



UWI
ST. AUGUSTINE
CAMPUS

Performance Footprint

**Key Institutional Measures
2014/15–2018/19**

**The Campus Office of Planning
and Institutional Research**

Vision

An excellent global university rooted in the Caribbean

Mission

To Advance Learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world

Strategic Goals

Access - Widening access to quality tertiary education

Alignment - greater alignment of our single university with academia, industry and international partnerships relevant to the region's needs

Agility - in using The UWI's resources and capabilities to respond to the needs of its key stakeholders in a changing environment

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Principal's Remarks

Prof. Brian Copeland

Welcome to “Performance Footprint”, a comprehensive report of the Key Institutional Measures undertaken by the Campus Office of Planning and Institutional Research (COPIR) The UWI St. Augustine Campus.

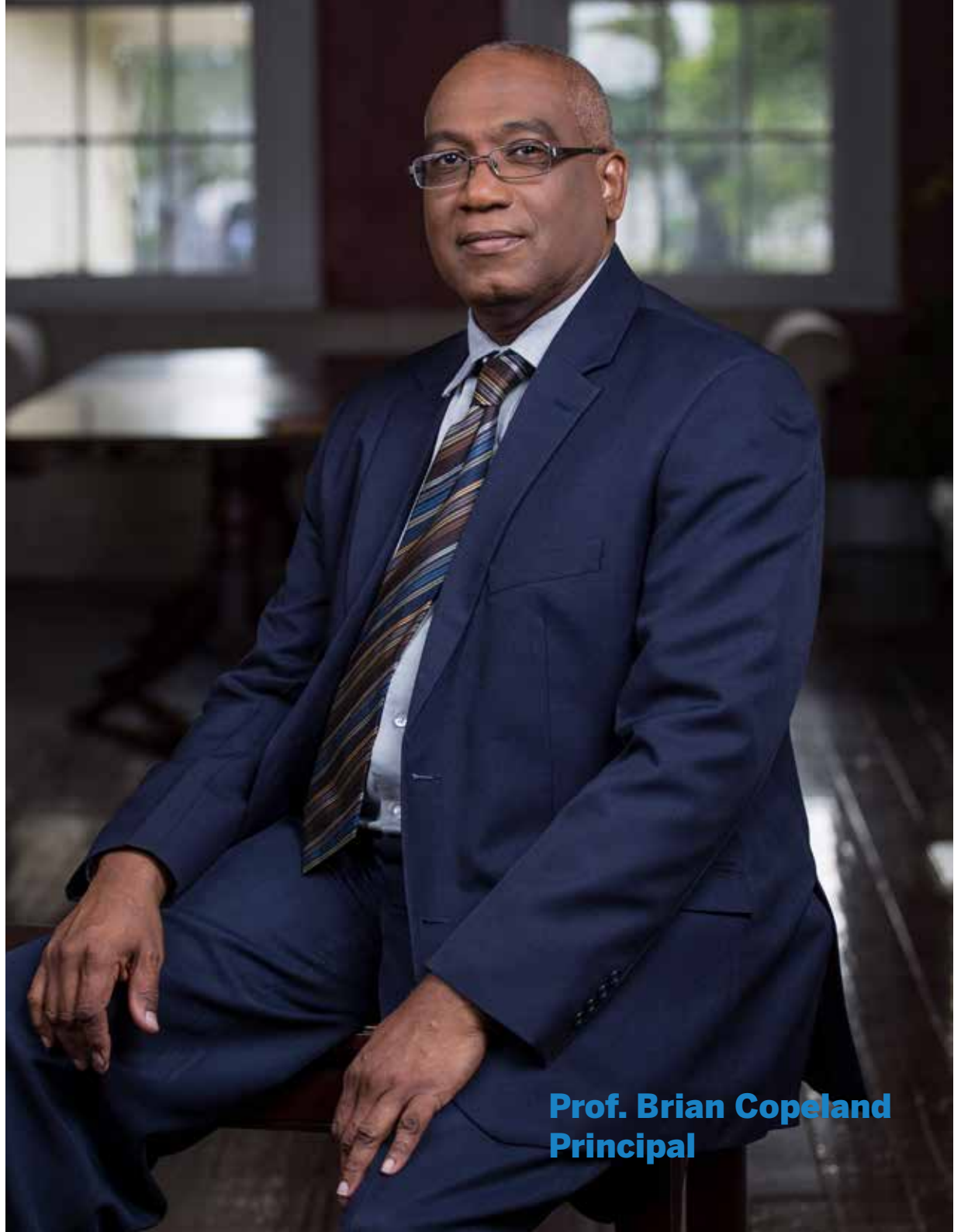
In this report, which covers data from the academic years 2014/2015 to 2018/2019, COPIR used comprehensive statistical methods to collect trending and historical data on key areas that ascribe to institutional performance. The report forms the “footprint” of a continuous effort to provide metrics to support accountability and information to guide management decision-making. It aligns with the university’s strategic planning process and the Triple A Strategy 2017-2022 as well as with the campus’s own commitment to applying institutional metrics to measure and demonstrate effectiveness.

Driven by the need to be accountable to our constituents and responsible to our accreditation and quality assurance

processes, the institutional research compiled by COPIR and summarised in this report will enable The UWI to use concrete data to drive decision making and policy setting. The data, represented here in modern infographic style, will allow all stakeholders to examine where we are.

Importantly, the classification of metrics allows for benchmarking the St. Augustine campus against peer institutions and also allows it to be assessed as a lead provider in tertiary education for its response to student access to university places and student demand for programmes. The UWI is entrusted to nurture its students with support structures and systems to enable them to complete their degrees. As such, it is incumbent on us to review all measures that account for students’ on-time progression in their programmes. Important to track as well, is The UWI’s output of graduates and their employability as they become part of the skilled labour force.

Many of the metrics referenced in this document will undoubtedly shape ongoing and future discussions and decisions about the allocation and application of the institution's resources. Ultimately, COPIR's purpose is to provide comprehensive data and metrics and to use them carefully to advance our commitment to continuous improvement. "Performance Footprint" is designed to assist us in this quest.



**Prof. Brian Copeland
Principal**

Section 1

Prior Learning

Section 1: Prior Learning

Key Observations

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Prior Institutions

Understanding our constituents is key to serving our primary stakeholders: the students. This section examines the student profile by identifying the main feeder institutions from which our applicants come and provides some trending information on the demand for places for The UWI St. Augustine Campus. Highlighted are the top 10 prior institutions which new entrants attended. This data shows that over the period under review, Bishop's/Trinity East College, St Mary's College, Lakshmi Girls' Hindu College, Hillview College, and Naparima College have consistently produced the highest number of new students admitted to the campus for undergraduate first degree programmes.

Applications

Over the five-year period 2014/2015 to 2019/2020, applications to the St. Augustine Campus have experienced an overall average negative growth, a trend which when disaggregated by student level, persisted for postgraduate applications while a marginal positive growth was recorded at the undergraduate level. These observed trends can be the result of a combination of a socio-economic environment characterised by financial resource constraints, a competitive landscape in higher education and possible shifting perceptions about the pursuit of a university degree. The programmes which remain in demand at the undergraduate level continue to be the Bachelor of Medicine and Bachelor of Surgery ((MBBS), Bachelor of Laws (LLB) and Bachelor of Science Management Studies.

Entry Scores

The data collected on the average entry scores of new student entrants indicates the combined average score received by new entrants of undergraduate degree programmes based only on the traditional CAPE examinations. The variance in the average scores across the disciplines are a reflection of the matriculation standards required, where it is observed that the faculties of Engineering, Law and Medicine maintain the highest average entry scores. The fluctuations in the scores across the period are also to be noted.

Enrolment by Geographic Distribution

The city of permanent residence of students was captured and mapped to the Regional Corporations of Trinidad and Tobago in an effort to illustrate the geographical distribution of our enrolled national students. The distribution reflects that a significant majority of our enrolled students originate from the Corporations of Tunapuna/Piarco, Chaguanas Borough, Couva/Tabaquite/Talparo, San Fernando City, San Juan/Laventille, and Arima, inclusive of more than a quarter that originated from the North West areas of Tunapuna/Piarco, San Juan, Port of Spain and Diego Martin. The trends however are not necessarily a reflection of any correlation with the demographic cohort, nor of the sixth form secondary school population of the geographical areas, as key determinants of equity of access.

