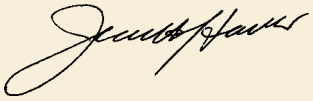
PERFORMANCE INDICATORS

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 2010.

James Ian Gill
Chancellor



Jeanette Hacket
Vice-Chancellor

On behalf of the University Council

Dated this 16th day on March 2011

Curtin's Institutional Performance Indicators

INTRODUCTION

As expressed through its mission, 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.

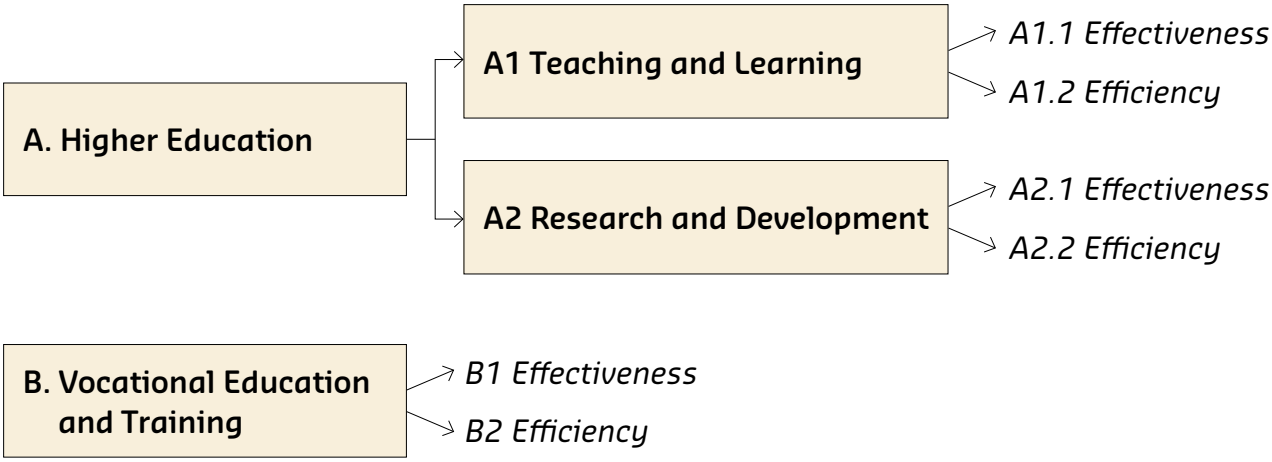
The performance indicators used are divided into two categories – effectiveness and efficiency – and are used in the following context:

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

The following diagram summarises the approach.

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).

Trend data for the last three to four years is provided so that overall direction and rate of progress can be seen. This trend data also identifies 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 and Study Destinations of New First Degree Graduates	Focus on high-quality courses in areas of strength
	b	Perceived Course Quality – Australian Graduate Survey	Focus on high-quality courses in areas of strength
	c	Perceived Teaching Quality – Curtin *e*VALUate Unit Survey	Develop a culture of excellence and innovation
	d	Quality of the University Experience – Curtin Annual Student Satisfaction Survey	Develop a culture of excellence and innovation
	e	Subject Load Pass Rate	Focus on high-quality courses in areas of strength
A1.2 Efficiency	f	Teaching and Learning Expenditure per EFTSL and as a percentage of Curtin Total Expenditure	Enhance capacity and financial sustainability
	g	Teaching and Learning Expenditure per Successful EFTSL	Enhance capacity and financial sustainability
	h	Graduate Productivity Rate – Course Completions per 10 FTE Academic Staff	Enhance capacity and financial sustainability
	i	Commencing (First Year) Bachelor Degree Retention	Enhance capacity and financial sustainability

A2 Higher Education Research and Development Performance Indicators

A2.1 Effectiveness	j	Growth in Research EFTSL	Strengthen research capability and performance
	k	Institutional Grants ($) Ranking	Strengthen research capability and performance Enhance capacity and financial sustainability
	l	Total Research Income ($) Ranking	Strengthen research capability and performance Enhance capacity and financial sustainability
	m	Cooperative Research Centre ($) Ranking	Strengthen research capability and performance Enhance capacity and financial sustainability
	n	Research Publication (weighted HERDC points) Ranking	Strengthen research capability and performance
A2.2 Efficiency	o	Research Funding per Research Staff (using Research Performance Index database)	Strengthen research capability and performance Enhance capacity and financial sustainability
	p	Weighted Research Publication per Research Staff (using Research Performance Index database)	Strengthen research capability and performance Enhance capacity and financial sustainability

A1 Teaching and Learning Performance Indicators

Strategic Objectives:
S1. Develop a culture of excellence and innovation.
S2. Focus on high-quality courses in areas of strength.
S5. Enhance capacity and financial sustainability.

A1.1 TEACHING AND LEARNING EFFECTIVENESS

Ref	Name	Objective
a	Employment and Study Destinations of New First Degree Graduates	Focus on high-quality courses in areas of strength
b	Perceived Course Quality – Australian Graduate Survey	Focus on high-quality courses in areas of strength
c	Perceived Teaching Quality – Curtin *e*VALUate Unit Survey	Develop a culture of excellence and innovation
d	Quality of the University Experience – Curtin Annual Student Satisfaction Survey	Develop a culture of excellence and innovation
e	Subject Load Pass Rate	Focus on high-quality courses in areas of strength

Performance Indicators (continued)

Focus on high-quality courses in areas of strength, 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 2010 AGS survey, applies to the views of students who graduated in 2009. In addition to this national data, Curtin also has access to the views of its own 2010 graduates from the results of the latest survey conducted in 2011. These results are included in the accompanying table.

