



**THE UNIVERSITY
OF THE
WEST INDIES**

**INSTITUTIONAL DATA NEEDS ASSESSMENT OF UWI: Highlights
of Survey 2014 Results and Some Suggestions for Resolving the
Challenges**

UNIVERSITY OFFICE OF PLANNING AND DEVELOPMENT

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DRAFT

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1. INTRODUCTION AND OVERVIEW

Good quality data is critical to understanding an organisation's performance and informing evidenced-based decision-making. Institutional data is an essential part of the University's information resources. Typically, this is data that is: relevant to planning, monitoring and evaluation, strategic decision making, managing, operating, or auditing major functions at the University or to include in official University reports.

Good quality data on a structured and timely basis will enable the following key functions:

- Monitor Key Performance Indicators and implementation of Strategic plan
- Conduct effective institutional research studies and surveys
- Meet statutory obligations to provide accurate data to governments on a timely basis
- Provide key information to international agencies e.g. funding/donor agencies and World University ranking schemes.
- Satisfy requirements of accreditation bodies

Ideally a data driven environment must be inclusive of the following:

- Current data produced is **RELEVANT** and shed light on the issues of strategic importance to the university.
- Statistical information is generally **ACCURATE** and all issues relating to data quality can be resolved in a systematic way
- Information is always available in a **TIMELY** manner.
- Ease of **ACCESS** to data through the use of web-enabled technologies and on-line analytical processing tools
- Data can be easily **INTERPRETED** with the availability of the supplementary information
- **COMPARABILITY** of data across the University i.e. Standard concepts, classifications and methodologies are used across the board.

2. STATEMENT OF THE PROBLEM

Situation Analysis – The Reality

- **RELEVANCE** - current data produced does not fully meets the needs of all users. Data generated for reports are often designed satisfy routine operational reports rather than being strategic or being part of a broader research agenda resulting in gaps.

- **ACCURACY**- Data quality is often overlooked until problems arise during a study. There is little clarity on ownership of data and there is no process in place for systematic remediation.
- **TIMELINESS** – long delays in fulfilling data request. Data request are sometimes met with competing priorities and there are usually long delays in getting responses (if any).
- **ACCESSIBILITY** –There are no clearly defined policy for users to access and use institutional data across the University. Request for data are often made on an *ad hoc* basis to multiple sources.
- **INTERPRETABILITY** – at times data cannot be easily interpreted since there is no supplementary information necessary to interpret.
- **COMPARABILITY** –Standard definitions of concepts, classifications and methodologies across the university are lacking.

3. UWI INSTITUTIONAL DATA NEEDS ASSESSMENT SURVEY 2014

It is in this context that The **UWI Institutional Data Needs Assessment Survey 2014** was conducted by the UOPD as part of an ongoing effort to enhance the essential institutional data intelligence of the University by providing information that would help address and resolve the challenges we face and chart the way forward

The main objectives of the Data Needs Survey were to:

- obtain feedback on whether the current data needs are being met in terms of accessibility, relevance, accuracy, timeliness and interpretability;
- identify the essential or high priority institutional datasets that are critical to understanding and measuring the UWI's performance and inform evidenced-based decision-making; and
- identify gaps i.e. what data is not easily accessed and why.

The information collected from this survey would serve to inform the producers of data within the UWI (data owners) with a view to expanding the scope, relevance and quality of strategic information that is disseminated as well as to develop an action plan to chart the way forward.

Methodology and Response rate

The survey was conducted via the online survey tool, Survey Monkey, during February to April 2014. A total of 68 administrative and academic departments were selected and invited to participate in survey. These included administrative units from the Vice Chancellery and Campuses as well as Faculties.

A total of 33 departments or 49% responded to the survey. Responses received were from persons located in the Vice Chancellery (39.4%), Open Campus (18.8%), St. Augustine and Cave Hill (15.2% each) and Mona (12.1%). Demographically, the most responses were received from Senior Administrative staff (63.6%), Academic staff (18.2%), Professional staff (12.1%) and Other (6.1%).

Generally, targeted officials were involved in the following activities that would require data as seen below:

- Strategic Planning/Operational Planning
- Report on Performance Indicators
- Conduct institutional research studies
- Conduct institutional surveys
- Meet statutory obligations to provide data to governments
- Provide key information to international funding/donor agencies
- Provide key information to World University ranking bodies
- Satisfy requirements of accreditation bodies
- Promote adherence to quality and standards (quality assurance)
- Provide key information for UWI Management
- Internal department decision making

4. HIGHLIGHTS OF SURVEY

4.1 OVERALL PERCEPTION OF THE CURRENT SITUATION IN RELATION TO DATA NEEDS, ACCESS AND QUALITY

Respondents were asked to give their opinion pertaining to a number of issues in relation to the current situation with regards to data needs, access and quality.