Key Terms:

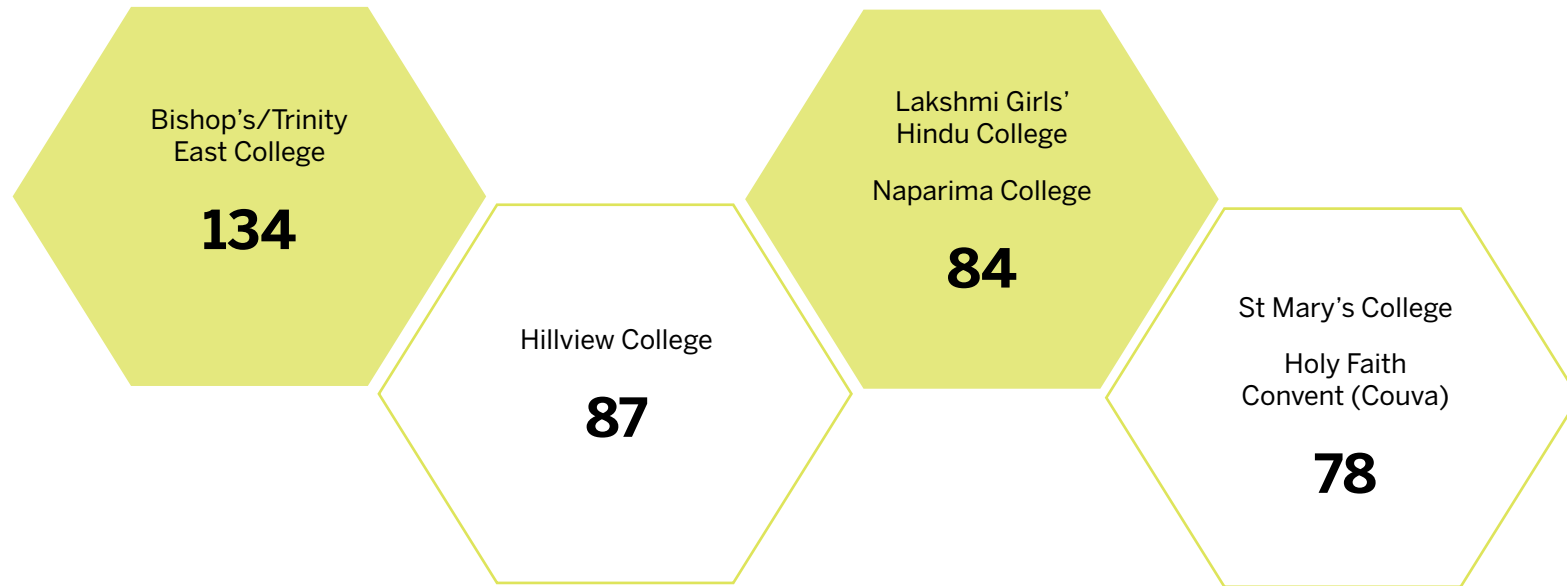
Average entry score: The average CAPE/A Level score that an applicant has upon applying to The University. The score is calculated where an A represents 5 points, B, 4 points, C, 3 points, D, 2 points and E, 1 point

Feeder institution: The previous academic institution attended by an applicant as indicated in their application

Applications: The number of applications received by individual headcount

City of permanent residence: This is the area indicated by the applicant as their primary city of permanent residence

Top Six Feeder Institutions (Five Year Average of New Entrants)



Top 10 Feeder Institutions with Most New Entrants

Last High School	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Bishop's/Trinity East College	126	110	139	143	152
St Mary's College	97	71	81	65	78
Lakshmi Girls' Hindu College	91	85	82	75	89
Hillview College	86	94	90	75	90
Naparima College	79	88	97	80	76
Holy Faith Convent (Couva)	75	85	79	72	79
St Augustine Girls' High School	67	65	82	78	66
Couva Government Secondary	66	50	64	71	65
St Joseph's Convent (San Fernando)	65	59	71	70	52
Naparima Girls' High School	62	80	82	69	69

Applications

Top 10 First Choice Programmes








	2015	2016	2017	2018	2019	Average
Graduate Total	1290	1014	1190	971	1145	1122
DIPG Education	411	298	447	444	747	469.4
MBA Business Administration	135	113	120	90	39	99.4
MSC Strategic Leadership & Management	148	139	93	49	52	96.2
MED Education	149	119	110	44	40	92.4
MSC Project Management	150	76	78	66	56	85.2
MSC Occupational & Environmental Safety & Health	79	71	66	49	43	61.6
MSC Management Studies	45	26	65	94	71	60.2
MSC Criminology & Criminal Justice	64	68	77	44	39	58.4
MSC Global Studies	73	62	61	33	32	52.2
CERT University Teaching & Learning	38	43	76	59	27	48.6
Undergraduate Total	3436	4111	3796	3621	2946	3582
MBBS Medicine & Surgery	1002	1167	1116	1041	837	1032.6
LLB Law	570	743	729	692	583	663.4
BSC Management Studies	312	413	388	414	342	373.8
BSC Nursing	175	300	285	297	252	261.8
BSCE Mechanical Engineering	230	283	263	238	214	245.6
BSC Psychology	207	280	236	248	189	232
CERT Public Administration	285	259	188	168	171	214.2
BSCE Electrical & Computer Engineering	174	228	233	221	186	208.4
BSC Pharmacy	207	221	199	176	172	195

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Average Growth in Primary Applications

	2015	2016	2017	2018	2019	Average
Graduate	3883	3316	3754	2614	2698	-7%
Engineering	649	495	508	369	272	-19%
Food & Agriculture	126	97	110	63	69	-11%
Humanities & Education	893	658	989	665	1037	12%
Law	40	54	63	43	53	11%
Medical Sciences	435	384	415	297	273	-10%
Science & Technology	273	301	338	220	195	-6%
Social Sciences	1467	1327	1331	957	799	-13%
Undergraduate	6481	8124	7503	7388	6639	2%
Engineering	689	907	734	791	669	1%
Food & Agriculture	434	438	527	453	434	1%
Humanities & Education	858	980	1010	967	771	-2%
Law	297	478	382	357	338	7%
Medical Sciences	1216	1568	1415	1350	1318	3%
Science & Technology	993	1288	1312	1212	1179	5%
Social Sciences	1994	2465	2123	2258	1930	0%
Grand Total	11358	12220	11987	10921	10236	-2%

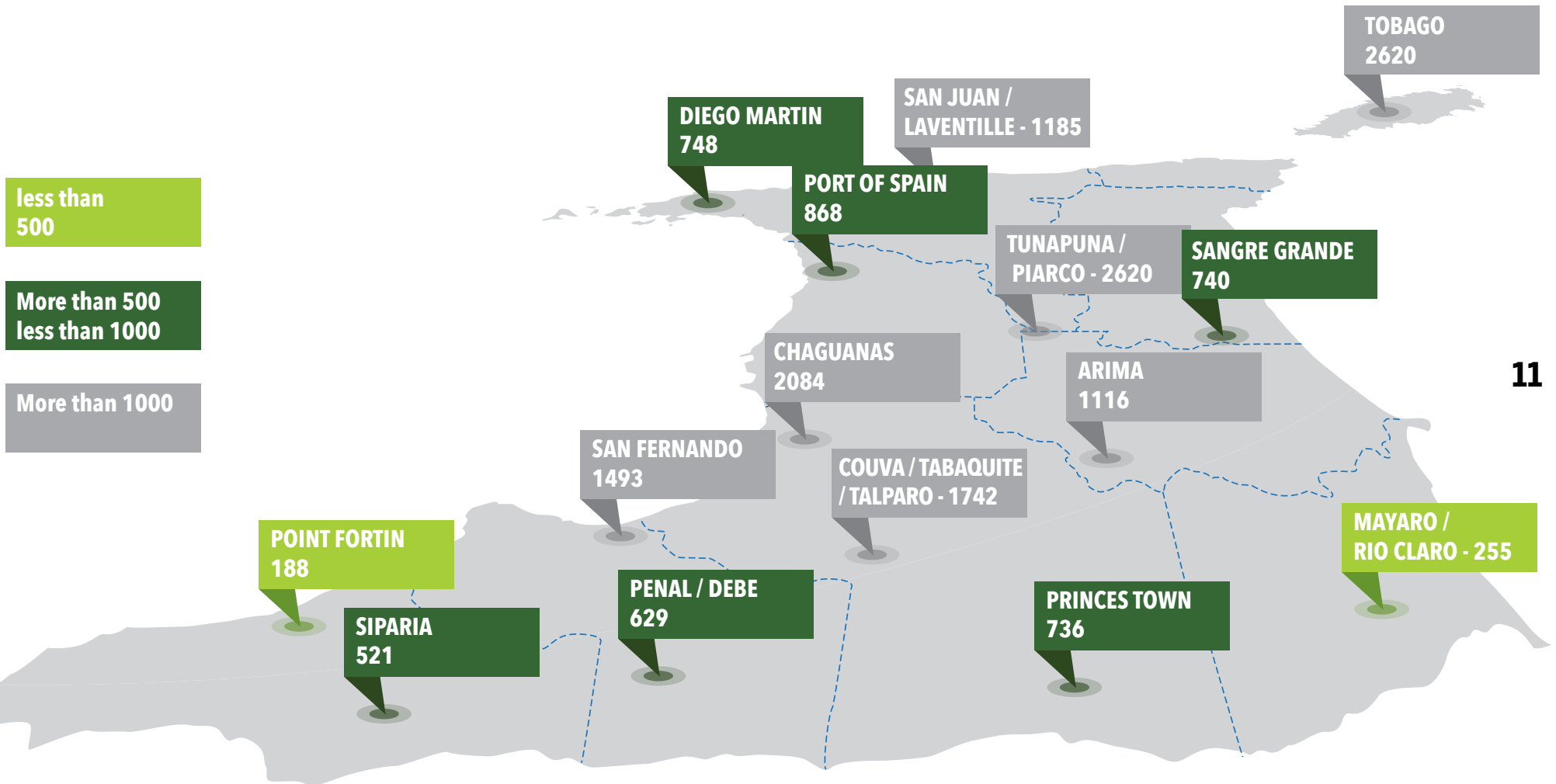
Average Entry Score for Undergraduate First Degree New Entrants