Table 1. Employment and Study Destinations of New Bachelor Degree Graduates[1] 2007-2010 Australian Citizens and Permanent Residents only

	2007 survey		2008 survey		2009 survey		**2010 survey**	
Activity	Curtin	All[2]	Curtin	All[2]	Curtin	All[2]	**Curtin**	**All[2]**
Full-Time Work	67%	56%	69%	56%	61%	52%	55%	n/a
Full-Time Study	12%	20%	11%	20%	11%	18%	12%	n/a
Not Working, Seeking FT Work	3%	3%	4%	3%	6%	5%	8%	n/a
Part-Time Work, Seeking Full-Time Work	6%	7%	5%	6%	8%	9%	9%	n/a
Part-Time Work, Not Seeking Full-Time Work	6%	8%	8%	8%	9%	10%	11%	n/a
Not Working, Seeking Part-Time Work	1%	1%	0%	1%	1%	1%	1%	n/a
Unavailable for Work/Study	5%	5%	4%	5%	6%	5%	5%	n/a
Total	100%	100%	100%	100%	100%	100%	100%	n/a
Percentage Graduates in Mode of Choice[3]	88%	86%	90%	86%	84%	81%	79%	n/a
Curtin Target (minimum)	**82%**		**82%**		**82%**		**82%**	
Benchmark (Aust Unis' Avg. in prior year)	**84%**		**86%**		**86%**		**81%**	
Total Number of Respondents	*2,165*	*65,110*	*2,047*	*64,648*	*2,012*	*63,492*	*2,095*	*n/a*
Response Rate	*69%*	*n/a*	*66%*	*n/a*	*61%*	*n/a*	*61%*	

1. Data is sourced 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 2010 survey results, national data for 2010 are not available until 2011.
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. Rounding errors may occur.
b. Graduates are surveyed in the year following their completion/graduation. For example, the 2010 survey applies to students who completed their course in 2009.
c. GDS/AGS datapoints are frequencies and not means, thus standard deviations are not reported.
d. Survey data for 2010: Confidence Level = 99%; Confidence Interval = 1.77.
e. National data from the 2010 survey is not yet available.

In relation to the GDS, the 79 per cent outcome in 2010 for the item *"Percentage of Graduates in their mode of choice"*, falls below Curtin's minimum target of 82 per cent. However, it is acknowledged that labour market conditions influence this indicator and therefore this must be considered when comparing this indicator to previous years' benchmarks or Curtin's target.

Focus on high-quality courses in areas of strength, measured by:

(b) Perceived Course Quality – Australian Graduate Survey

Benchmark gauge: Australian Universities' Average

The Australian Graduate Survey (AGS) conducted by Curtin and other institutions provides graduate outcome measures of teaching and learning within the Course Experience section. New graduates are asked to rate their perceptions using five aspects of their recently completed course: good teaching, clear goals and appropriate standards, generic skills, overall satisfaction and graduate qualities. Graduate perceptions of the extent to which they have developed generic and general 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. AGS survey data for all universities was 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 a +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 2010 for students who graduated in 2009, which are included in the accompanying table.

On average, 94 per cent of Curtin's 2009 graduates (surveyed in 2010) were broadly satisfied with their course experience. This is a significant improvement to last year. However, it is important to note that for survey year 2010, Graduate Careers Australia (GCA) implemented the new fully labelled CEQ scale for the first time (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree). Previously only the two extreme rating points were labelled (strongly disagree and strongly agree). The significant improvement in CEQ 2010 results may be partly attributed to this scale modification. It should be noted that it is not possible to re-calculate prior years' results under the new methodology.

Table 2. Perceived Course Quality – Australian Graduate Survey (AGS) of all New Bachelor Degree Graduates 2007–2010 Average Graduate Score –100 (complete disagreement) to +100 (complete agreement)

	2007 survey		2008 survey		2009 survey		**2010 survey**[4]	
AGS Scale	Curtin	All[2]	Curtin	All[2]	Curtin	All[2]	**Curtin**	**All[2]**
Good Teaching	+19 (40.3)	+22	+19 (42.0)	+23	+21 (43.1)	+23	+31 (37.2)	n/a
Clear Goals and Standards	+17 (39.5)	+18	+17 (39.4)	+18	+17 (38.6)	+19	+24 (34.4)	n/a
Graduate Qualities	+35 (40.6)	+41	+34 (42.1)	+40	+34 (43.3)	+40	+46 (32.0)	n/a
Generic Skills	+35 (39.9)	+38	+34 (41.5)	+37	+33 (42.9)	+37	+45 (32.2)	n/a
Overall Satisfaction	+34 (49.2)	+40	+34 (50.9)	+39	+34 (51.6)	+39	+47 (41.6)	n/a
Percent Broad Agreement[3] Overall Satisfaction:	88%	90%	86%	88%	86%	88%	94%	
Curtin Target (minimum)	**90%**		**90%**		**90%**		**90%**	
Benchmark (Aust Unis' Avg. in prior year)	**90%**		**90%**		**88%**		**88%**	
Number of Respondents[1]	*2,328*	*78,206*	*2,153*	*72,193*	*2,899*	*73,951*	*2,988*	*n/a*
Response Rate	*49%*	*n/a*	*46%*	*n/a*	*57%*	*n/a*	*57%*	*n/a*

1. A student undertaking a double major has had the option of completing two Aust. Graduate Surveys. Of the 2,988 Curtin respondents to the 2010 survey, 832 provided additional information about a major.
2. *All* refers to All Australian universities.
3. 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.
4. Graduate Careers Australia (GCA) implemented the new fully labelled CEQ scale for the first time for the 2010 survey (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree). Previously only the two extreme rating points were labelled (strongly disagree and strongly agree).

Notes:

a. Graduates are surveyed in the year following their completion/graduation. For example, the 2010 survey applies to students who completed their course in 2009.
b. Bracketed figures are the standard deviation for each CEQ/AGS scale.
c. Survey data for 2010: Confidence level = 99%; Confidence interval = 1.54.
d. National data for 2010 is not yet available.