They were asked to rate on a scale of 1 to 4(low to high) their opinion on seven issues. The response scale was as follows: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree. Overall, respondents felt that the data produced by the University did not fully meet their needs as evidenced by below average scores as shown in **Table 1**.

A significant majority of respondents (over 80%) were of the opinion that:

- *Current institutional data produced by the UWI did not meet their needs*
- *There are no clear procedures in place to address data quality issues*
- *There are no defined policies and procedures in place for to access and use institutional data across the University*
- *There are no standard definitions of concepts, classifications and methodologies across the University*

A significant majority of respondents (over 50%) were of the opinion that *requested data are often not met in a timely manner*.

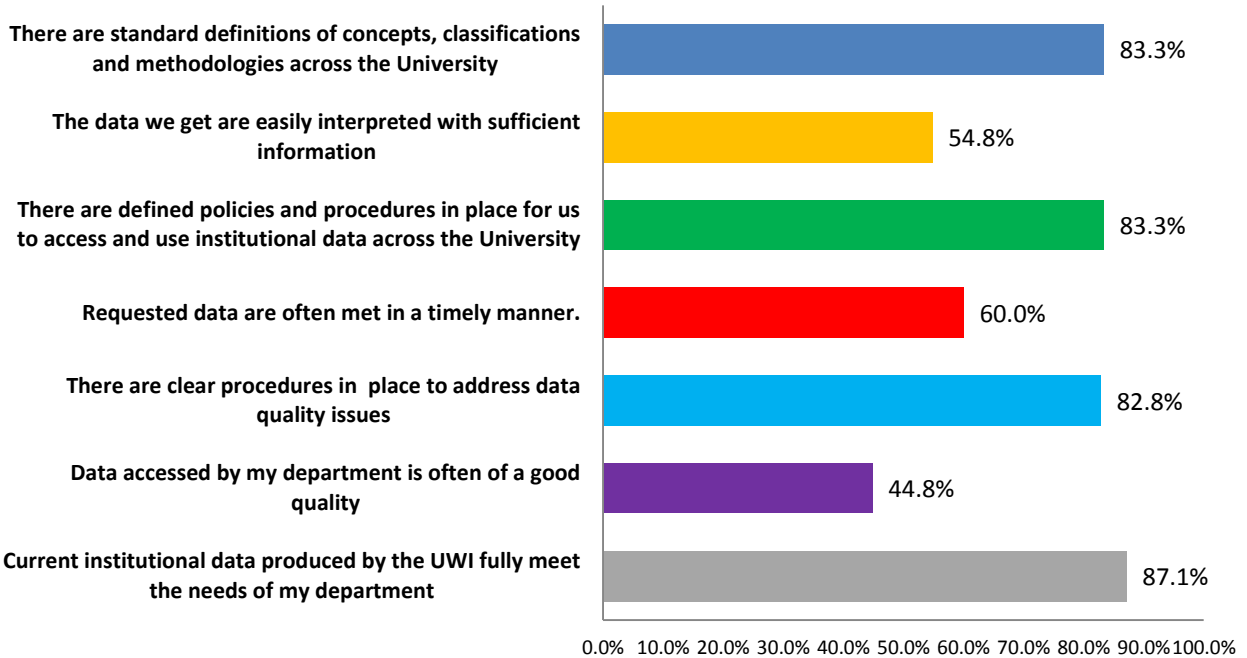
On the positive side a majority (over 50%) were of the opinion that *data accessed is often of a good quality*.

Table 1- Opinion relating to current issues relating to data needs, quality and access

Answer Options	Strongly Disagree/Disagree	Disagree	Agree	Strongly Agree	% Agree or Strongly Agree	% Disagree or strongly Disagree	Rating Average	Response Count
Current institutional data produced by the UWI fully meet the needs of my department	1	26	2	2	12.9%	87.1%	2.16	31
Data accessed by my department is often of a good quality	0	13	14	2	55.2%	44.8%	2.62	29
There are clear procedures in place to address data quality issues	5	19	3	2	17.2%	82.8%	2.07	29
Requested data are often met in a timely manner.	5	13	11	1	40.0%	60.0%	2.27	30
There are defined policies and procedures in place for us to access and use institutional data across the University	7	18	4	1	16.7%	83.3%	1.97	30
The data we get are easily interpreted with sufficient information	2	15	13	1	45.2%	54.8%	2.42	31
There are standard definitions of concepts, classifications and methodologies across the University	9	16	4	1	16.7%	83.3%	1.9	30

