

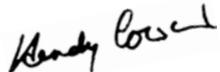
# SECTION 2B

## REPORT ON KEY PERFORMANCE INDICATORS



# REPORT CERTIFICATION

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess ECU's performance, and fairly represent the performance of ECU for the financial year ended 31 December 2013.



The Hon Dr Hendy Cowan  
Chancellor  
6 March 2014



Professor Kerry O. Cox  
Vice-Chancellor  
6 March 2014

# INTRODUCTION

ECU's Key Performance Indicators (KPIs) focus on the University's core business (teaching, learning and research) and key stakeholders (students). The KPIs are informed by the functions of the University as set out in Section 7 of the *Edith Cowan University Act 1984* (WA) (ECU Act), particularly:

- S7(a) "to provide...courses of study appropriate to a university to meet the needs of the community in this State."
- S7(c) "to support and pursue research and scholarship and aid the advancement, development, and practical applications to education, industry, commerce and the community, of knowledge or any techniques."

A revised version of the University's strategic directions document: *Edith Cowan University: Engaging Minds; Engaging Communities. Towards 2020* was approved by Council at its 13 December 2012 meeting. The revised document specifies ECU's Purpose and five Strategic Priorities which articulate the University's commitment to the communities it serves.

## ECU's Purpose is:

*To further develop valued citizens for the benefit of Western Australia and beyond, through teaching and research inspired by engagement and partnerships.*

## ECU's five Strategic Priorities are:

1. To create positive outcomes in our communities *through mutually beneficial engagement;*
2. *To deliver accessible world-class education and an enriching student experience;*
3. *To enhance the personal and professional outcomes of graduates;*

4. *To strengthen research capability, capacity, translation and impact; and*
5. *To enhance organisational resilience, sustainability and reputation.*

The Annual Report section entitled Report on Operations was structured around these strategic priorities, reflecting their importance in setting direction for the University's operations.

In this Key Performance Indicator Report, the functions specified in the ECU Act and reflected in ECU's current Strategic Priorities, provide the basis for the following outcomes, against which the University's performance is measured:

- Outcome 1:** ECU's courses of study meet the needs of the Western Australian community and are provided in a supportive and stimulating learning environment.
- Outcome 2:** ECU's research and scholarship advance and develop education, industry, commerce and the community, through the practical application of knowledge.

For each KPI, the Key Performance Indicator Report provides:

- ECU's performance over the last five years;
- a comparison to Target for the most recent year; and
- wherever possible, comparisons to the overall performance of universities in Australia ("National Average") and to public universities in Western Australia ("State Average").



A summary of performance against targets for the most recent audited data is provided in Table 7 below.

*Table 7. Summary of Performance against KPI Targets*

Performance Indicator	Actual	Target	Variance/Comment
<b>Retention (%) - 2012 commencements</b>	76.8	80.0	The retention rate increased slightly by 0.2 percentage points, and is 3.2 percentage points below Target.
<b>Course Satisfaction (%) - 2012 survey</b>	95.0	95.0	Performance declined slightly by 1.1 percentage points, but met Target. ECU's graduate Course Satisfaction is above both the National Average and the State Average.
<b>Quality of Teaching (%) - 2012 survey</b>	92.8	92.0	Performance improved slightly by 0.3 percentage points, and was 0.8 percentage points above Target. ECU's Good Teaching satisfaction is above both the National Average and the State Average.
<b>Graduate Employment (%) - 2012 survey</b>	74.2	78.0	Performance increased by 3.8 percentage points, but was 3.8 percentage points below Target. ECU's Graduate Employment results are below both the National Average and the State Average.
<b>Share of First Preference (%) - 2013 Admissions</b>	16.9	16.0	ECU's share of first preference applications for Bachelor and Associate Degree courses processed through TISC declined slightly by 0.4 percentage points and was 0.9 percentage points above Target.
<b>Teaching-related Expenditure per Student Load (\$/ EFTSL) - 2013</b>	17,547	17,685	Teaching-related expenditure per student load increased and was below Target.
<b>Research Income (\$m) – 2012</b>	15.458	14.000	ECU's total research income declined slightly by \$0.296m, but was \$1.458m above Target.
<b>Higher Degree Research Completions (per 10 Academic Staff FTE) - 2012</b>	1.7	2.0	Higher degree research completions per 10 academic staff FTE increased (from 1.5 to 1.7), but was below Target.
<b>Research Publications (per 10 Academic Staff FTE) - 2012</b>	10.3	12.0	Weighted Research Publications per 10 Academic Staff FTE declined (from 11.6 to 10.3), and was below Target.