Performance Indicators (continued)

Develop a culture of excellence and innovation, measured by:

(c) Perceived Teaching Quality – Curtin *e*VALUate Unit Survey

Benchmark gauge: None

Curtin *e*VALUate Unit Survey (*e*VALUate) is automatically available for all students who are enrolled in Curtin's coursework units. The survey focuses on student achievement of unit learning outcomes, it asks students' level of agreement with three key indicators: what helped their achievement of learning outcomes; their level of motivation and engagement; and their overall satisfaction with the unit.

Percentage Agreement of the item "overall, I am satisfied with this unit" provides an indicator of student satisfaction with the quality of the teaching and learning experiences of the unit.

In 2010, agreement in overall unit satisfaction is 83 per cent in Semester 1 and 84 per cent in Semester 2. These are marginally below Curtin's target. There is no benchmark as this is an internal Curtin survey.

Table 3. Perceived Teaching Quality – Curtin *e*VALUate Unit Survey 2007-2010
Total Agreement as a percent of Total Response

	2007		2008		2009		**2010**	
	Sem1	Sem2	Sem1	Sem2	Sem1[2]	Sem2[2]	**Sem1[2]**	**Sem2[2]**
Percent agreement[1] in overall satisfaction	81%	81%	82%	84%	83%	83%	83%	84%
Curtin Target (minimum)	**80%**	**80%**	**80%**	**80%**	**80%**	**80%**	**85%**	**85%**
No. of students who could participate	28,945	27,767	28,472	30,133	35,342	33,201	39,457	34,059
Response Rate	41%	36%	44%	41%	45%	41%	44%	43%

1. Agreement consists of 'strongly agree' and 'agree' in a 5 – level of agreement, the others being 'strongly disagree', 'disagree', and 'unable to judge'.
2. The survey covers all locations and study periods included in the Semester 1 and Semester 2 events.

Develop a culture of excellence and innovation, measured by:

(d) Quality of the University Experience – Curtin Annual Student Satisfaction Survey

Benchmark gauge: None

This indicator is measured by the Curtin Annual Student Satisfaction (CASS) survey which is conducted every year in August and September on all current students (both onshore and offshore) to assess students' satisfaction with their experience at Curtin, including their course, campus life and the available services and facilities.

Positive responses to the statement "overall, I am satisfied with my experiences as a student at Curtin University" provide a direct measure of student satisfaction not only to teaching quality, but also to the support services and environment provided by Curtin.

The 2010 percentage agreement has improved to 87 per cent which exceeds Curtin's target. No benchmarks are available as this is an internal Curtin survey.

Table 4. Quality of University Experience – Curtin Annual Student Satisfaction Survey 2008-2010
Total Agreement as a percent of Total Valid Response

	2008 survey	2009 survey	**2010 survey**
Percent agreement[1] in overall satisfaction	83%	85%	87%
Curtin Target (minimum)	**80%**	**80%**	**80%**
Number of respondents	7,545	8,172	10,653
Number in population[2]	35,556	37,018	45,756
Response Rate	21%	22%	23%

1. Agreement consists of 'strongly agree' and 'agree' on a 5 point scale, the others being 'strongly disagree', 'disagree' and 'neither'. Base: All Curtin students (all locations both onshore and offshore) who provided a valid response to the question 'Overall, I am satisfied with my experiences as a student at Curtin University'.
2. The population has been adjusted to exclude students who have withdrawn, graduated or taken leave of absence during the survey period.

Focus on high-quality courses in areas of strength, measured by:

(e) Subject Load Pass Rate

Benchmark gauge: All WA and All Australian Universities Rates

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, both domestic and international, were awarded a passing grade.

The data in Table 5 shows that Curtin's overall Subject Load Pass Rate in 2010 is 87 per cent which is marginally below Curtin's minimum target and the *All WA* and *All Australian Universities* benchmarks of 88 and 89 per cent respectively.

The *All WA* and *All Australian Universities* benchmarks are derived from success rates and success ratios of student equity groups reported in the Institutional Performance Portfolio (2010) by DEEWR. Benchmark figures are on domestic student enrolments only.

Table 5. Subject Load Pass Rate (SLPR) by Branch of Learning 2008-2010
Student Load Passed as a Percentage of Student Load Assessed

Branch of Learning	2008	2009	**2010**
Science, Computing, Engineering, Architecture, Agriculture	87%	87%	85%
Benchmark	**82%**	n/a	n/a
Administration, Business, Economics, Law	85%	86%	86%
Benchmark	**82%**	n/a	n/a
Humanities, Arts and Education	89%	89%	87%
Benchmark	**84%**	n/a	n/a
Health Sciences	95%	95%	95%
Benchmark	**90%**	n/a	n/a
Curtin Overall SLPR	88%	88%	87%
Curtin Target (minimum)	**88%**	**88%**	**88%**
All WA Universities Benchmark (prior year)	**88%**	**88%**	**88%**
All Australian Universities Benchmark (prior year)	**88%**	**89%**	**89%**

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 (OLTF). The benchmark includes Commonwealth Supported bachelor degree students only. This benchmark is n/a in 2009 and 2010 as the fund has been discontinued.
The *All WA* and *All Australian Universities* benchmarks are derived from success rates and success ratios reported in the Institutional Performance Portfolio (2010) by DEEWR. The benchmark figures are on domestic student enrolments only.

Performance Indicators (continued)

A1.2 TEACHING AND LEARNING EFFICIENCY

Ref	Name	Objective
f	Teaching and Learning Expenditure per EFTSL and as a percentage of Curtin Total Expenditure	Enhance capacity and financial sustainability
g	Teaching and Learning Expenditure per Successful EFTSL	Enhance capacity and financial sustainability
h	Graduate Productivity Rate – Course Completions per 10 FTE Academic Staff	Enhance capacity and financial sustainability
i	Commencing (First Year) Bachelor Degree Retention	Enhance capacity and financial sustainability

Enhance capacity and financial sustainability, measured by:

(f) Teaching and Learning Expenditure per EFTSL

Benchmark gauge: None

(g) 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 6A 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 6B shows the comparison in 2010 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.