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Five Year Average
ENGINEERING 	13.3	11.4	11.0	10.7	10.3	11.4
FOOD & AGRICULTURE 	8.5	8.5	10.7	8.9	7.1	8.7
HUMANITIES & EDUCATION 	11.9	8.0	9.8	11.0	7.8	9.7
LAW 	14.0	12.8	13.9	12.4	10.4	12.7
MEDICAL SCIENCES 	10.4	10.6	14.3	14.1	15.4	12.9
SCIENCE & TECHNOLOGY 	11.0	8.6	12.2	10.2	8.7	10.1
SOCIAL SCIENCES 	6.6	5.9	8.5	8.9	7.5	7.5
CAMPUS TOTAL	11.0	8.9	11.3	11.2	9.3	10.3

Enrolment Count by Regional Corporation/Municipality

Regional Corporations/ Municipalities	Enrolment Count					5-year Average
	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	
Tunapuna/Piarco	17.4%	17.4%	17.9%	17.6%	17.1%	17.5%
Chaguanas	12.7%	12.9%	13.2%	13.5%	13.6%	13.2%
Couva/Tabaquite/Talparo	10.6%	10.9%	10.9%	11.4%	11.3%	11.0%
San Fernando	9.8%	9.5%	9.6%	9.4%	9.7%	9.6%
San Juan/Laventille	7.7%	7.6%	7.7%	7.4%	7.7%	7.6%
Arima	7.1%	7.0%	7.0%	7.0%	7.3%	7.1%
Port of Spain	4.9%	5.0%	4.8%	5.1%	5.7%	5.1%
Diego Martin	4.9%	4.9%	4.8%	4.9%	4.9%	4.9%
Sangre Grande	4.4%	4.9%	4.9%	5.0%	4.8%	4.8%
Princes Town	4.9%	4.7%	4.6%	4.7%	4.8%	4.7%
Penal/Debe	4.1%	4.1%	4.1%	4.1%	4.1%	4.1%
Siparia	3.9%	3.6%	3.6%	3.4%	3.4%	3.6%
Tobago	2.8%	2.9%	3.0%	2.9%	2.6%	2.8%
Mayaro/Rio Claro	1.7%	1.6%	1.5%	1.5%	1.7%	1.6%
Point Fortin	1.2%	1.3%	1.2%	1.2%	1.2%	1.2%
Unidentified	1.8%	1.7%	1.3%	1.0%	0.2%	1.2%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Student Enrolment by Geographic Location



Section 2

Access

Section 2: Access

Key Observations

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Acceptance Rates

A key strategic goal of our Triple A Strategy is to widen access to quality tertiary education. The data on acceptance rates demonstrates the extent to which the campus has been able to sustain and widen access in certain disciplinary areas. There has been an overall positive growth in the acceptance rate at the undergraduate level, where there is an effort to increase offers particularly in the faculties of Food & Agriculture, Humanities & Education and Social Sciences which have experienced fluctuating application numbers. In contrast, there is negative growth at postgraduate level where applications have been moderately declining over the period.

Yield Rates

After a marginal decline within the five-year period, the yield rate at the undergraduate level has been increasing since academic year 2018/19. This increasing trend has been consistently evident at the postgraduate level, which demonstrated an overall 3% growth. This is an indication that UWI is maintaining its position as an institution of preferred choice as evidenced in the Incoming Student Survey of 2018, where the majority of respondents reported that The UWI was their first choice Institution at which to study.

New Admissions

At the campus level, average new admissions has been exhibiting negative growth, except in the faculty of Science & Technology. The faculty of Law also experienced positive growth at the undergraduate level as a new faculty and Medical Sciences experienced a similar trend at the postgraduate level. When examining the demographic profile, the new student population is largely female. The vast majority of new students are in the age group 18 to 24 at the undergraduate level while just over half of postgraduates are in the 25 to 34 age group. Over the years, the mix of new students has been predominantly nationals with a minority of regional and international students.

Enrolment

Total campus Enrolment has remained relatively consistent over the period with minor growth increases in the faculties of Law and Science & Technology. Postgraduate enrolment experienced a more significant decline since the period 2016/17 with this trend persisting in the current period.

“Other students” enrolment has indicated significant increase particularly in the Pre-Science programme. The enrolment of students who are mainly international and categorised in the summer exchange programmes has however declined.

On examination there has been no significant variation in the trend of STEM enrolment which has remained relatively constant at both the undergraduate and postgraduate levels when compared to enrolment in non-STEM disciplines.

Key Terms:

Acceptance rate: The percentage of applicants who received official offers from the STA campus

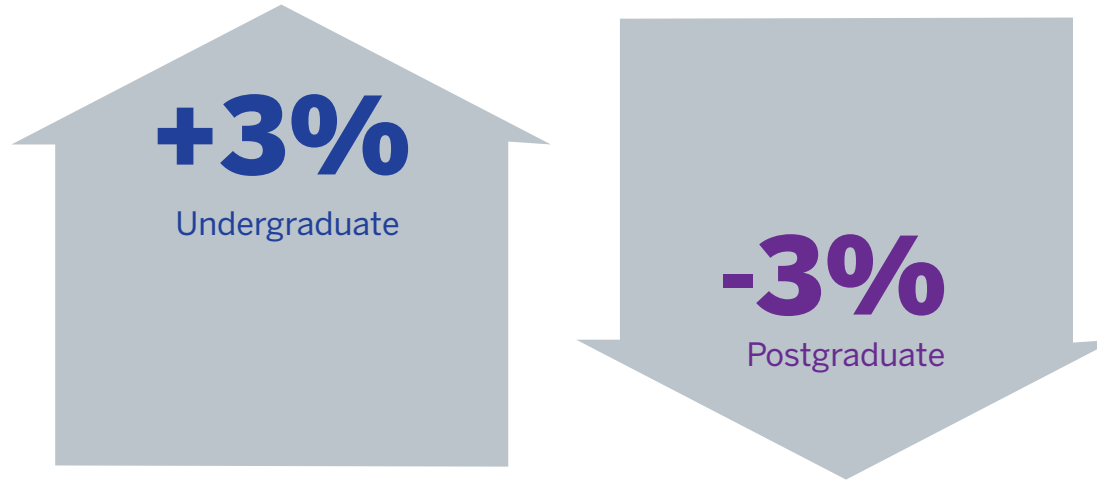
Yield rates: The percentage of students that, upon receipt of an offer, choose to be enrolled at the STA campus. The rate is commonly used as a measure of selectivity indicating interest in a particular institution

New admissions: The number of registered students who are new first time entrants and new first time transfers to the STA campus

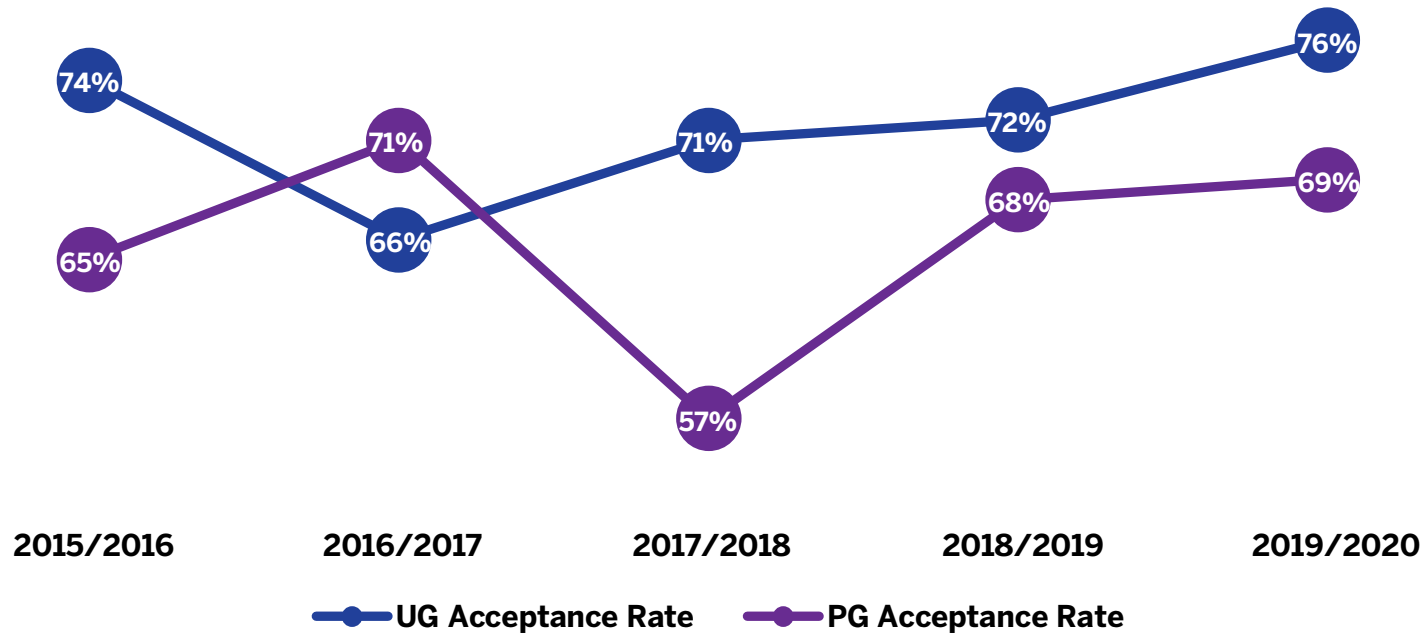
Enrolment: The total number of registered students on the STA campus

Other students: The total number of students enrolled in undeclared courses and summer and pre-university programmes

