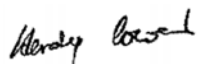


## SECTION 2B: PERFORMANCE – REPORT ON KEY PERFORMANCE INDICATORS

### 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 2014.



The Hon Dr Hendy Cowan

Chancellor

7 March 2015



Professor Arshad Omari

Acting Vice-Chancellor

7 March 2015

## Key Performance Indicators

### 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 in December 2012. The revised document specifies ECU's Purpose and five Strategic Priorities that 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's Report on Operations is 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, where possible:

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

A summary of KPIs to be audited by the Auditor General is provided in the diagram on the next page.

**Summary of KPIs to be audited by the Office of the Auditor General**

<p><b>Outcome 1:</b>  <b>ECU's courses of study meet the needs of the Western Australian community and are provided in a supportive and stimulating learning environment</b></p>	<p><b>Outcome 2:</b>  <b>ECU's research and scholarship advance and develop education, industry, commerce and the community, through the practical application of knowledge.</b></p>
<p><b>Course Satisfaction</b>                  (effectiveness indicator)</p>	<p><b>Research Publications (per 10 Academic Staff FTE)</b>                  (effectiveness and efficiency indicator)</p>
<p><b>Quality of Teaching</b>                  (effectiveness indicator)</p>	<p><b>Higher Degree Research Completions (per 10 Academic Staff FTE)</b>                  (effectiveness and efficiency indicator)</p>
<p><b>Graduate Employment</b>                  (effectiveness indicator)</p>	
<p><b>Retention</b>                  (effectiveness indicator)</p>	
<p style="text-align: center;"><b>Operating Margin</b>                  (effectiveness and efficiency indicator)</p>	

## 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 defined as the percentage of all domestic and international Bachelor level (Bachelor Pass, Bachelor Honours and Bachelor Graduate Entry) graduates who 'agree' with the statement: "Overall, I was satisfied with the quality of this course" from the Course Experience Questionnaire. The percentage agreement is the percentage of responses that are 4 (agree) or 5 (strongly agree) on the five-point Likert scale.

**Table 12: Bachelor Course Level Graduates' CEQ Course Satisfaction**

	Year of Survey				
	2010	2011	2012	2013	2014 <sup>1</sup>
ECU	86.9%	86.9%	85.1%	86.9%	
Target	-	-	-	-	86.0%
National Average	81.1%	82.2%	83.2%	83.0%	
State Average	82.5%	83.4%	84.1%	83.0%	

**Notes:** 1. National data sets for 2014 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 2013 survey 3,314 ECU Bachelor graduates were surveyed, of whom 1,898 responded to the CEQ, equating to a response rate of 57.3%. 4. ECU adopted an amended KPI definition for the 2014 survey year meaning that targets set in previous years are not applicable.

ECU graduates' Course Satisfaction level in the 2013 survey increased (by 1.8 percentage points), compared with the 2012 survey. The results over the time series (between 2010 and 2013) have been stable.

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

## 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 Quality of Teaching Scale which is used to indicate how satisfied graduates were with the teaching experience during their course.

The Quality of Teaching Scale is defined as the proportion of domestic and international Bachelor level (Bachelor Pass, Bachelor Honours and Bachelor Graduate Entry) graduates who 'agree' on average with the six items comprising this scale. The percentage agreement is the proportion of a respondent's scores on the six items which are 4 (agree) or 5 (strongly agree) on the five-point Likert scale.

**Table 13: Bachelor Course Level Graduates' CEQ Quality of Teaching Scale**

	Year of Survey				
	2010	2011	2012	2013	2014 <sup>1</sup>
ECU	73.6%	73.4%	74.2%	73.2%	
Target	-	-	-	-	74.0%
National Average	62.2%	64.6%	66.3%	66.9%	
State Average	65.5%	66.1%	67.1%	66.2%	

**Notes:** 1. National data sets for 2014 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 2013 survey 3,314 ECU Bachelor graduates were surveyed, of whom 1,898 responded to the CEQ, equating to a response rate of 57.3%. 4. ECU adopted an amended KPI definition for the 2014 survey year meaning that targets set in previous years are not applicable.

ECU graduates' level of satisfaction with the quality of teaching for the 2013 survey decreased (by 1.0 percentage point), compared with the 2012 survey. The results over the time series (between 2010 and 2013) have been stable.

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

## 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.

The Graduate Employment measure is defined as domestic Bachelor-level graduates who are working full-time, as a percentage of those available for full-time work. ‘Available’ includes, in addition to those already in full-time work, those seeking full-time work who are either not working or are working part-time. ‘Bachelor-level’ includes Pass Bachelor, Honours, and Graduate Entry degrees.