Table 6A. Teaching and Learning Expenditure[1] at Historical Cost 2007-2010

Expenditure and EFTSL details	2007	2008	2009	**2010**
A.(1) Teaching and Learning Expenditure ($'000)	$388,619	$479,836	$493,500	$503,221
(2) Total Curtin Expenditure ($'000)	$471,871	$579,635	$609,138	$636,639
(3) Teaching and Learning Expenditure percentage	82.4%	82.8%	81.0%	79.0%
B. Total Taught EFTSL	24,317	24,570	26,198	26,595
C. Successful EFTSL	21,017	21,523	23,034	23,162
Indicator (f) Teaching and Learning Expenditure ($) per EFTSL	$15,981	$19,529	$18,837	$18,922
Curtin Target	**$14,500**	**$14,500**	**$14,500**	**$14,500**
Indicator (g) Teaching and Learning Expenditure ($) per Successful EFTSL	$18,491	$22,294	$21,425	$21,726
Curtin Target	**$16,500**	**$16,500**	**$16,500**	**$16,500**

1. Teaching and Learning Expenditure reported above excludes that for the Kalgoorlie VET sector. All University Expenditure is now reported on: (i) Teaching and Learning or Research and Development, in line with the University's objectives; and, (ii) consistent with the University's Financial Statements.

Note:
Benchmarks are not available.

Table 6B. Teaching and Learning Expenditure at Constant Dollar Value 2007-2010

Expenditure and EFTSL details	2007	2008	2009	**2010**
A. (1) Teaching and Learning Expenditure ($'000)	$413,215	$500,201	$503,863	$503,221
(2) Total Curtin Expenditure ($'000)	$501,736	$604,235	$621,930	$636,639
(3) Teaching and Learning Expenditure percentage	82.4%	82.8%	81.0%	79.0%
B. Total Taught EFTSL	24,317	24,570	26,198	26,595
C. Successful EFTSL	21,017	21,523	23,034	23,162
Indicator (f) Teaching and Learning Expenditure ($) per EFTSL	$16,993	$20,358	$19,233	$18,922
Indicator (g) Teaching and Learning Expenditure ($) per Successful EFTSL	$19,661	$23,240	$21,875	$21,726
Higher Education Indexation Factor[1]	*1.261089*	*1.286311*	*1.313323*	*1.340903*

1. Higher Education Indexation Factor in the table are extracted from the Commonwealth Special Gazette No S81 (13 May 2009) and used to convert historical cost figures to December 2010 price levels.

Enhanced capacity and financial sustainability, measured by:

(h) Graduate Productivity Rate – 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 7A 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.

Curtin's 2010 postgraduate coursework graduates per 10 FTE academic staff remains at 27.3 and exceeds Curtin's target of 20.0. However, it is slightly below the Australian Technology Network (ATN)[1] benchmark 28.7.

The undergraduate productivity rate at 62.3 graduates per 10 FTE academic staff exceeds Curtin's targets of 57.0. It is considerably above the ATN benchmark of 53.9.

[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.

Table 7A. Graduate Productivity Rates[1] 2007-2010: Graduations per 10 FTE Academic Staff[2]

	2007	2008	2009	**2010**
Undergraduate	62.8	60.4	63.7	62.3
Curtin Target (minimum)	**57.0**	**57.0**	**57.0**	**57.0**
Benchmark (ATN in prior year)	**50.8**	**50.6**	**49.5**	**53.9**
Postgraduate Coursework	24.5	26.5	27.3	27.3
Curtin Target (minimum)	**20.0**	**20.0**	**20.0**	**20.0**
Benchmark (ATN in prior year)	**27.0**	**26.2**	**25.9**	**28.7**

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 2010 there would have been 89.6 graduates for every 10 FTE teaching in the period 1 January 2009 to 31 December 2009.
2. The denominator consists of 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: DEEWR Selected Higher Education Student (2006 – 2008) and Staff (2004-2008) Data Collection.

Performance Indicators (continued)

Table 7B shows Research Degree Completions Productivity Rates, with the data disaggregated to the Master and Doctorate levels. The denominator is restricted to staff eligible to supervise research students.

Research degree completions rates have improved against 2009 outcomes. Although marginally below Curtin's target, outcomes are in line with the ATN benchmark.

Table 7B. Research Degree Completions Productivity Rate 2007-2010
Research Higher Degree Completions per 10 FTE Academic Staff[1]

	2007	2008	2009	**2010**
Master	0.77	0.49	0.54	0.42
Doctorate	2.82	2.13	2.18	2.34
All Research	3.59	2.62	2.73	2.77
Curtin Target (minimum)	**3.00**	**3.00**	**3.00**	**3.00**
Benchmark (ATN in prior year)	**2.40**	**2.58**	**2.82**	**2.70**

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 is 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: DEEWR Selected Higher Education Student (2006-2008) and Staff (2004-2008) Data Collection.

Enhanced capacity and financial sustainability, measured by:

(i) Commencing (First Year) Bachelor Degree Retention

Benchmark gauge: ATN and All Australian Universities Retention Rates

Resources devoted to teaching students during a year are not efficiently expended if students do not return to their studies in the following year. High efficiency is achieved when high numbers of students return (are retained) into the following year. This measure focuses on the most vulnerable group (first-year students) in Curtin's largest course offering – Bachelor courses – which comprises over 70 per cent of all students.

