwealth Sources. This performance indicator is calculated using management reporting data which differs from that included in the audited financial statements. For example revenue from investment fair value movements is excluded from this calculation as it is unpredictable and out of management’s control.

(2) Revised figures have been provided for past years in the table above and the restated figures will differ to previously published data.