**Table 14: Domestic Bachelor Course Level Graduates in Full-time Employment**

	Year of Survey				
	2010	2011	2012	2013	2014 <sup>1</sup>
ECU	72.7%	68.6%	71.3%	67.1%	
Target	-	-	-	-	75.0%
National Average	76.6%	76.7%	76.1%	71.3%	
State Average	75.1%	76.6%	79.2%	72.9%	

**Notes:** 1. National data sets for 2014 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 2013 survey 2,669 ECU Domestic Bachelor graduates were surveyed, of whom 1,550 responded to the GDS, equating to a response rate of 58.1%. 4. ECU adopted an amended KPI definition for the 2014 survey year meaning that targets set in previous years are not applicable.

The proportion of ECU graduates in full-time employment at the time of the 2013 survey decreased by 4.2 percentage points, compared with those surveyed in 2012. The 2013 survey result 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 continues to be progressed through a range of strategies embedded in the curriculum and provided through support and services structures that are responding to this strategic priority.

## 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 onshore students who commence a course in a given year (Year of Commencement) and remain enrolled, including deferrals, in the same course or another ECU course in the following year.

**Table 15: Retention Commencing Students**

	Year of Commencement				
	2010	2011	2012	2013	2014 <sup>1</sup>
ECU	75.4%	75.4%	74.7%	72.3%	
Target	-	-	-	80.0%	78.0%

**Notes:** 1. Retention data for students commencing in 2014 will not be available until mid-2015. 2. ECU adopted an amended KPI definition in 2013 meaning that targets set for 2010 to 2012 are not applicable.

The retention rate for ECU students commencing in 2013 decreased (by 2.4 percentage points) compared with the retention rate for those who commenced in 2012.

## 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**

	2010	2011	2012	2013	2014 <sup>1</sup>
A1 – Authored Research Books	20.0	11.5	8.0	9.3	
B1 - Book Chapter	46.6	40.6	38.5	35.6	
C1 - Articles in Scholarly Refereed Journal	268.4	296.0	309.1	343.4	
E1 - Full Written Paper - Refereed Proceedings	187.2	201.3	154.2	128.3	
<b>Total Unweighted Publications</b>	<b>522.1</b>	<b>549.4</b>	<b>509.7</b>	<b>516.6</b>	
<b>Total Weighted Publications</b>	<b>602.1</b>	<b>595.4</b>	<b>541.7</b>	<b>553.8</b>	
Academic Staff FTE	531	517	528	512	
Weighted Publications per 10 FTE	11.3	11.6	10.3	10.8	
Target	12.8	12.8	12.0	12.0	11.0

**Note:** 1. Research publications figures for 2014 are unavailable until verified by audit in June 2015.

Total Unweighted Publications increased by 6.9 publications between 2012 and 2013. Total Weighted Publications also increased between 2012 and 2013, by 12.1 publications. Weighted

Publications per 10 Academic Staff FTE increased between 2012 and 2013, from 10.3 to 10.8, and was below the 2013 target of 12 publications per 10 Academic Staff FTE.

## 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 17: Higher Degree Research Completions by level, total number and per 10 Academic FTE**

	2010	2011	2012	2013	2014 <sup>1</sup>
Doctorate by Research	51	56	61	84	
Masters by Research	19	22	29	27	
<b>Total Completions</b>	<b>70</b>	<b>78</b>	<b>90</b>	<b>111</b>	
Total State Completions <sup>2</sup>	647	696	797	830	
Total National Completions <sup>2</sup>	7,403	7,961	8,230	9,209	
Academic Staff FTE	531	517	528	512	
<b>Completions per 10 FTE</b>	<b>1.3</b>	<b>1.5</b>	<b>1.7</b>	<b>2.2</b>	
Target	2.2	2.2	2.0	2.0	1.9

**Notes:** 1. Research completions for 2014 are unavailable until verified by audit in June 2015. 2. State and National Higher Degree by Research completions for 2013 are from Table 8 of the 2013 Award Course Completions listings on the Department of Education website at: <http://education.gov.au/selected-higher-education-statistics-2013-student-data>.

Total completions for research doctorates increased between 2012 and 2013 while total completions for research masters decreased slightly between 2012 and 2013. Completions per 10 Academic Staff FTE increased (from 1.7 to 2.2) and exceeded target by 0.2 completions per 10 Academic Staff FTE.



## Operating Margin

Operating Margin is a direct measure of the underlying financial efficiency of the University. It also provides an indication of ECU's capacity to effectively provide research, together with courses of study that meet the needs of the Western Australian community in a supportive and stimulating learning environment, in support of Outcome 1 and Outcome 2.

Operating Margin is the net operating result calculated as a percentage of total revenue. The target for this indicator is approved through ECU's budget processes.

**Table 18: ECU Operating Margin**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
ECU	6%	9%	7%	8%	7%
Target	3%	4%	4%	4%	4%

ECU's Operating Margin has been above the minimum target throughout the time series.