The 2009 commencing bachelor degree students who returned in 2010 is 87 per cent which exceeds the university minimum target of 83 per cent. It is also ahead of the *ATN universities* and *all Australian universities* benchmarks of 86 per cent.

Table 8. Commencing (First Year) Bachelor Degree Retention 2007-2010
Percent of first year students returning the subsequent year

	2006-07	2007-08	2008-09	**2009-10**
First Year Bachelor Degree Retention Rate	86%	83%	87%	87%
Curtin Target (minimum)	**75%**	**75%**	**75%**	**83%**
ATN Universities Benchmark (prior year's rate)	**84% (85%)**	**84% (85%)**	**84% (84%)**	**86% (--)**
All Australian Universities Benchmark (prior year's rate)	**82% (83%)**	**83% (83%)**	**83% (83%)**	**84% (--)**

Notes:
a. Curtin Source: Student Record System S1.
b. Benchmark Source: DEEWR 2010 Institution Performance Portfolio. The bracketed figures were used in previous years' reports and were also from the same source, derived from attrition rates calculated as [Retention rate = (1 – Attrition rate)]. This attrition rate series has been discontinued.

A2 Research and Development Performance

Strategic Objectives:
S3. Strengthen research capability and performance.
S5. Enhance capacity and financial sustainability.

A2.1 RESEARCH AND DEVELOPMENT EFFECTIVENESS

Ref	Name	Objective
j	Growth in Research EFTSL	Strengthen research capability and performance
k	Joint Research Engagement Scheme ($) Ranking	Strengthen research capability and performance Enhance capacity and financial sustainability
l	Total Research Income($) Ranking	Strengthen research capability and performance Enhance capacity and financial sustainability
m	Cooperative Research Centre ($) Ranking	Strengthen research capability and performance Enhance capacity and financial sustainability
n	Research Publication (weighted HERDC points) Ranking	Strengthen research capability and performance

Strengthen research capability and performance, measured by:

(j) Growth in Research EFTSL

Benchmark gauge: WA Universities and National growth rates

One of Curtin's educational strategies to raise its research profile is to increase research higher degree enrolments and EFTSL.

Table 9 shows research higher degree EFTSL growth of 13.1 per cent between 2009 and 2010 which is significantly higher than the *All WA Universities* and *All Australian Universities* benchmarks. In Australia, Curtin ranks 12th in total research enrolled EFTSL in 2010.

Table 9. Growth in Research EFTSL 2006-2010. Year-on-year percentage change

	2006	2007	2008	2009	**2010**
Doctorate EFTSL	849	843	905	981	1,116
Master EFTSL	154	149	137	167	183
Total Research EFTSL	1003	992	1,042	1,148	1,298
Research Growth (% change)		-1.2%	+5.1%	+10.2%	+13.1%
All WA Universities Benchmark (prior year growth)		**+3.8%**	**+1.2%**	**+3.5%**	**+6.7%**
All Australian Universities Benchmark (prior year growth)		**+1.1%**	**+1.3%**	**+1.6%**	**+4.9%**
National Ranking (prior year) (of 111 Australian Institutions)		**11**	**12**	**11**	**12**

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. Rounding errors may occur.

Performance Indicators (continued)

Strengthen research capability and performance AND Enhance capacity and financial sustainability, measured by:

(k) Joint Research Engagement Scheme ($) Ranking

Benchmark gauge: National

In 2010 the Institutional Grant Scheme (IGS) was refocused into the Joint Research Engagement (JRE) scheme which was distributed across universities by a performance-based formula comprising Category 2-4 research income (weighted 60 per cent); weighted publications (10 per cent); and higher degree research student places measured in EFTSL (30 per cent). Research income is collected in four categories under the Higher Education Research Data Collection (HERDC). However, only Category 2 (Other public sector research income), Category 3 (Industry and other research income) and Category 4 (income from Cooperative Research Centres) are utilised for JRE. Research income and publication data is averaged over the most recent two years of data available, while student load data is sourced from the most recent year.

Table 10 provides the Joint Research Engagement allocations by university and is ranked according to each institution's share of the total JRE for 2010. Due to the similarities in the calculation of JRE and the previous IGS block grant, comparative data for previous years is given for IGS.

Curtin is ranked 11th nationally under the JRE, and is the highest ranked of the ATN universities. This maintains the status that Curtin had in 2009 under the IGS.

ATN universities are identified in the table in italics, Western Australian universities are identified in bold type and universities with medical schools and supporting departments are identified with the letter 'M'.

Table 10. Joint Research Engagement (JRE) Scheme Funds and Percentage Share of National Total for 2010, with Comparative Data Given for the Institutional Grant Scheme (IGS) for 2008-9. Ranking according to %JRE Share in 2010