Average Acceptance Growth Rates



Acceptance Rate for the Undergraduate and Postgraduate Level for 2015/2016 to 2019/2020



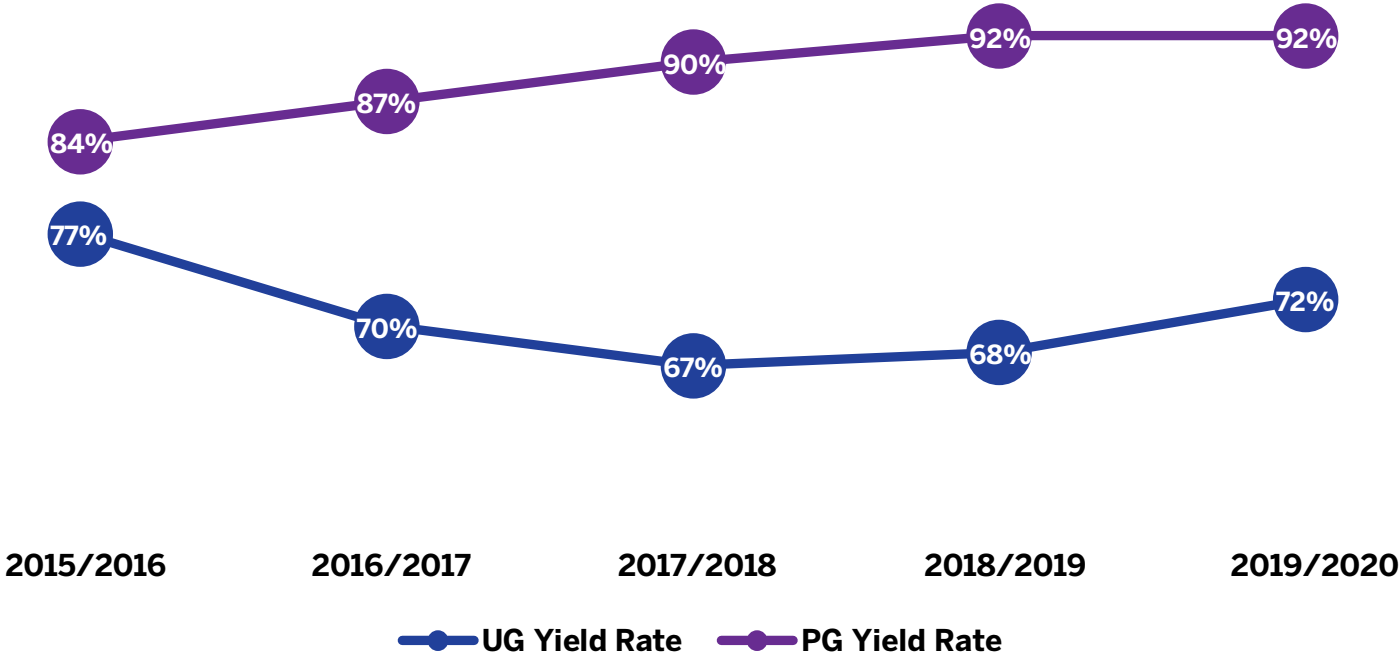
Average Yield Growth Rates



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YIELD

Yield Rates for the Undergraduate and Postgraduate Level for 2015/2016 to 2019/2020



Average New Admissions Growth Rate

Undergraduate

Faculty	2015/2016	2016/2017	2017/2018	2018/2019	Average
Engineering	-7%	1%	-10%	-11%	-7%
Food & Agriculture	1%	-16%	1%	10%	-1%
Humanities & Education	-9%	-12%	-2%	-9%	-8%
Law	1%	19%	4%	-16%	2%
Medical Sciences	1%	-12%	0%	0%	-3%
Science & Technology	24%	-1%	-5%	2%	5%
Social Sciences	-3%	-4%	-4%	11%	0%
Total	1%	-5%	-3%	1%	-2%

17

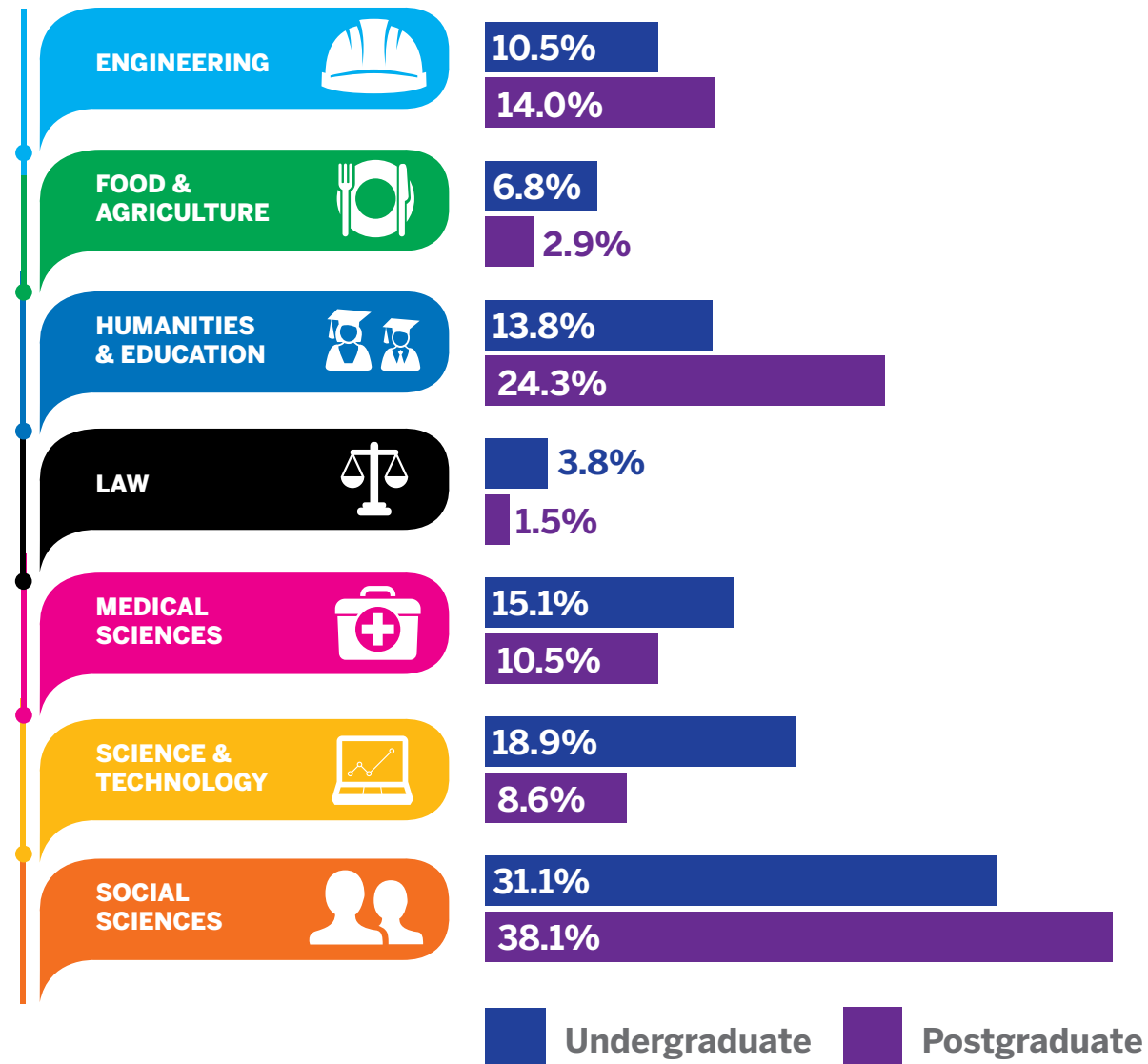
Postgraduate

Faculty	2015/2016	2016/2017	2017/2018	2018/2019	Average
Engineering	21%	-15%	-26%	-7%	-7%
Food & Agriculture	13%	9%	-7%	-35%	-5%
Humanities & Education	4%	-18%	26%	-19%	-2%
Law	533%	121%	-24%	-3%	157%
Medical Sciences	53%	-9%	-28%	16%	8%
Science & Technology	0%	37%	-7%	-17%	3%
Social Sciences	12%	10%	-18%	-15%	-3%
Total	15%	0%	-10%	-13%	-2%