Note: The response scale was as follows: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

Chart 1 - Percentage Strongly Disagree/Disagree



4.2. IDENTIFICATION OF PRIORITY DATA NEEDS

The survey sought to determine the priority data needs of UWI by providing respondents with a list of 129 key variables in 11 core areas and were asked to rate in terms of importance as follows “high”, “medium” and “Low”. **See Appendix 1 for details.**

The majority of variables in all eleven core activity areas were rated as high priority. Overall 113 out of 129 variables or 87.5% were classified as high priority, 7.3% as medium priority and 4.7% as low priority.

Table 2 – Summary of Ranking of Priority Data Needs

Core Activity	High	Low	Medium	Total Data variables
Applicants/New Admissions	100.0%	0.0%	0.0%	8
Course Registration/Examination	100.0%	0.0%	0.0%	7
Finance	100.0%	0.0%	0.0%	16
Graduates	100.0%	0.0%	0.0%	7
Productivity Measures	100.0%	0.0%	0.0%	5
Research & Innovation	90.0%	5.0%	5.0%	20
Staff	50.0%	0.0%	50.0%	16
Student Progression (throughput)	100.0%	0.0%	0.0%	7

Students Demographics	70.0%	20.0%	10.0%	10
Teaching and Learning	86.4%	13.6%	0.0%	22
Program Enrollment	100.0%	0.0%	0.0%	11
Grand Total	87.6%	4.7%	7.8%	129

4.3. IDENTIFICATION OF GAPS – DATA NOT ACCESSIBLE OR NOT EASILY ACCESSIBLE

Respondents were asked to determine whether each of the 129 data variables in the 11 core activities were easily accessible or not to them. Respondents indicated that the majority 87 out of 129 or 68.5% were not easily or not accessible. Particular areas of concern were Research and Innovation (100%), Student Progression (Throughput) (100%), Productivity Measures (100%), Finance 75%, Teaching and Learning 72.7% and Staff 71.4%.

Table 3 – Summary of Level of Accessibility

Core Activity	Easily Accessible	Not Easily Accessible	Total Data Variables
Applicants/New Admissions	50.0%	50.0%	8
Course Registration/Examination	85.7%	14.3%	7
Finance	25.0%	75.0%	16
Graduates	42.9%	57.1%	7
Productivity Measures	0.0%	100.0%	5
Research & Innovation	0.0%	100.0%	20
Staff	28.6%	71.4%	16
Student Progression (throughput)	0.0%	100.0%	7
Students Demographics	70.0%	30.0%	10
Teaching and Learning	27.3%	72.7%	22
Program Enrollment	54.5%	45.5%	11
Grand Total	31.5%	68.5%	129

4.4. LEVEL OF IMPORTANCE VS LEVEL OF ACCESSIBILITY

The survey found that 65% of data variables classified as high priority were not easily accessible as shown in *Table 4*. This is a matter that needs to be addressed urgently. Failure to do so will continue to seriously compromise the quality of Institutional Planning and Research conducted by the University. It is of critical importance that data be easily accessible to perform the core functions of the University:

Table 4 Level of Importance vs Level of Accessibility

LEVEL OF IMPORTANCE	Easily Accessible	Not Easily Accessible	Total Data Variables
High	35.1%	64.9%	111