		JRE		IGS	
Rank	University	($'000) 2010	(% share) 2010	(% share) 2009	(% share) 2008
1	University of Melbourne (M)	37,171	11.6%	11.6%	12.0%
2	University of Sydney (M)	36,803	11.5%	11.5%	10.9%
3	University of Queensland (M)	28,116	8.8%	9.2%	9.5%
4	University of New South Wales (M)	27,265	8.5%	7.9%	7.5%
5	Monash University (M)	25,068	7.8%	8.1%	7.7%
6	**University of Western Australia (M)**	16,803	5.2%	5.5%	5.5%
7	The Australian National University	16,463	5.1%	5.4%	5.7%
8	University of Adelaide (M)	15,271	4.8%	5.0%	5.3%
9	University of Tasmania (M)	8,383	2.6%	2.7%	2.7%
10	University of Newcastle (M)	8,330	2.6%	2.4%	2.4%
11	***CURTIN UNIVERSITY***	8,304	2.6%	2.2%	2.1%
12	*Queensland University of Technology*	7,706	2.4%	2.2%	2.0%
13	*University of South Australia*	6,631	2.1%	1.8%	1.7%
14	Griffith University	6,587	2.1%	1.9%	1.9%
15	Flinders University	6,075	1.9%	1.8%	1.9%
16	La Trobe University	5,887	1.8%	1.7%	1.7%
17	Macquarie University	5,689	1.8%	1.9%	1.9%
18	University of Wollongong	5,526	1.7%	1.8%	1.9%
19	*RMIT University*	5,369	1.7%	1.7%	1.7%
20	*University of Technology, Sydney*	5,011	1.6%	1.6%	1.7%
21	**Murdoch University**	4,963	1.5%	1.6%	1.7%
22	Deakin University	4,240	1.3%	1.3%	1.4%
23	James Cook University	3,761	1.2%	1.2%	1.3%
24	University of Western Sydney	3,098	1.0%	1.0%	1.0%
25	University of New England	3,072	1.0%	1.0%	1.1%
26	Swinburne University of Technology	2,618	0.8%	0.8%	0.8%
27	Charles Darwin University	2,398	0.7%	0.7%	0.7%
28	Victoria University of Technology	2,146	0.7%	0.6%	0.6%
29	**Edith Cowan University**	2,034	0.6%	0.6%	0.6%
30	Charles Sturt University	1,893	0.6%	0.6%	0.6%
31	Southern Cross University	1,675	0.5%	0.5%	0.5%
32	University of Canberra	1,639	0.5%	0.5%	0.5%
33	Central Queensland University	1,338	0.4%	0.4%	0.4%
34	University of Southern Queensland	1,124	0.3%	0.3%	0.3%
35	University of Ballarat	854	0.3%	0.3%	0.3%
36	Australian Catholic University	654	0.2%	0.2%	0.2%
37	University of the Sunshine Coast	368	0.1%	0.1%	0.1%
38	Melbourne College of Divinity	284	0.1%	0.1%	0.1%
39	Bond University	266	0.1%	0.1%	0.0%
40	**University of Notre Dame Australia**	148	0.0%	0.0%	0.0%
41	Batchelor Institute of Indigenous Tertiary Education	116	0.0%	0.0%	0.0%
	TOTAL	**321,150**	**100.0%**	**100.0%**	**100.0%**

Performance Indicators (continued)

Strengthen research capability and performance AND Enhance capacity and financial sustainability, measured by:

(l) Total Research Income ($) Ranking

Benchmark gauge: ATN, National

Under the 2010 Higher Education Research Data Collection for 2009 Activity, there were significant changes in the eligibility criteria for research income. The 'top 10' universities (based on HERDC income for 2009) showed an average growth of – 0.01%. Curtin's research income in 2009 was maintained against 2008, although the University's national ranking declined one place to 12th. Overall research income has grown 11 per cent over the 2007-2009 period.

Table 11. All Research Funding: Comparison between Curtin and the Average of All ATN Universities and National Ranking 2007 – 2009

	2007			2008			2009		
	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]	12,968	12,145	16	13,284	12,772	18	15,405	14,885	17
Other Public Sector Research Funding[2]	24,074	14,313	9	31,404	17,277	9	30,870	20,198	9
Industry & Other Funding for Research[2]	13,328	11,899	13	13,750	12,602	14	13,085	11,463	13
Cooperative Research Centres Funds[2,3]	7,691	4,171	5	6,100	4,297	5	5,342	5,560	8
Total	58,061	42,528	11	64,538	46,948	11	64,702	52,107	12

1. *ATN* refers to the average of all ATN universities.
2. Source: the Commonwealth's Higher Education Research Data Collection.
3. Note: All financial data are for calendar year periods, except for CRC data which is reported on a financial year.

Strengthen research capability and performance AND Enhance capacity and financial sustainability, measured by:

(m) Cooperative Research Centre ($) Ranking

Benchmark gauge: National

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 CRCs differs from other funding sources in that it is calculated on a financial year. It is reported here for the year that it is reported under the Higher Education Research Data Collection (HERDC).

Table 12 expands upon the Cooperative Research Centre funding data provided in the previous table.

Funding from Cooperative Research Centres levelled off in the past two years because the program was under review by the Commonwealth and many CRCs were in wind-up mode. In 2010 the scheme was re-activated, with Curtin playing a lead role in a significant number of new and re-bid CRCs. Therefore, it is expected that funding from this source will increase from 2010 onwards.

ATN universities are identified in the table in italics, and Western Australian universities are identified in bold type.