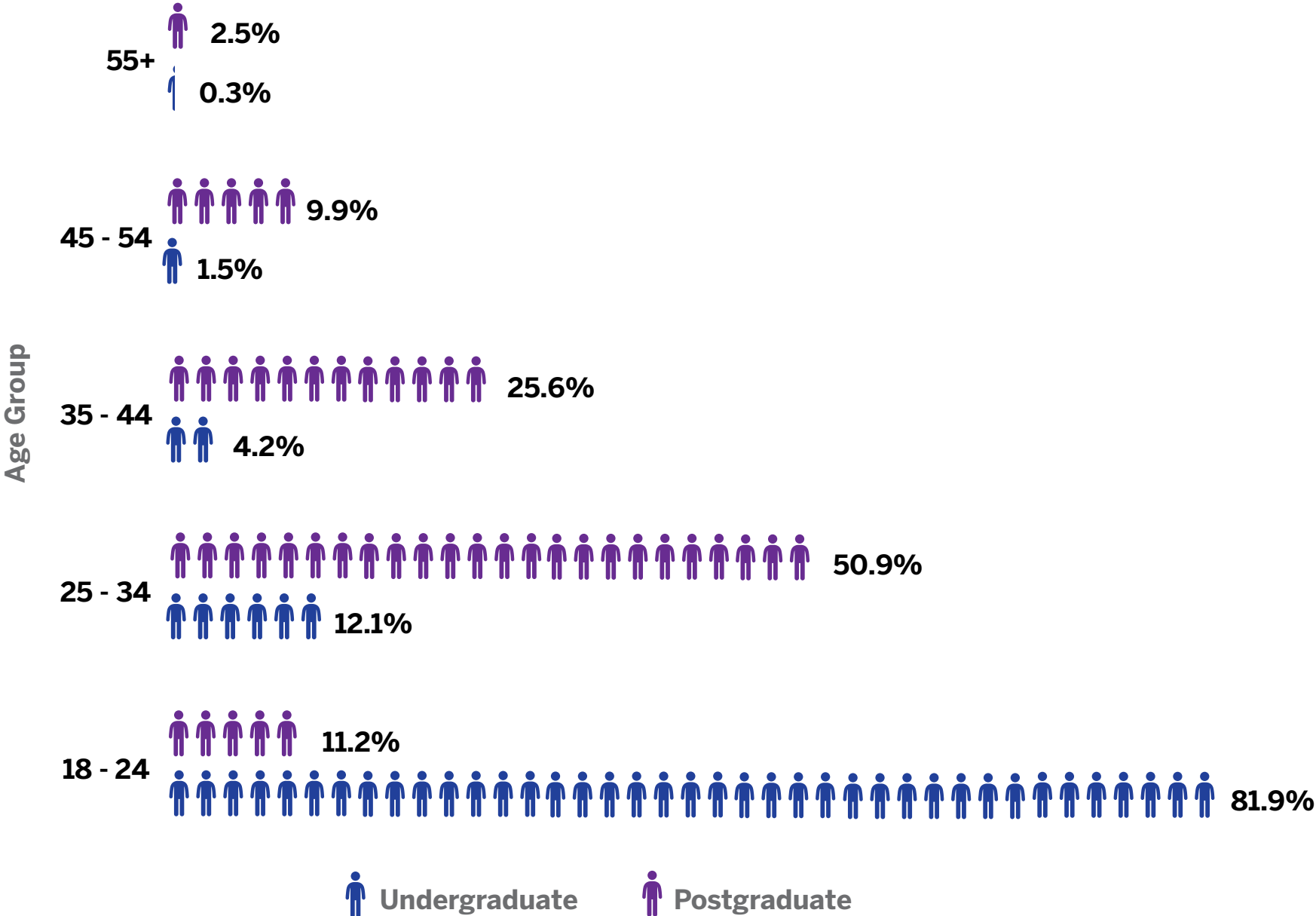
ADMISSIONS



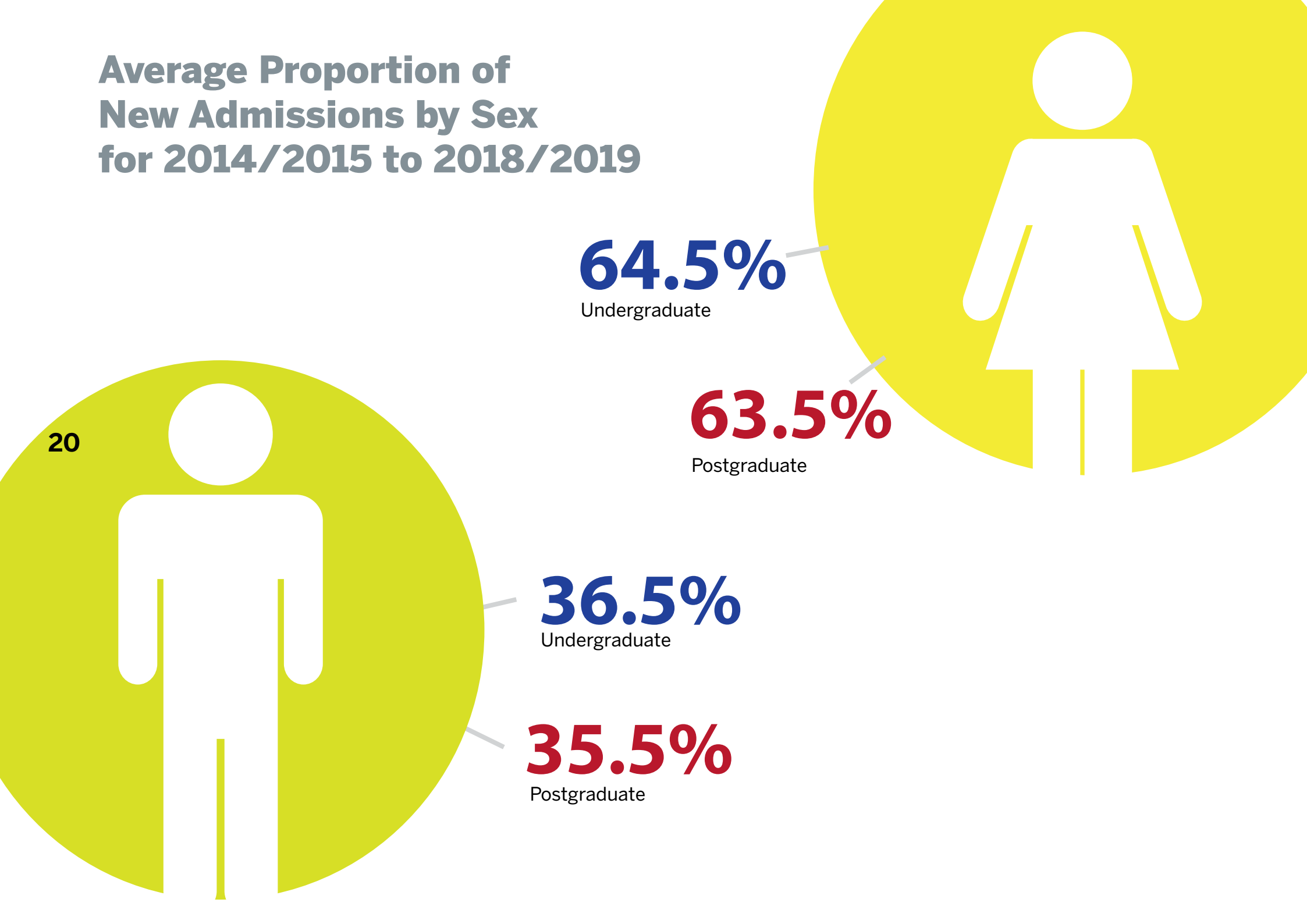
Average Proportion of New Admissions by Faculty for 2014/2015 to 2018/2019