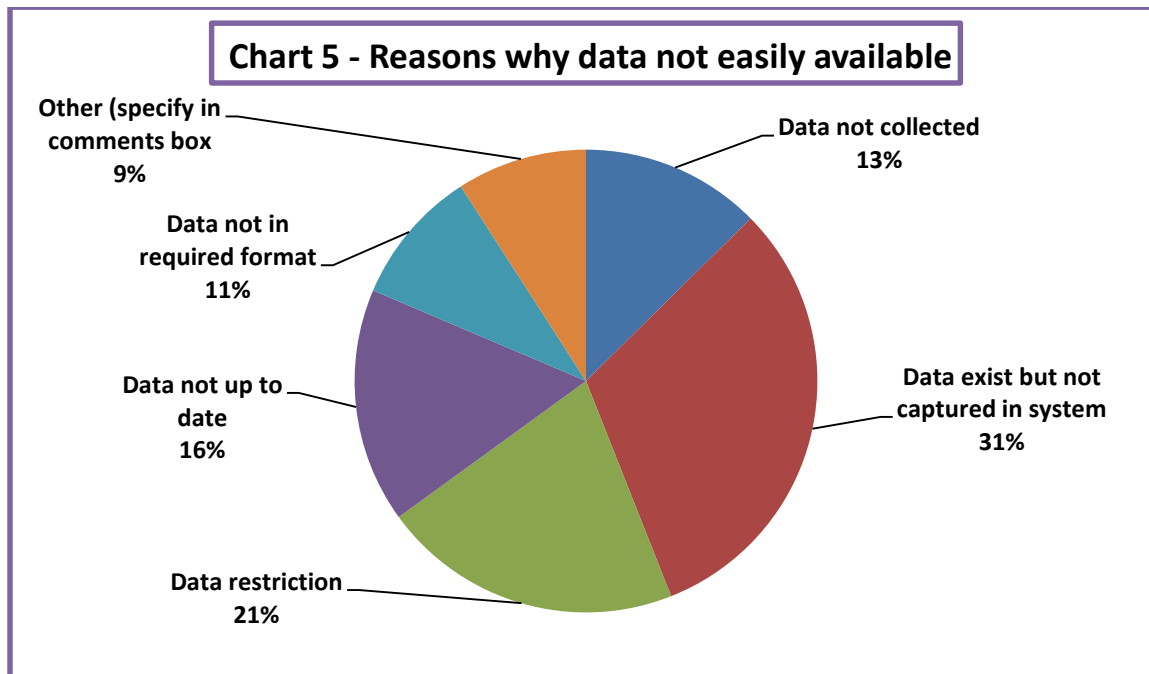
Low	0.0%	100.0%	6
Medium	10.0%	90.0%	10

4.5. REASONS WHY DATA ARE NOT EASILY ACCESSIBLE

When respondents were asked for main reasons why data was not easily accessible, 31.4% stated that data exist but was not captured in system, 21% stated data restrictions, 13% stated data was not up to date, 10% said data was not in required format and 9% stated other reasons.

Table 5- Reasons why data not easily accessible

Core Activity	Data not collected	Data exist but not captured in	Data restriction	Data not up to date	Data not in required format	Other	Response Count
Students Demographics	13.8%	22.5%	20.0%	22.5%	1.3%	20.0%	80
Applicants/New Admissions	5.2%	22.1%	28.6%	13.0%	6.5%	24.7%	77
Course Registration/Examination	2.6%	20.5%	23.1%	23.1%	12.8%	17.9%	39
Program Enrolment	5.4%	18.5%	14.1%	26.1%	6.5%	29.3%	92
Student Progression (throughput)	12.9%	31.8%	20.0%	10.6%	15.3%	9.4%	85
Teaching and Learning	20.3%	37.0%	21.9%	15.1%	0.5%	5.2%	192
Graduates	39.7%	20.6%	9.5%	17.5%	6.3%	6.3%	63
Research & Innovation	14.9%	38.5%	14.9%	13.5%	17.6%	0.7%	148
Staff	4.8%	41.9%	28.6%	16.2%	6.7%	1.9%	105
Finance	1.7%	36.5%	27.8%	14.8%	19.1%	0.0%	115
Productivity Measures	14.7%	26.5%	20.6%	14.7%	23.5%	0.0%	34
ALL	12.6%	31.4%	21.0%	16.4%	9.5%	9.1%	1030



5. SUMMARY OF KEY FINDINGS

- ✓ **Respondent were clearly not satisfied with the existing situation regarding data access and quality**- It was confirmed based on the opinion of a significant majority of respondents (over 80%) that:
 - Current institutional data produced by the UWI data producers did not meet their needs
 - There are no clear procedures in place to address data quality issues
 - There are no defined policies and procedures in place for to access and use institutional data across the University
 - There are no standard definitions of concepts, classifications and methodologies across the University
- ✓ **The core priority institutional data needs of the University was identified and classified**.- A clear picture has now emerged as to what are the priority institutional data needs of the University - Overall 113 out of 129 variables or 87.5% were classified as high priority, 7.3% as medium priority and 4.7% as low priority.

N.B. – THIS LIST OF VARIABLES IS NOT EXHAUSTIVE AND WILL BE EXPANDED AS DEPARTMENTS OR INDIVIDUALS SUBMIT ADDITIONAL VARIABLES OF HIGH PRIORITY FOR CONSIDERATION

- ✓ **Accessing priority data is not an easy task and data gaps still exist** - Respondents indicated that the majority 87 out of 129 variables or 68.5% were not easily or not accessible. Particular areas of concern were Research and Innovation (100%),

Student Progression (Throughput) (100%), Productivity Measures (100%), Finance 75%, Teaching and Learning 72.7% and Staff 71.4%.