**Note:** Actual results are for the most recent data available. Full definitions are provided in the Key Performance Indicator Report.

# OUTCOME 1: ECU'S COURSES OF STUDY MEET THE NEEDS OF THE WESTERN AUSTRALIAN COMMUNITY AND ARE PROVIDED IN A SUPPORTIVE AND STIMULATING LEARNING ENVIRONMENT.

This outcome has the following measures:

Key Effectiveness Indicators	Retention
	Course Satisfaction
	Quality of Teaching
	Graduate Employment
	Share of First Preferences
Key Efficiency Indicator	Teaching-Related Expenditure per Student Load

## 1. RETENTION

Many factors influence whether students decide to remain in their studies (retention), including the relevance of those studies to their needs, and the learning environment in which that study takes place. Student retention is therefore an indicator of the extent to which ECU's courses meet the needs of the Western Australian community and are provided in a supportive and stimulating learning environment.

Retention is here defined as the percentage of all domestic and international students who commence a Bachelor Pass course in a given year (Year of Commencement) and either complete, defer or are still enrolled in the same course or another ECU course one

year later. This measure is calculated on a point-to-point basis, being 31 March of each year.

Table 8. Retention Commencing Bachelor Pass Student

	Year of Commencement				
	2009	2010	2011	2012	2013 <sup>1</sup>
ECU	78.2%	80.4%	76.6%	76.8%	
Target	80.0%	80.0%	81.0%	80.0%	
National Average <sup>2</sup>	84.0%	83.1%	83.0%	n/a	

**Notes:** 1. Retention data for students commencing in 2013 will not be available until March 2014. 2. The National Average figures are from Table 4.9 of Appendix 4 on the Department of Industry website at: [www.innovation.gov.au/HigherEducation/HigherEducationStatistics/StatisticsPublications/Pages/default.aspx](http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/StatisticsPublications/Pages/default.aspx) The National Average figure for 2012 will not be available until mid-2014.

The retention rate for ECU students commencing in 2012 increased slightly (by 0.2 percentage points) compared with the retention rate for those who commenced in 2011. The retention rate for ECU students commencing in 2012 is 3.2 percentage points below Target.

## 2. COURSE SATISFACTION

Graduates are more likely to rate their course highly, in terms of overall satisfaction, if the course was relevant to their needs, provided in a supportive learning environment and has proven useful and relevant in an employment context following graduation. Graduate satisfaction with the quality of their course is therefore an indicator of the extent to which ECU's courses of study meet the needs of the Western Australian community and are provided in a supportive and stimulating learning environment.

Comparative data on how ECU's graduates rate the quality of their courses is available from responses to

the Course Experience Questionnaire (CEQ), a national survey of graduates conducted four to six months after course completion.

Course Satisfaction is here defined as the percentage of all domestic and international Bachelor level (Bachelor Pass, Bachelor Honours and Bachelor Graduate Entry) graduates who 'broadly agree' with the statement: "Overall, I was satisfied with the quality of this course" from the Course Experience Questionnaire. The percentage broad agreement is the percentage of responses which are 3 (neither agree nor disagree), 4 (agree) or 5 (strongly agree) on the five-point Likert scale.