Table 12. CRC Funding for the HERDC reporting year

Rank	University	($'000) 2009	% Share 2009	% Share 2008	% Share 2007
1	University of Queensland	12,278	10.0%	13.1%	11.7%
2	University of Melbourne	11,572	9.4%	11.5%	10.3%
3	Monash University	9,365	7.6%	8.6%	7.7%
4	*Queensland University of Technology*	8,607	7.0%	5.6%	5.3%
5	*University of South Australia*	8,141	6.6%	4.9%	6.1%
6	University of Tasmania	6,989	5.7%	4.9%	4.8%
7	University of New South Wales	6,308	5.1%	4.9%	6.4%
8	***CURTIN UNIVERSITY***	5,342	4.4%	4.8%	2.6%
9	**Murdoch University**	5,277	4.3%	4.6%	4.5%
10	University of Sydney	4,628	3.8%	4.3%	4.7%
11	*RMIT University*	4,402	3.6%	4.3%	4.4%
12	University of Canberra	4,306	3.5%	2.8%	2.3%
13	University of New England	4,151	3.4%	2.7%	2.8%
14	University of Adelaide	4,144	3.4%	2.6%	2.5%
15	Swinburne University of Technology	2,873	2.3%	2.5%	2.4%
16	Griffith University	2,868	2.3%	2.3%	1.8%
17	Southern Cross University	2,806	2.3%	2.3%	5.1%
18	La Trobe University	2,275	1.9%	1.8%	1.4%
19	University of Newcastle	2,185	1.8%	1.6%	1.1%
20	**University of Western Australia**	2,102	1.7%	1.3%	1.4%
21	Charles Sturt University	1,396	1.1%	1.2%	0.8%
22	Deakin University	1,328	1.1%	1.1%	0.3%
23	*University of Technology, Sydney*	1,309	1.1%	1.0%	1.3%
24	Charles Darwin University	1,270	1.0%	0.9%	1.5%
25	University of Wollongong	1,247	1.0%	0.8%	2.2%
26	James Cook University	1,042	0.8%	0.7%	0.8%
27	Macquarie University	1,011	0.8%	0.6%	0.4%
28	Flinders University	713	0.6%	0.6%	0.6%
29	Australian National University	658	0.5%	0.6%	1.1%
30	Central Queensland University	633	0.5%	0.4%	0.5%
31	University of Southern Queensland	583	0.5%	0.4%	0.7%
32	University of Western Sydney	557	0.5%	0.1%	0.8%
33	**Edith Cowan University**	182	0.1%	0.1%	0.1%
34	Victoria University of Technology	112	0.1%	0.0%	0.1%
35	Australian Catholic University	0	0.0%	0.0%	0.0%
36	Batchelor Institute of Indigenous Tertiary Education	0	0.0%	0.0%	0.0%
37	Bond University	0	0.0%	0.0%	0.0%
38	Melbourne College of Divinity	0	0.0%	0.0%	0.0%
39	University of Ballarat	0	0.0%	0.0%	0.0%
40	**University of Notre Dame Australia**	0	0.0%	0.0%	0.0%
41	University of the Sunshine Coast	0	0.0%	0.0%	0.0%
	TOTAL	**122,662**	**100.0%**	**100.0%**	**100.0%**

Performance Indicators (continued)

Strengthen research capability and performance measured by:

(n) Research Publications (weighted HERDC points) Ranking

Benchmark gauge: National

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. Publications are also forming a major component of judging quality of research by the Commonwealth Government initiatives such as the Excellence in Research for Australia (ERA).

Table 13 gives Curtin's relative performance in respect of the publications indicator over the period 2007-2009 against averages for the ATN universities and ranked against all Australian universities. Additional initiatives and incentives were put in place in 2006, and there has been a steady increase in total HERDC points awarded for publications, both overall and relative to the sector, given Curtin's continued progression up the national ranking tables.

Table 13. All Research Funding: Comparison between Curtin and the Average of All ATN Universities and National Ranking 2007-2009

	2007			2008			2009		
	Curtin wt pts	ATN[1] wt pts	Nat Rank	Curtin wt pts	ATN[1] wt pts	Nat Rank	Curtin wt pts	ATN[1] wt pts	Nat Rank
Books[2]	96.0	78.0	13	78.8	82.7	23	172.5	95.9	10
Book Chapters[2]	124.4	107.2	16	102.2	129.9	21	136.3	145.5	19
Journal Articles[2]	567.5	572.9	18	749.3	646.5	12	804.1	709.0	12
Conference Articles[2]	457.8	460.1	8	494.8	456.1	6	504.1	453.5	5
Total	1,246	1,218	13	1,425	1,315	11	1,617	1,404	10

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

A2.2 RESEARCH AND DEVELOPMENT EFFICIENCY

Ref	Name	Output/Objective
o	Research Funding per Research Staff (using Research Performance Index database)	Strengthen research capability and performance Enhance capacity and financial sustainability
p	Weighted Research Publications per Research Staff (using Research Performance Index database)	Strengthen research capability and performance Enhance capacity and financial sustainability

The Research Performance Index (RPI) is an internal initiative that collects information on research performance, on an annual basis, at the level of an individual staff member. These newly developed measures are to gauge research efficiency in terms of funding and publications (research input/output respectively).

Strengthen research capability and performance AND Enhance capacity and financial sustainability measured by:

(o) Research Funding per Research Staff (using RPI database)

Benchmark gauge: None

Table 14. Research Funding Efficiency Research Funding per research staff member

	2009 [1]	**2010 [2]**
Research Funding per staff	$50,107	$49,278
Curtin Target	**$55,000**	**$55,000**

1. Based on 2008 performance data collected in 2009.
2. Based on 2009 performance data collected in 2010.

Strengthen research capability and performance AND Enhance capacity and financial sustainability measured by:

(p) Weighted Research Publications per Research Staff (using RPI database)

Benchmark gauge: None

Table 15. Research Publication Efficiency Weighted research publication per research staff member

	2009 [1]	**2010 [2]**
Weighted HERDC points per staff	1.11	1.23
Curtin Target	**1.26**	**1.26**

1. Based on 2008 performance data collected in 2009.
2. Based on 2009 performance data collected in 2010.

Performance Indicators (continued)

Section B:
Vocational Education and 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

	Ref	Name	Objective
B1 Effectiveness	q	Percentage of Graduates Satisfied with their Course	Quality teaching
	r	Employment Rate of Graduates	Quality graduates
	s	Graduates in Further Study	Quality graduates
B2 Efficiency	t	Expenditure per Student Curriculum Hour	Efficient teaching and learning expenditure

B1 VOCATIONAL EDUCATION AND TRAINING EFFECTIVENESS

Quality teaching, measured by:

(q) Percentage of Graduates Satisfied with their Course

Benchmark gauge: National average

Table 16, covering the years 2007-2010, signals the extent to which Curtin met individual student's needs in terms of skills formation outcomes through provision of training services, and as assessed as part of a nationally conducted Graduate Survey.

The 2009 survey shows graduate satisfaction at Curtin has dropped markedly and has fallen below both the State and national averages.

The national surveying body carries out 'detailed' small area sampling biennially. In 2008 and 2010 the survey returns were deemed insufficient for reporting purposes.