- ✓ **UWI is not maximizing the use of strategic information, a significant amount of useful data exist but is not captured or utilized in a meaningful way** - When respondents were asked for main reasons why data was not easily accessible, 31.4% stated that data existed in some form, paper based or otherwise but was not captured in system, 10% said data was not in required format and 12% stated data was not collected
- ✓ **Data restriction is an emerging issue with legal implications and needs to be clarified with informed policies and procedures** - 21% stated data restrictions was a problem

6. RESOLVING THE CHALLENGES

SHORT TERM MEASURES FOR ACTION

IDENTIFICATION OF UWI'S CORE BUSINESS INTELLIGENCE

- **Identification of priority business intelligence data needed for planning, institutional research and decision making** – This survey has identified a list of 116 priority data variables)
- **Conduct inventory of university data sources** – determine what data is produced within and across the four campuses

IDENTIFY AND FILL THE GAPS

- **Identify gaps** – This survey has identified what priority data are not easily accessible or not now captured, but needs to be captured by the system.

STANDARDISE

- **Completion of data dictionary** - common data definitions for priority data listed to ensure consistency, comparability and integration across the university.
- **Develop common methodologies in computing Key Performance Indicators and the conduct of surveys** – this will ensure comparative analyses as well as a seamless upward cascading of Key Performance Indicators (KPIs) from Departments to Faculties to Campuses to University

PRODUCE STRATEGIC INFORMATION

- **Inform and mandate data producers (owners) of the priority needs and gaps identified with a view to addressing in the shortest possible time**

ADDRESS QUALITY ISSUES

- **Ensure data producers address data quality issues** – Data producers should assign staff to address data quality issues in a systemic and timely manner.

- **Develop minimum standards to govern the appropriate use and management of institutional data**

SENSITISE AND PROMOTE A DATA DRIVEN CULTURE

- **Encourage data producers to manage information as a strategic asset** – this will necessitate shifting culture, priorities and work processes to ensure the production of high quality strategic information

MEDIUM TERM POLICY ISSUES TO ADDRESS

INSTITUTIONALISE DATA GOVERNANCE AND MANAGEMENT

Institutionalizing data driven culture cannot be done overnight but requires leadership and clear policies and processes with respect to the use of data.

A holistic approach to data management starts with effective data governance, clear policies and processes with respect to the use of data as opposed to the arbitrary decision making that currently exist.

Building a data governance program at the UWI will not require the institution to start from the ground up since there are uncoordinated data governance practices spread throughout the organization, under a variety of names. Inventorying and consolidating those disparate functions will constitute the first stage of developing a set of sound data governance practices.

A University-wide Data Governance and Management Structure would entail:

NEW ROLES AND RESPONSIBILITIES

- i. New roles and responsibilities to be defined e.g. Data Trustees/Owners/custodians, Data Stewards etc.

NEW POLICIES AND PROCEDURES

- ii. The establishment of data policies and procedures such as:
 - Data access policy** – to ensure that employees have appropriate access to institutional data
 - Data Handling and Usage Policy** – to insure that data is not misused and are used ethically according to applicable law (security). Importance of concepts of privacy and confidentiality, security and unauthorized access

-Data integrity and integration Policy – to ensure that University data have a high degree of integrity and that key data elements can be integrated across functional units and electronic systems

SYSTEMS AND PROCESSES

- iii. **Systems and processes – data storage, security and analytics**

PEOPLE AND SKILLS

- iv. **People and skills - train staff so they have the appropriate knowledge, competencies and capacity for their roles**

APPENDIX 1- INVENTORY OF UWI PRIORITY INSTITUTIONAL DATA NEEDS

N.B. – THIS LIST OF VARIABLES IS NOT EXHAUSTIVE AND WILL BE EXPANDED AS DEPARTMENTS OR INDIVIDUALS SUBMIT ADDITIONAL VARIABLES OF HIGH PRIORITY FOR CONSIDERATION