Table 9. Undergraduate CEQ Course Satisfaction

	Year of Survey				
	2009	2010	2011	2012	2013 <sup>1</sup>
ECU	92.6%	95.0%	96.1%	95.0%	
Target	93.0%	93.0%	95.0%	95.0%	
National Average	88.1%	93.1%	93.6%	94.0%	
State Average	89.9%	93.5%	94.4%	94.3%	

**Notes:** 1. National data sets for 2013 were not made available in sufficient time to allow inclusion in this Report. 2. The performance results are shown here by "Year of Survey", as is common practice across the sector. 3. For the 2012 survey 3,186 ECU Bachelor graduates were surveyed, of whom 1,769 responded to the CEQ, equating to a response rate of 55.5%.

ECU graduates' Course Satisfaction level in the 2012 survey declined slightly (by 1.1 percentage points), compared with the 2011 survey. The results over the time series show an increase of 2.4 percentage points in 2012 compared to the 2009 results. The 2012 survey result is on Target.

ECU's Course Satisfaction results are consistently above both the National and State averages.



### 3. QUALITY OF TEACHING

Graduates are more likely to rate highly the quality of the teaching in their course, if the content and teaching style was relevant to their needs and the course was provided in a supportive learning environment. Graduate satisfaction with the teaching they experienced during their course is therefore an indicator of the extent to which ECU's courses of study meet the needs of the Western Australian community and are provided in a supportive and stimulating learning environment.

Comparative data on how ECU's graduates rate the quality of the teaching they experienced is available from responses to the Course Experience Questionnaire (CEQ), a national survey of graduates conducted four to six months after course completion. Six items in the CEQ make up the Good Teaching Scale which is used to indicate how satisfied graduates were with the teaching experience during their course.

The Good Teaching Scale is here defined as the proportion of domestic and international Bachelor level (Bachelor Pass, Bachelor Honours and Bachelor Graduate Entry) graduates who 'broadly agree' on average with the six items comprising this scale. The percentage broad agreement is the proportion of a respondent's scores on the six items which are 3 (neither agree nor disagree), 4 (agree) or 5 (strongly agree) on the five-point Likert scale.

Table 10. Undergraduate CEQ Good Teaching Scale

	Year of Survey				
	2009	2010	2011	2012	2013 <sup>1</sup>
ECU	89.1%	92.4%	92.5%	92.8%	
Target	91.0%	91.0%	92.0%	92.0%	
National Average	82.8%	87.7%	88.5%	89.1%	
State Average	85.5%	88.7%	88.8%	89.5%	

**Notes:** 1. National data sets for 2013 were not available in sufficient time to allow inclusion in this Report. 2. The performance results are shown here by "Year of Survey", as is common practice across the sector. 3. For the 2012 survey 3,186 ECU Bachelor graduates were surveyed, of whom 1,769 responded to the CEQ, equating to a response rate of 55.5%.

ECU graduates' level of satisfaction with the quality of teaching for the 2012 survey increased slightly (by 0.3 percentage points), compared with the 2011 survey. The latest result is the highest in the time series. The level of satisfaction in the 2012 survey year is above Target by 0.8 percentage points.

ECU's Good Teaching Scale results are consistently above both the National Average and the State Average.

### 4. GRADUATE EMPLOYMENT

There is strong evidence that many students undertake higher education for employment-related reasons (i.e. to gain employment, or to advance their career). The employers, on whom the job prospects of graduates largely depend, seek employees who have the skills and attributes needed in their professions and occupations. Graduate employment is therefore an indicator of the extent to which ECU's courses of study meet the needs of the Western Australian community and are provided in a supportive and stimulating learning environment.

Comparative data on employment outcomes for ECU graduates is available from the Graduate Destination Survey (GDS), a national survey of graduates, conducted four to six months after course completion.