Average New Admissions by Age Group for 2014/2015 to 2018/2019



Average Proportion of New Admissions by Sex for 2014/2015 to 2018/2019



20

64.5%

Undergraduate

63.5%

Postgraduate

36.5%

Undergraduate

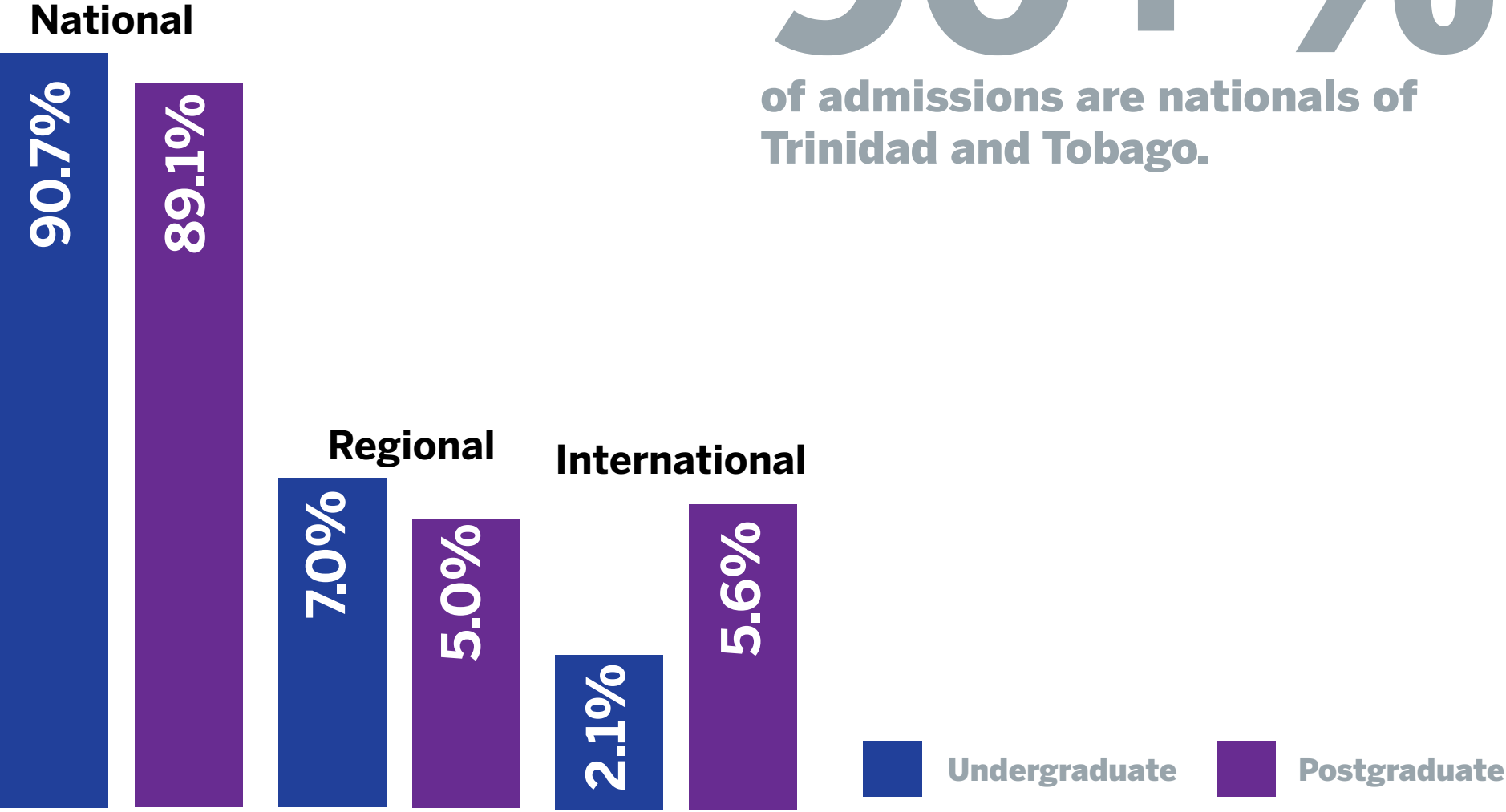
35.5%

Postgraduate

Average New Admissions by Nationality for 2014/2015 to 2018/2019

90+%

of admissions are nationals of
Trinidad and Tobago.



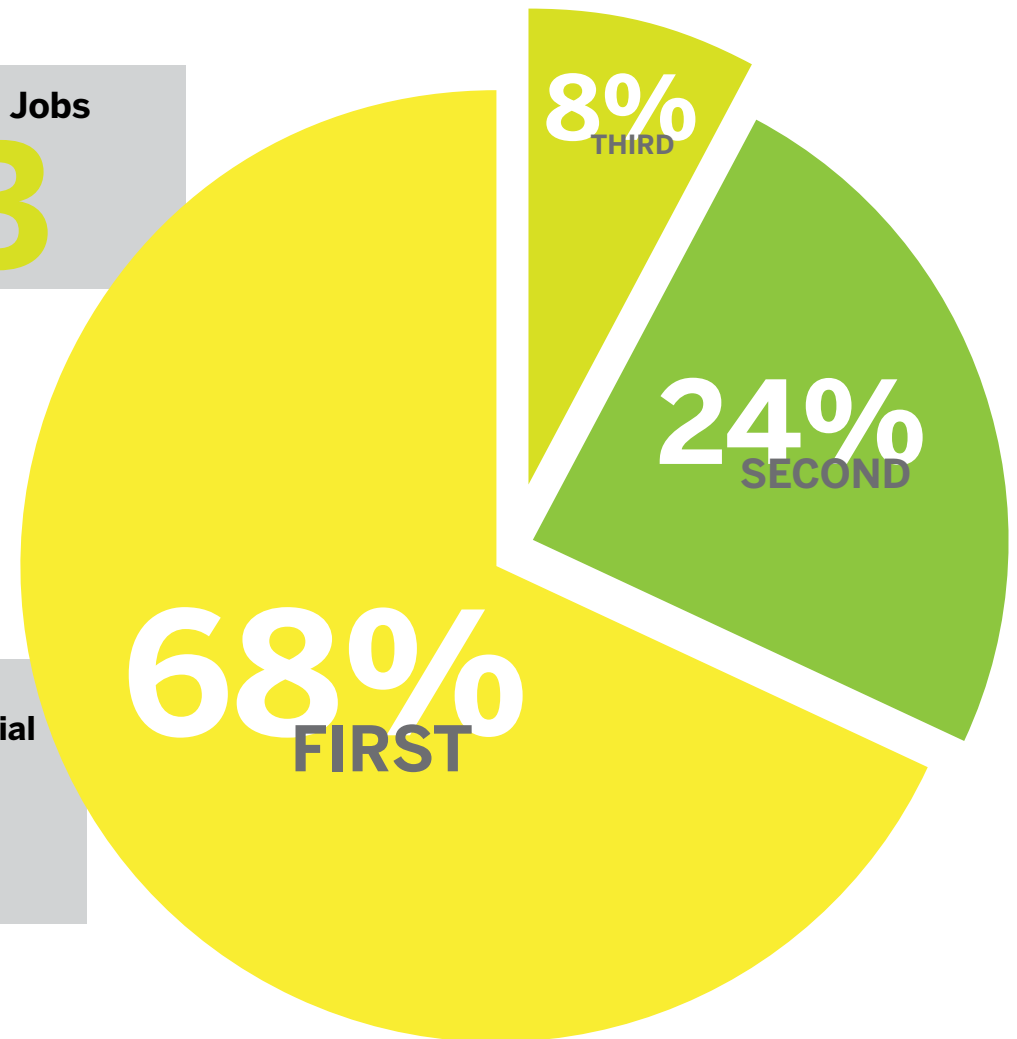
Incoming Students Survey Findings - 2018