Core Activity	Data Variables	LEVEL OF IMPORTANCE	Frequency	Data Sources/Departments Responsible	ACCESSIBILITY
Applicants/New Admissions	Applicants - Number of applicants	High	Annual	Banner Student, Admissions, Registry	Easily Accessible
	Applicants- Number of qualified applicants	High	Annual	Banner Student, Admissions, Registry	Not Easily Accessible
	Applicants - Number of firm offers	High	Annual	Banner Student, Admissions, Registry	Easily Accessible
	Applicants - Number of acceptances	High	Annual	Banner Student, Admissions, Registry	Easily Accessible
	New admissions - Numbers admitted	High	Annual	Banner Student, Admissions, Registry	Easily Accessible
	New admissions - Entry score	High	Annual	Banner Student, Admissions, Registry	Not Easily Accessible
	New admissions - With government scholarships	High	Annual	Admissions, Registry, Bursary	Not Easily Accessible
	New admissions - With private sector scholarships	High	Annual	Admissions, Registry, Bursary	Not Easily Accessible
Course Registration/ Examination	Course code/name	High	Annual	Banner Student, Registry	Easily Accessible
	Course Credit	High	Annual	Banner Student, Registry	Easily Accessible
	Course enrollment by faculty	High	Annual	Banner Student, Registry	Easily Accessible
	Number of international students enrolled in online courses	High	Annual	Banner Student, Registry	Not Easily Accessible
	Number of UWI 13 students enrolled in online courses	High	Annual	Banner Student	Easily Accessible
	Numbers sitting examinations by course	High	Annual	Banner Student, Exams, Registry	Easily Accessible
	Number passing examinations by course	High	Annual	Banner Student, Exams, Registry	Easily Accessible
Finance	Income from government	High	Annual	Campus Bursary, Office of Finance	Easily Accessible
	Income from self financing programs	High	Annual	Campus Bursary, Office of Finance	Not Easily Accessible
	Income from international students enrolled	High	Annual	Campus Bursary, Office of Finance	Not Easily Accessible
	Income from commercial activities	High	Annual	Campus Bursary, Office of Finance	Not Easily Accessible
	Income from consulting activities	High	Annual	Campus Bursary, Office of Finance	Not Easily Accessible
	Income from external use/rental of physical plant	High	Annual	Campus Bursary, Office of Finance	Not Easily Accessible
	Income from gifts/endowment	High	Annual	Campus Bursary, Office of Finance, Alumni/ Endowment Offices	Not Easily Accessible
	Income from alumni	High	Annual	Campus Bursary, Office of Finance, Alumni/ Endowment Offices	Not Easily Accessible
	Faculty/departmental expenditure	High	Annual	B Campus Bursary, Office of Finance	Not Easily Accessible
	UGC/Non UGC Expenditure	High	Annual	Campus Bursary, Office of Finance	Not Easily Accessible
	Administrative cost	High	Annual	Campus Bursary, Office of Finance	Easily Accessible
	Utility cost	High	Annual	Campus Bursary, Office of Finance	Not Easily Accessible

	Teaching cost	High	Annual	Campus Bursary, Office of Finance	Not Easily Accessible
	Wages and salaries	High	Annual	Campus Bursary, Office of Finance	Easily Accessible
	Supplies and materials	High	Annual	Campus Bursary, Office of Finance	Easily Accessible
	Capital Expenditure	High	Annual	Campus Bursary, Office of Finance, Projects Office	Not Easily Accessible
Graduates	No. of graduates by program	High	Annual	Banner Student, Exams-Registry	Easily Accessible
	Demographics of graduates	High	Annual	Banner Student, Exams-Registry	Easily Accessible
	Class of degree	High	Annual	Banner Student, Exams-Registry	Easily Accessible
	Grade point average	High	Annual	Banner Student, Exams-Registry	Not Easily accessible
	Graduate employment rates	High	Bi-annual	Tracer Survey conducted by UOPD, Campus Planning Offices	Not Easily accessible
	Graduate income	High	Bi-annual	Tracer Survey conducted by UOPD, Campus Planning Offices	Not Easily accessible
	Graduate satisfaction with attributes developed at UWI	High	Bi-annual	Tracer Survey conducted by UOPD, Campus Planning Offices	Not Easily accessible
Productivity Measures	Staff - student ratios	High	Annual	Campus Planning offices	Not Easily Accessible
	Per capita student cost	High	Annual	Office of Finance	Not Easily Accessible
	Average teaching load per Lecturer by Faculty(Contact hours-lectures, tutorials)	High	Annual	Campus Planning Offices, Office of Principal	Not Easily Accessible
	Publications per FTE Staff	High	Annual	Office of Research, Faculties, Bibliometric Databases such as Web of Science	Not Easily Accessible
	Reports prepared per year per FTE Staff	High	Annual	All Departments	Not Easily Accessible
Program Enrollment	Department	High	Semester	Banner Student, Registry	Easily Accessible
	Semester	High	Semester	Banner Student, Registry	Easily Accessible
	Program level (First, Masters, Cert., Dip etc)	High	Semester	Banner Student, Registry	Easily Accessible
	Student status(FT/PT/Evening/Distance/Other)	High	Semester	Banner Student, Registry Banner Student, Registry	Easily Accessible
	Program level(Year)	High	Semester	Banner Student, Registry	Easily Accessible
	Degree type - (BSc., MBBS, MBA, MEd, PHD etc)	High	Semester	Banner Student, Registry	Easily Accessible
	Major/Minor	High	Semester	Banner Student, Registry	Not Easily Accessible
	Exchange students - incoming	High	Semester	Banner Student, Registry, International Office	Not Easily Accessible
	Exchange students - outgoing	High	Semester	Banner Student, Registry, International Office	Not Easily Accessible
	Specially admitted	High	Semester	Banner Student, Registry	Not Easily Accessible
	Off-campus	High	Semester	Banner Student, Registry	Not Easily Accessible
Research & Innovation	Number of referred academic publications	High	Annual	Office of Research, Faculties, Bibliometric Databases	Not Easily Accessible
	Number of research projects aligned to research clusters	High	Annual	Faculties/Departments	Not Easily Accessible
	Number of citations	High	Annual	Office of Research, Faculties, Bibliometric Databases	Not Easily Accessible