Graduate Employment is here defined as the percentage of domestic Bachelor level (Bachelor Pass, Bachelor Honours and Bachelor Graduate Entry) graduates in full-time employment as a proportion of all domestic Bachelor level graduates in, or seeking, full-time work (including those who were working part-time or on a casual basis while seeking full-time employment).



Table 11. Domestic Bachelor Course Level Graduates in Full-time Employment

	Year of Survey				
	2009	2010	2011	2012	2013 <sup>1</sup>
ECU	78.0%	75.6%	70.4%	74.2%	
Target	87.0%	83.0%	79.0%	78.0%	
National Average	81.1%	78.5%	78.7%	78.1%	
State Average	82.2%	77.5%	78.2%	81.1%	

**Notes:** 1. National data sets for 2013 were not available in sufficient time to allow inclusion in this Report. 2. The performance results are shown here by "Year of Survey", as is common practice across the sector. 3. For the 2012 survey 2,473 ECU Domestic Bachelor graduates were surveyed, of whom 1,425 responded to the GDS, equating to a response rate of 57.6% .

The proportion of ECU graduates in full-time employment at the time of the 2012 survey increased by 3.8 percentage points, compared with those surveyed in 2011. The 2012 survey result is 3.8 percentage points below Target and is below both the National and State averages.

An additional Strategic Priority (SP3), added in December 2012, reinforces ECU's commitment to improved graduate employment outcomes. This was matched by a range of strategies embedded in the curriculum and provided through support and services structures that are responding to SP3.

## 5. SHARE OF FIRST PREFERENCES

The relevance of courses and quality of the learning environment in which they are taught, as perceived by prospective students and the wider community, will influence demand for places at a university. ECU's Share of First Preferences, processed through the Western Australian Tertiary Institutions Service Centre (TISC), is an indicator of the level of demand for the University's undergraduate courses within the broader competitive market in the State. It is therefore an input indicator of the extent to which ECU's courses of study meet the needs of the Western Australian community.

Share of First Preferences is here defined as the number of first preference applications for ECU's undergraduate courses, expressed as a percentage of all first preference applications to Western Australia's public universities as processed by TISC. Data is taken at the end of the applications process for that year's entry to university through the TISC pathway only. A definitional change was applied from 2010 to limit the data to applications for Bachelor and Associate Degree courses only.

Table 12. Undergraduate Share of First Preferences

	Entry Year				
	2009	2010	2011	2012	2013
ECU	19.5%	20.1%	16.6%	17.3%	16.9%
Target	21.0%	21.0%	18.0%	16.0%	16.0%
Curtin	31.6%	34.0%	34.0%	36.2%	39.4%
Murdoch	14.5%	13.6%	14.2%	16.1%	15.0%
UWA	34.4%	32.3%	35.1%	30.4%	28.7%

**Notes:** From 2010 a revised definition, approved by ECU's Council at its meeting of December 2009, was applied. The change in definition provides better comparisons between the universities by limiting the data to applications for Bachelor and Associate Degree courses only. Therefore figures for 2009 vary from those reported in earlier Annual Reports.

ECU's share of first preference applications for undergraduate courses processed through TISC declined slightly by 0.4 percentage points between the 2012 and the 2013 entry years.

ECU's first preference share in 2013 is above Target by 0.9 percentage points.

This measure excludes direct applications and the relevance of this KPI to ECU's performance continues to decline as the proportion of undergraduate students entering the University using pathways other than TISC increased to more than 75% for 2013.



## 6. TEACHING-RELATED EXPENDITURE PER STUDENT LOAD

Teaching-related expenditure per Student Load shows the cost associated with providing teaching and learning support to a full-time equivalent student in a given year. Over time, the measure shows whether such costs are decreasing or increasing, which could be interpreted as indicating either increased efficiency or reduced efficiency respectively.

This measure must, however, be interpreted in the context of other KPIs associated with Outcome 1. A decrease in cost does not necessarily indicate improved efficiency if it leads to, for example, lower retention, graduate satisfaction or graduate employment outcomes. For example, a substantial increase in class size (student: staff ratio) may reduce costs, but might adversely impact on performance against other indicators.