Top Three Reasons to Study at The UWI

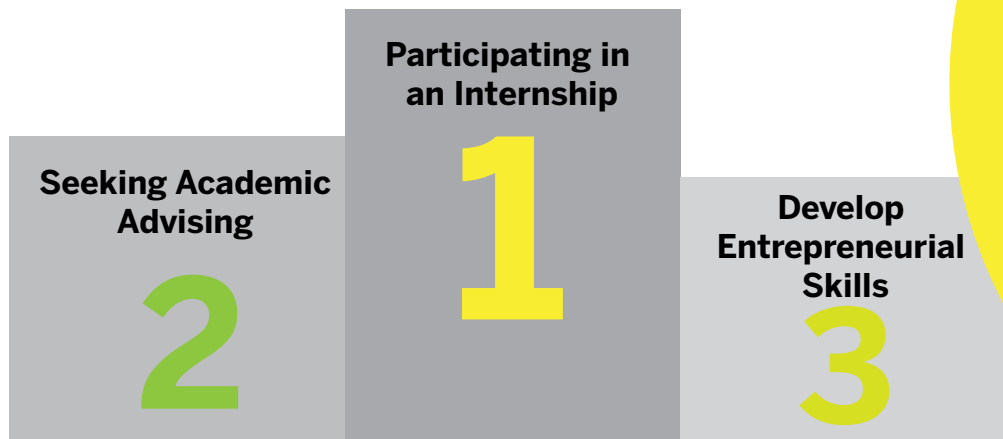


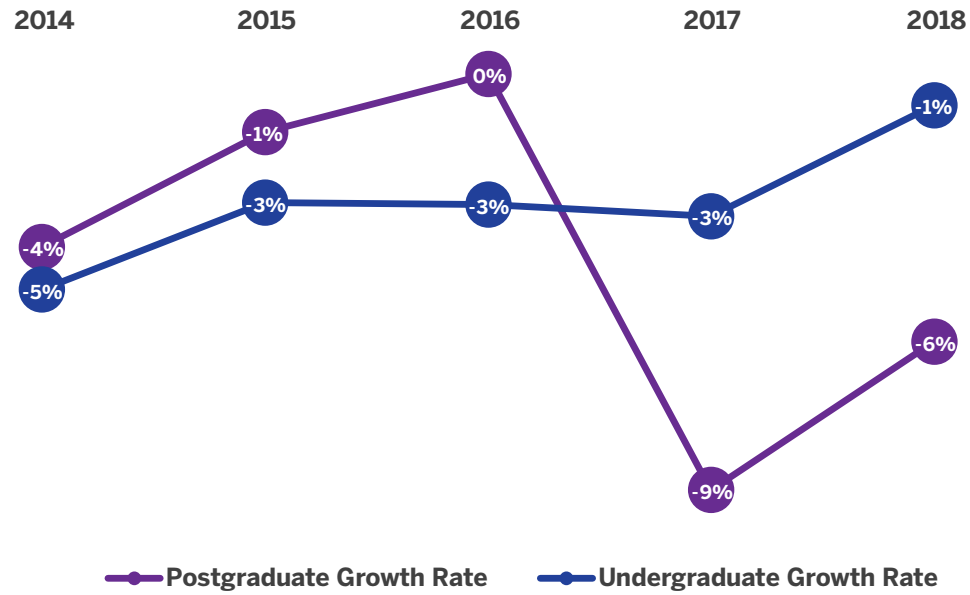
22

Applicants Choice for The UWI



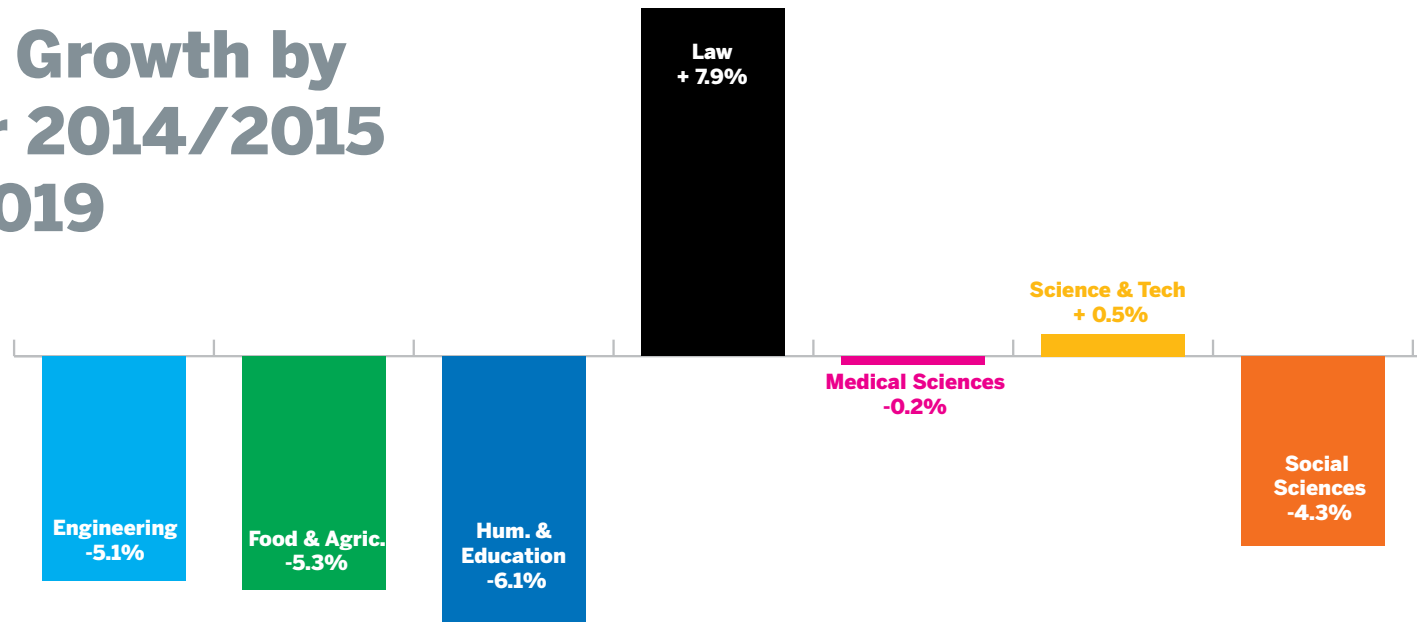
Academic Expectations





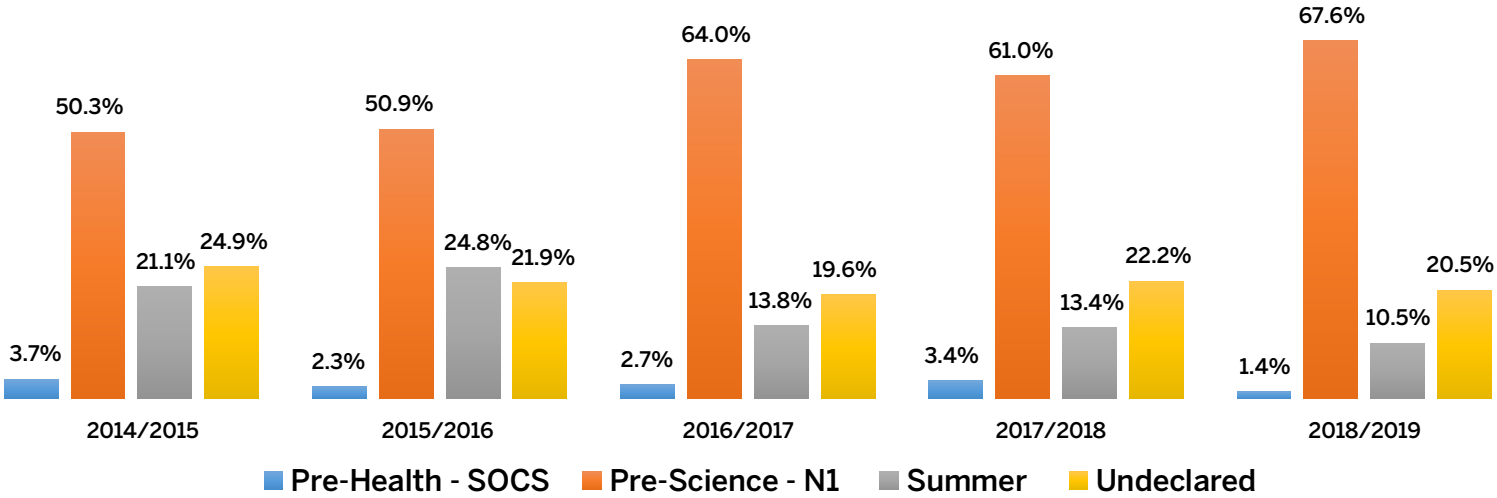
Enrolment Growth by Student Level

Enrolment Growth by Faculty for 2014/2015 to 2018/2019

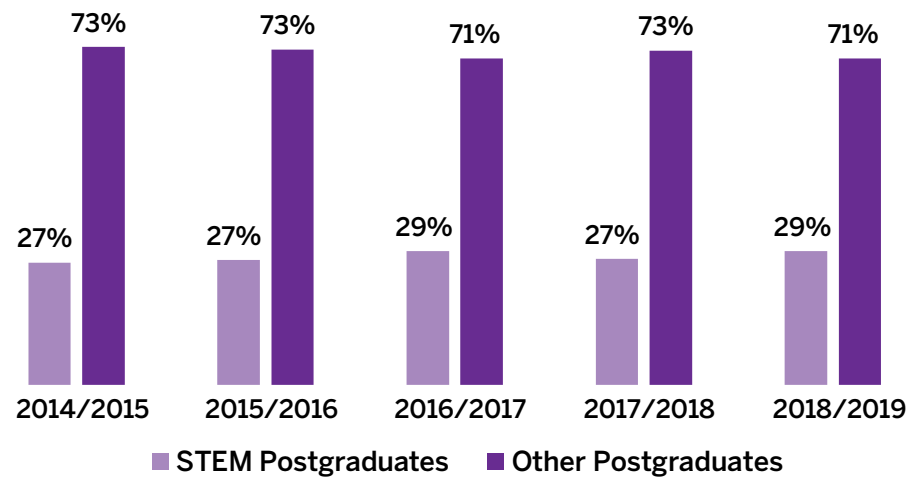
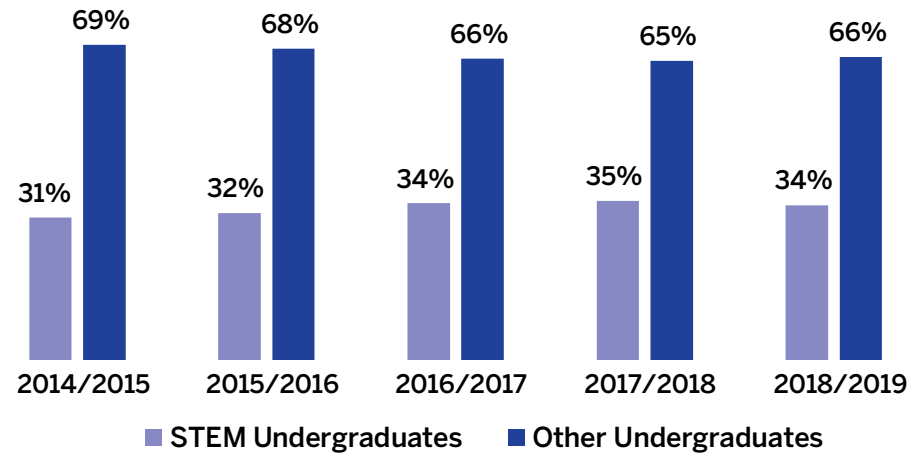


“Other Students” Enrolment for 2014/2015 to 2018/2019

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STEM Enrolment



Section 3

Progression

Section 3: Progression

Key Observations

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Investment in higher education has significant social and financial benefits to students and their parents/guardians but also to the national community which benefits from a trained cadre of skilled persons to add to the human development pool. Student success can be measured through enabled access, retention, progression and attainment. When a student experiences non-continuation or delayed completion, this has financial consequences both in the short and longer term and for all stakeholders including the student, their sponsors, the government and the institution itself.

The data illustrates a strong first year retention rate over a five year period which indicates that more than three quarter of our students on the campus return after their first year of study. This can be benchmarked against data provided by the United States National Centre for Education Statistics (NCES) which reports that for first-time, full-time degree-seeking undergraduate students who enrolled in 4-year degree-granting institutions in fall 2016, the retention rate was 81 percent.

Similarly the on-time graduation rate reflects the success of students based on their progression to completion. The inability to complete within the stipulated time frame for a full time degree can occur for a variety of reasons. Student support systems including adequate academic advising, counselling and financial assistance are important in supporting student progression. The data has shown that over the period, on-time graduation was between 50 and 60 percent. This trend is comparable with the average 60 percent reported in the 2016 NCES. Average time to graduate illustrates the approximate length of actual time taken to acquire a three year full-time degree. When compared to the earlier period 2015/2016, average time to graduate, particularly in the faculties of Food & Agriculture, Humanities & Education, Science & Technology and Social Sciences typically decreased. The data for the Faculty of Medical Sciences represents the average of the five schools of Medicine, Dentistry, Veterinary Medicine, Pharmacy, and Nursing.