	Number of professional publications	High	Annual	Office of Research, Faculties, Bibliometric Databases	Not Easily Accessible
	Number of research proposals submitted	High	Annual	Office of Research/, Faculties,	Not Easily Accessible
	Number of successful research proposals	High	Annual	Office of Research, Faculties	Not Easily Accessible
	Number of research partnership with public sector, private sector/International universities/international agencies	High	Annual	Office of Research, Faculties, International Office	Not Easily Accessible
	Number of UWI research projects located in UWI 12+1 countries	High	Annual	Office of Research, Faculties	Not Easily Accessible
	Number of new patent applications filed	High	Annual	Office of Research, Faculties	Not Easily Accessible
	Number of new patents	High	Annual	Office of Research, Faculties	Not Easily Accessible
	Number of bursaries/scholarships offered to full-time research students	High	Annual	Campus Bursary	Not Easily Accessible
	External research revenues generated	High	Annual	Office of Finance, Campus Bursary, Office of Research	Not Easily Accessible
	External research revenues generated from public sector	High	Annual	Office of Finance, Campus Bursary, Office of Research, Faculties	Not Easily Accessible
	External research revenues generated from industry/private business	High	Annual	Office of Finance, Campus Bursary, Office of Research, faculties	Not Easily Accessible
	External research related revenues generated from nonprofit organizations	High	Annual	Office of Finance, Campus Bursary, Office of Research, Faculties	Not Easily Accessible
	External income from royalties/copyrighted products	High	Annual	Office of Finance, Campus Bursary, Office of Research	Not Easily Accessible
	External income from licensing agreements	High	Annual	Office of Finance, Campus Bursary, Office of Research	Not Easily Accessible
	External Income from continuous professional education	High	Annual	Office of Finance, Campus Bursary, Faculties	Not Easily Accessible
Research & Innovation	Number of arts related outputs of which concerts, exhibitions, artifacts, media productions	Low	Annual	Faculties	Not Easily Accessible
	Number of startup firms	Medium	Annual	Office of Research	Not Easily Accessible
Staff	Academic staff	High	Annual	PeopleSoft, HR- Registry	Easily accessible
	Research fellows	High	Annual	PeopleSoft, HR- Registry	
	Post Docs	High	Annual	PeopleSoft, HR- Registry	
	Senior administrative/professional staff	High	Annual	PeopleSoft, HR- Registry	Easily accessible
	ATS Staff	High	Annual	PeopleSoft, HR- Registry	Easily accessible
	Level of appointment	High	Annual	PeopleSoft, HR- Registry	Easily accessible
	Highest level of academic qualifications	High	Annual	PeopleSoft, HR- Registry	Not Easily Accessible
	Staff trained in leadership/management and other areas	High	Annual	PeopleSoft, HR- Registry	Not Easily Accessible
	Age profile	Medium	Annual	PeopleSoft, HR- Registry	Not Easily Accessible
	Nationality	Medium	Annual	PeopleSoft, HR- Registry PeopleSoft, HR- Registry	Not Easily Accessible
	Promotions distribution of staff by level of appointment and qualification	Medium	Annual	PeopleSoft, HR- Registry	Not Easily Accessible
	Staff vacancies	Medium	Annual	PeopleSoft, HR- Registry	Not Easily Accessible