Trends on this measure can also be affected by factors such as changes in the overall ECU student load, the proportion of costs which are fixed, and the proportion of student load in higher cost disciplines.

Teaching-related Expenditure per Student Load is here defined as the total expenditure less research-only expenditure, divided by total full-time equivalent students (EFTSL) in the year.

Table 13. Teaching-related Expenditure per Student Load

	2009	2010	2011	2012	2013 <sup>1</sup>
Teaching-Related Expenditure (\$'000)	252,064	277,172	282,800	305,953	310,240
Total Student Load (EFTSL)	17,583	18,711	18,478	18,132	17,680
Teaching-Related Expenditure/Total Student Load (\$)	14,336	14,813	15,305	16,874	17,547
Target (\$) <sup>2</sup>	14,756	14,572	14,719	16,645	17,685
Teaching-Related Expenditure/Total Student Load (2013 \$ equiv) <sup>3</sup>	15,772	15,930	16,035	17,324	17,547
Target (2013 \$ equiv)	16,234	15,670	15,421	17,090	17,685

**Notes:** 2013 projected full year student load figure is as at 14/02/2014 and includes VET course load. 2. Targets are derived from Teaching-Related Expenditure based on the Original Full year Budget divided by the total Student Load from the Budget. For 2013, this was \$316,338,000 divided by 17,887 EFTSL. 3. Prior year expenditure is indexed for current costs, based on CPI for December Qtr 2013.

Teaching-related expenditure per Student Load (2013 \$ equivalent) increased between 2012 and 2013. The 2013 figure is lower than targeted.



## OUTCOME 2: ECU'S RESEARCH AND SCHOLARSHIP ADVANCE AND DEVELOP EDUCATION, INDUSTRY, COMMERCE AND THE COMMUNITY, THROUGH THE PRACTICAL APPLICATION OF KNOWLEDGE.

This outcome has the following measures:

Key Effectiveness Indicators	Research Income
Key Efficiency Indicator	Higher Degree Research Completions
	Research Publications

## 7. RESEARCH INCOME

Universities attract research income as a result of their: historical competitiveness in winning grants; previous research outcomes; and perceived ability to deliver quality research and scholarship. Research income, across the four categories listed below, reflects the relevance and potential impact of ECU's research as perceived by various funders. It is therefore an indicator of the extent to which ECU's research and scholarship, advance and develop education, industry, commerce and the community.

Research Income is here defined as the level of external research funding obtained during a year, in total and in each of the four categories defined by the Department of Industry.

Table 14. Research Income

Category	2009	2010	2011	2012	2013 <sup>1</sup>
1 - National Competitive Research Grants (\$m)	2.907	2.750	2.801	2.991	
2 - Other Public Sector Research Funding (\$m)	7.709	8.301	8.402	6.324	
3 - Industry and Other Funding for Research (\$m)	2.012	4.211	4.551	4.920	
4 - Co-operative Research Centre Funding (\$m)	0.182	0.050	0	1.193	
<b>Total (\$m)</b>	<b>12.809</b>	<b>15.312</b>	<b>15.754</b>	<b>15.458</b>	
Target (\$m)	13.629	13.629	13.600	14.000	

**Note:** Research income for 2013 is unavailable until verified by audit in June 2014.

Between 2009 and 2012, total research income has increased by \$2.649 million. Between 2011 and 2012, overall research income declined slightly by \$0.296 million. However, research increased in three of the four categories defined by the Department of Industry. Total research income in 2012 was above Target by \$1.458 million.



## 8. HIGHER DEGREE RESEARCH COMPLETIONS

Doctorate and Masters by Research completions is a measure of ECU's success in training new researchers who will undertake research activity and scholarship, to advance and develop education, industry, commerce and the community.