Table 16. VET Graduate Satisfaction 2007-2010

	2007[1]	2008	2009[1]	**2010**
Curtin	90% (91%)	n/a	84% (85%)	n/a
Number of Respondents	1,673		1,111	
State	88% (87%)	n/a	89% (89%)	n/a
Number of Respondents	36,544		43,307	
National	89% (89%)	n/a	89% (89%)	n/a
Number of Respondents	391,597		388,365	

Survey Data for 2009:
Curtin: Response rate = 98%; sample size = 313 and standard deviation = 0.9
State: Response rate = 98%; sample size = 7,211 and standard deviation = 0.8
National: Response rate = 97%; sample size = 44,951 and standard deviation = 0.8

Notes:
a. The national surveying body conducts 'detailed' small area sampling biennially. Consequently, the relevant 2008 and 2010 survey returns for Curtin are 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 were 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 2007 and 2009 are sourced from NCVER report. Confidence level and interval are not reported.

Quality graduates, measured by:

(r) Employment Rate of Graduates

Benchmark gauge: WA and National average

Table 17, 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. Even though Curtin VET graduates' employment rate in 2009 had dropped and unemployment rate increased (due to the global economic crisis), they are still significantly better than both the State and national averages.

Table 17. VET Graduate Employment 2007-2010

	2007[1]		2008		2009[1]		**2010**	
	No.	%	No.	%	No.	%	**No.**	**%**
Curtin								
Employed	376	91 (92)	n/a	n/a	264	85 (87)	n/a	n/a
Unemployed	13	3 (3)	n/a	n/a	23	7 (8)	n/a	n/a
Not in Labour Force	25	6 (5)	n/a	n/a	22	7 (6)	n/a	n/a
Number of Respondents	*1,669*				*1,111*			
State								
Employed	4,681	83 (83)	n/a	n/a	5,444	78 (78)	n/a	n/a
Unemployed	340	6 (6)	n/a	n/a	682	10 (10)	n/a	n/a
Not in Labour Force	641	11 (11)	n/a	n/a	882	13 (12)	n/a	n/a
Number of Respondents	*34,974*				*43,307*			
National								
Employed	31,094	81 (80)	n/a	n/a	34,310	78 (77)	n/a	n/a
Unemployed	3,183	8 (9)	n/a	n/a	4,616	11 (11)	n/a	n/a
Not in Labour Force	3,980	10 (10)	n/a	n/a	4,809	11 (11)	n/a	n/a
Number of Respondents	*378,830*				*388,365*			

Survey Data for 2009:
Curtin: Response rate = 99% and sample size = 313
State: Response rate = 97% and sample size = 7,211
National: Response rate = 98% and sample size = 44,951

Notes:

a. The national surveying body conducts 'detailed' small area sampling biennially. Consequently, the relevant 2008 and 2010 survey returns for Curtin are 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 were 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 2007 and 2009 are sourced from NCVER report. Confidence level and interval and standard deviation are not reported.

Quality graduates, measured by:

(s) 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 customers' needs. Table 18 provides these data for the period 2007-2010, with Curtin benchmarked against State and national data. Note that respondents may also be in work while engaging in further study.

A higher percentage of Curtin VET graduates enrolled for further study in 2009 compared with 2007. The gap between Curtin's outcome and the State and national benchmarks are being reduced.

Table 18. VET Graduates Enrolled in Further Study 2007-2010

	2007[1]		2008		2009[1]		**2010**	
	No.	%	No.	%	No.	%	**No.**	**%**
Curtin	102	25 (23)	n/a	n/a	82	27 (25)	n/a	n/a
Number of Respondents	*1,669*				*1,111*			
Target – Exceed State and National Percentages								
State	1,881	33 (34)	n/a	n/a	2,397	34 (33)	n/a	n/a
Number of Respondents	*34,974*				*43,307*			
National	12,147	32 (31)	n/a	n/a	14,514	33 (33)	n/a	n/a
Number of Respondents	*378,830*				*388,365*			

Survey Data for 2009:
Curtin: Response rate = 99% and sample size = 313
State: Response rate = 97% and sample size = 7,211
National: Response rate = 97% and sample size = 44,951

Notes:
a. The national surveying body conducts 'detailed' small area sampling biennially. Consequently, the relevant 2008 and 2010 survey returns for Curtin are 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 were 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 2007 and 2009 are sourced from NCVER report. Confidence level and interval and standard deviation are not reported.

Performance Indicators (continued)

B2 Vocational Education and Training Efficiency

Efficient teaching and learning expenditure, measured by

(t) 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 19 records expenditure and Student Curriculum Hours (SCH) and ratios of Expenditure to SCH – the overall expenditure per SCH as well as teaching and non-teaching components.

Total SCH in 2010 has picked up markedly as economic climate improves.

The 2010 expenditure excludes a one-off cost in the transfer of operations and associated assets and liabilities of VET to the WA Department of Training and Workforce Development. This one-off cost is $34,222,785.

Table 19. Expenditure per Student Curriculum Hour 2007-2010

	2007	2008	2009	**2010**
Total SCH[1]	656,868	573,195	549,145	597,743
Curtin Target in SCH	**565,388**	**600,668**	**573,195**	**549,145**
Total Teaching and Learning Expenditure	$14,703,886	$14,791,271	$15,769,770	$17,934,062
Teaching Expenditure per SCH	$10.57	$14.20	$15.65	$19.82
Non-Teaching Expenditure per SCH	$11.81	$11.60	$13.07	$10.19
Total Teaching Expenditure per SCH	$22.38	$25.80	$28.72	$30.01

1. Total SCH are estimates as actual SCH are only available in mid year.
Actual SCH in previous years: 2007 – 681,391 SCH; 2008 – 573,515 SCH; 2009 – 548,360 SCH.

Note:
Rounding errors may occur.