	Positions filled	Medium	Annual	PeopleSoft, HR- Registry	Not Easily Accessible
	Number of applicants for vacant posts	Medium	Annual	PeopleSoft, HR- Registry	Not Easily Accessible
	Number of new hires not completing contract	Medium	Annual	PeopleSoft, HR- Registry	Not Easily Accessible
	Percentage absenteeism of ATS staff	Medium	Annual	PeopleSoft, HR- Registry	Not Easily Accessible
Student Progression (throughput)	On time graduation rates	High	Annual	Banner Students, Campus IT, Campus Planning Offices	Not Easily Accessible
	Overall graduation rates	High	Annual	Banner Students, Campus IT, Campus Planning Offices	Not Easily Accessible
	Average time to graduate	High	Annual	Banner Students, Campus IT, Campus Planning Offices	Not Easily Accessible
	Voluntary withdrawals	High	Annual	Banner Students, Campus IT, Campus Planning Offices	Not Easily Accessible
	Forced withdrawals	High	Annual	Banner Students, Campus IT, Campus Planning Offices	Not Easily Accessible
	Leave of absence	High	Annual	Banner Students, Campus IT, Campus Planning Offices	Not Easily Accessible
	Transfers to/from (Faculty, Campus)	High	Annual	Banner Students, Campus IT, Campus Planning Offices	Not Easily Accessible
Students Demographics	Name	High	Annual	Banner Students,, Registry	Easily accessible
	Age	High	Annual	Banner Students,, Registry	Easily accessible
	Nationality	High	Annual	Banner Students,, Registry	Easily accessible
	Contact information - telephone nos (home and cell)	High	Annual	Banner Students,, Registry	Easily accessible
	Sex	High	Annual	Banner Students,, Registry	Easily accessible
	Academic qualifications upon admission to UWI (CXC, Cape)	High	Annual	Banner Students,, Registry	Not easily accessible
	Contact information- e-mail addresses (personal/university)	High	Annual	Banner Students,, Registry	Easily accessible
	Religion	Low	Annual	Banner Students,, Registry	Not easily accessible
	Racial(Ethnic Category)	Low	Annual	Currently not available	Not easily accessible
	District of Residence	Medium	Annual	Banner Students,, Registry	Easily accessible
	Teaching and Learning	Number of courses reviewed	High	Annual	Quality Assurance
Number of programs reviewed		High	Annual	Quality Assurance	Easily Accessible
Number of new programs introduced		High	Annual	Faculties	Easily Accessible
Number of programs offered online		High	Annual	Open Campus, Faculties	Easily Accessible
Student satisfaction with overall educational experience		High	Bi-annual	Student Experience Surveys, UOPD	Easily Accessible
Student satisfaction with teaching, programmes, services, facilities		High	Bi-annual	Student Experience Surveys, UOPD	Easily Accessible
Student satisfaction with student support services, academic advising		High	Bi-annual	Student Experience Surveys, UOPD	Not Easily Accessible
Student satisfaction with attributes of a graduate		High	Bi-annual	Student Experience Surveys, UOPD	Not Easily Accessible
Number of Programs with regional/international accreditation		High	Bi-annual	Quality Assurance	Not Easily Accessible
Number of courses with learning activities and assessment that focus on specific graduate attributes		High	Annual	Faculties	Not Easily Accessible
Number of students applying for financial aid		High	Annual	Campus Bursary, Student Services	Not Easily Accessible

	Number of students receiving financial aid	High	Annual	Campus Bursary, Student Services	Not Easily Accessible
	Number of students with learning disabilities	High	Annual	Student Services	Not Easily Accessible
	Number of students physical disabilities	High	Annual	Student Services	Not Easily Accessible
Teaching & Learning	Number of students with mental illness	High	Annual	Health	Not Easily Accessible
	Number of internships accessed annually by students	High	Annual	Faculties/Departments	Not Easily Accessible
	Number of students enrolled in co-curricular activities	High	Annual	Faculties/Departments	Not Easily Accessible
	Number of student engaged in community engagement programs	High	Annual	Faculties/Departments	Not Easily Accessible
	Number of scholarship holders	High	Annual	Campus Bursary	Not Easily Accessible
	Number of students employed by UWI	Low	Annual	Student Services	Not Easily Accessible
	Number of students applying and placed in jobs through UWI placement programs	Low	Annual	Student Services	Not Easily Accessible
	Number of students counseled	Low	Annual	Student Services, Health	Not Easily Accessible