Higher Degree Research Completions per 10 Academic FTE is a measure of the efficiency of ECU's higher degree research programs in providing new researchers to education, industry, commerce and the community.

Higher Degree by Research Completions is defined here as the number of Research Doctorates and Masters by Research theses passed in a year. Completions are also expressed per 10 full-time equivalent (FTE) academic staff, where academic staff are those at Level B and above, classified as 'teaching and research' or 'research only'.

Table 15. Higher Degree Research Completions by level, total number and per 10 Academic FTE

	2009	2010	2011	2012	2013 <sup>1</sup>
Doctorate by Research	41	51	56	61	
Masters by Research	23	19	22	29	
<b>Total Completions</b>	<b>64</b>	<b>70</b>	<b>78</b>	<b>90</b>	
Total State Completions	659	647	696	797	
Total National Completions	7,092	7,403	7,961	8,230	
Academic Staff FTE	494	531	517	528	
Completions per 10 FTE	1.3	1.3	1.5	1.7	
Target	2.2	2.2	2.2	2.0	

**Notes:** Research completions for 2013 are unavailable until verified by audit in June 2014. 2. State and National Higher Degree by Research completions for 2012 are from Table 8 of the 2012 Award Course Completions listings on the Department of Industry website at: [www.innovation.gov.au/HigherEducation/HigherEducationStatistics/StatisticsPublications/Pages/default.aspx](http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/StatisticsPublications/Pages/default.aspx) 3. National Higher Degree by Research completions for 2011 was previously stated as 7,895. The Department of Industry website accessed on 18/10/2013 stated the total national completions for 2011 as 7,961.

Total completions for both Research Doctorates and Research Masters increased between 2011 and 2012. Completions per 10 Academic Staff FTE increased (from 1.5 to 1.7) but remain below target by 0.3 completions per 10 Academic Staff FTE.



## 9. RESEARCH PUBLICATIONS

The number of recognised research and development publications produced in a year, as reported to the Department of Industry, is a direct measure of research output.

The number of weighted research and development publications per 10 Academic Staff FTE is a measure of the efficiency of research output and an indicator of how efficiently ECU's research and scholarship advance and develop education, industry, commerce and the community.

Research and Development "Weighted Publications" is defined as the number of publications in the Department of Industry-defined categories A1, B, C1 and E1 in a year. The number of publications is assessed annually in a rigorous, externally audited system prior to submission to the Department of Industry. Weighted publications are expressed per 10 full-time equivalent (FTE) academic staff, where academic staff are those at Level B and above, classified as 'teaching and research' or 'research only'.

Table 16. Research and Development Publications per 10 Academic FTE

	2009	2010	2011	2012	2013 <sup>1</sup>
<b>Unweighted Publications per 10 FTE</b>					
A1 – Authored Research Books	0.36	0.38	0.22	0.15	
B - Book Chapter	1.03	0.88	0.79	0.73	
C1 - Articles in Scholarly Refereed Journal	5.02	5.06	5.73	5.86	
E1 - Full Written Paper - Refereed Proceedings	3.32	3.53	3.90	2.92	
<b>Total Unweighted Publications</b>	<b>480.9</b>	<b>522.1</b>	<b>549.4</b>	<b>509.7</b>	
Total Weighted Publications	552.9	602.1	595.4	541.7	
Academic Staff FTE	494	531	517	528	
Weighted Publications per 10 FTE	11.2	11.3	11.6	10.3	
Target	12.8	12.8	12.8	12.0	

**Note:** Research publications figures for 2013 are unavailable until verified by audit in June 2014.

Total Unweighted Publications decreased by 39.7 between 2011 and 2012. Total Weighted Publications also decreased in number between 2011 and 2012, by 53.7 publications. Weighted Publications per 10 Academic Staff FTE declined between 2011 and 2012 (from 11.6 to 10.3), and was below Target (12) by 1.7 publications per 10 Academic Staff FTE in 2012.