Key Terms:

First year retention rate: The percentage of students from a specific entry cohort who re-enrol for a second year of study

On time graduation rate: The number of students that completed their degree programme within the time frame allotted by the University

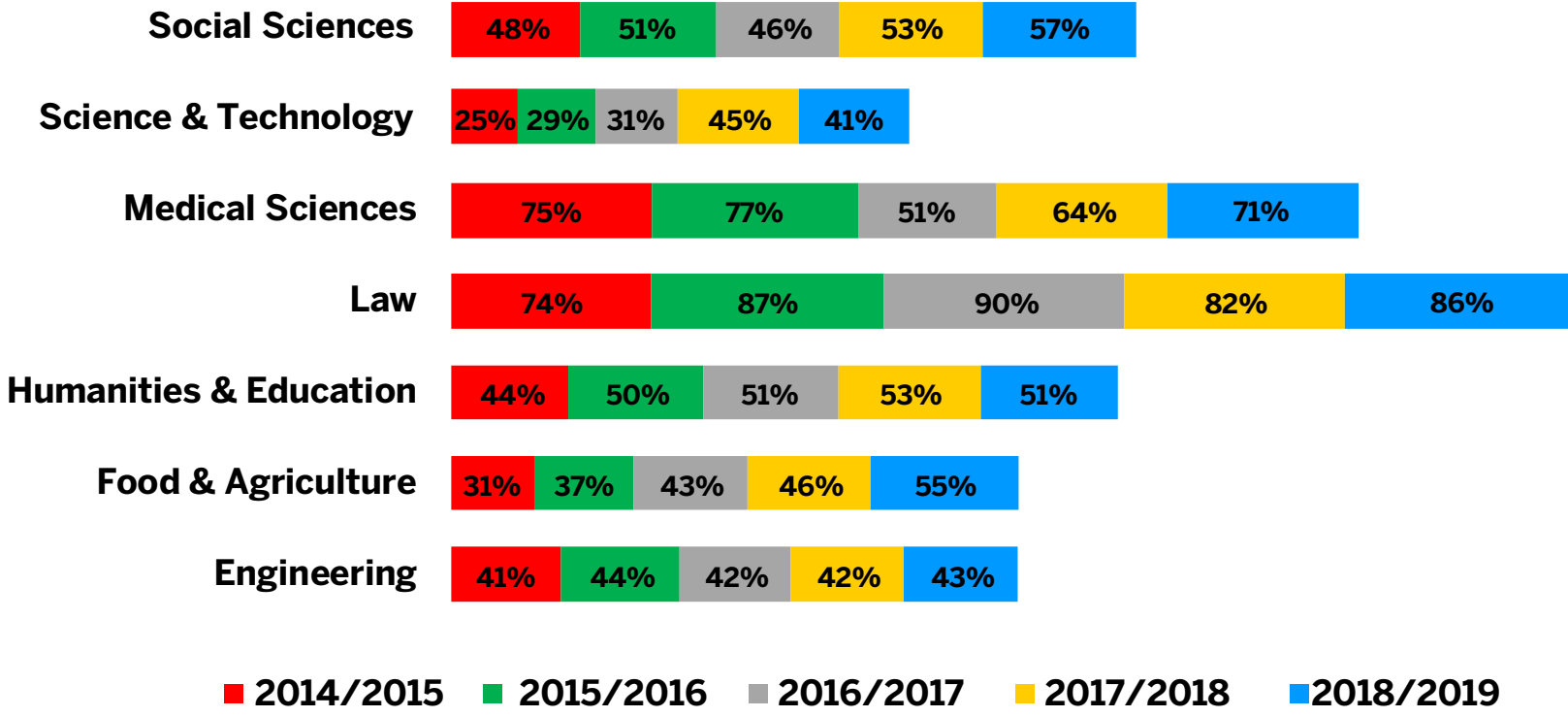
Average time to graduate: The number of calendar years that the average student at the University takes to complete their degree programme

Undergraduate First Year Retention Rates

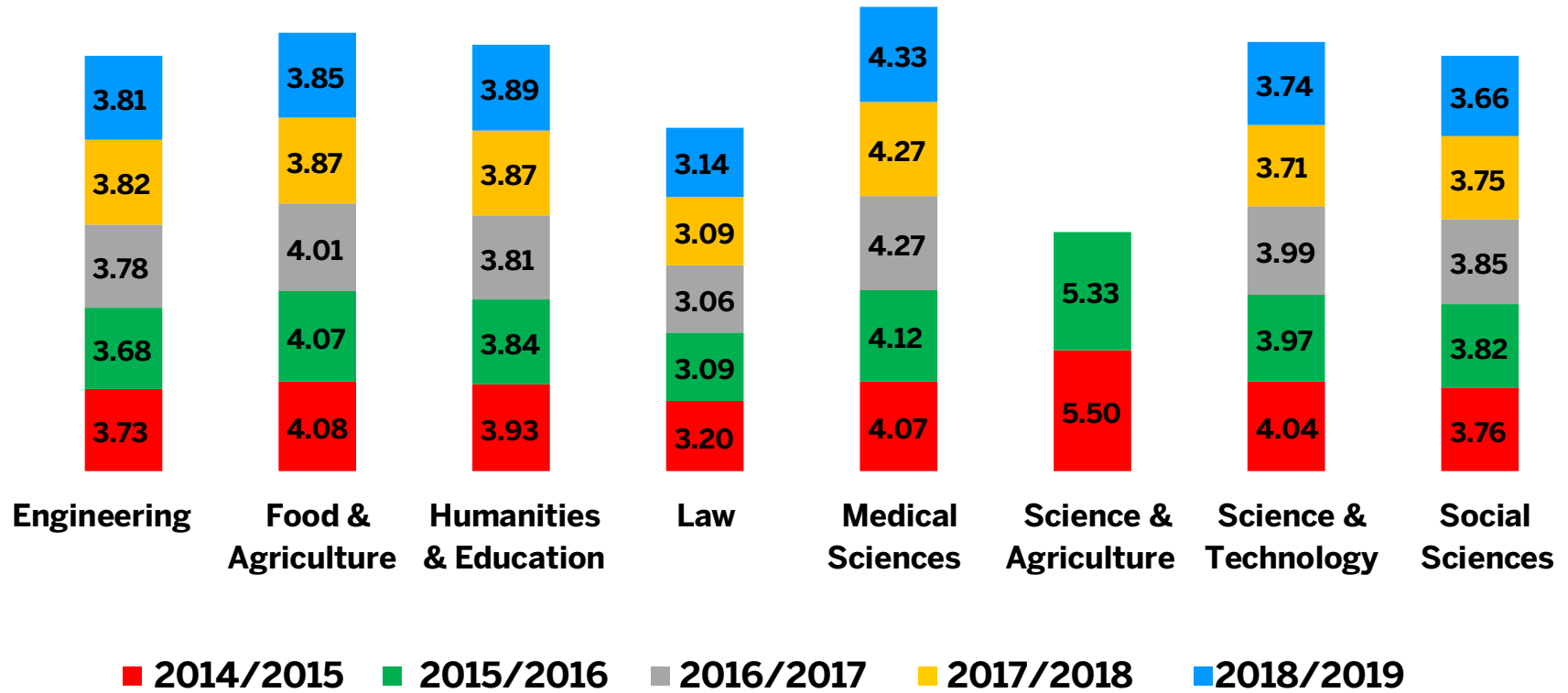
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Five Year Average
ENGINEERING 	79%	80%	79%	81%	79%	 80%
FOOD & AGRICULTURE 	82%	80%	80%	87%	71%	 80%
HUMANITIES & EDUCATION 	73%	80%	80%	72%	70%	 75%
LAW 	91%	83%	93%	88%	87%	 88%
MEDICAL SCIENCES 	95%	98%	90%	97%	84%	 93%
SCIENCE & TECHNOLOGY 	82%	86%	82%	86%	82%	 84%
SOCIAL SCIENCES 	74%	76%	78%	81%	82%	 78%
CAMPUS TOTAL	77%	77%	78%	84%	80%	79%

On-Time Graduation Rate per Faculty

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Average Time to Graduate per Faculty



Section 4

Graduate

Outcomes

Section 4: Graduate Outcomes

Key Observations

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On average the campus has had an annual output of just over 4000 graduates of which just over 60% are undergraduates. At the undergraduate level, the faculties of Social Sciences, Medical Sciences and Science and Technology, produced the largest proportions of graduates. At the postgraduate level, the larger proportions of graduates came from the faculties Social Sciences and Humanities and Education which, in the case of the latter, can be attributed to the higher level of postgraduates in the School of Education. Graduate output is also consistent with the STEM enrolment pattern where, on average, approximately one third of graduates at both the undergraduate and postgraduate levels are from STEM programmes.

Graduate outcomes are also measured with reference to success factors such as employment rates and time taken to find employment. Empirical data has been used from successive Graduate Tracer Surveys which have examined the experience of first degree graduates in the workplace at least one year after graduating. Of concern is a decreasing rate of employment commensurate with an increasing unemployment rate of graduates when year on year comparisons are drawn. The trend in the proportion of graduates who are pursuing postgraduate studies has also declined over the period. There is, however, a marginally increasing trend in the proportion of graduates who are pursuing self-employment, which may be reflective of the difficulties in obtaining employment.

Where employed, the consistent majority of graduates are absorbed into the public sector, with around one third in the private sector and less than 3% in international and regional organizations. Many graduates are employed in the category of Professional while, on average, a quarter of those employed reported that they were classified as Technicians and Associate Professionals with no variation across the four year period. It is to be noted however there still remains a minor proportion of graduates employed as Clerical Support/Sales/Service Staff which can indicate a certain degree of underemployment.

Of significance in respect of graduate placement is the area of economic activity, where the trends indicate a greater absorption in the areas of education and health. The uptake of graduates have not been triggered by any major shift in labour market demand where the occupation in the various areas of economic activity have remained consistent.

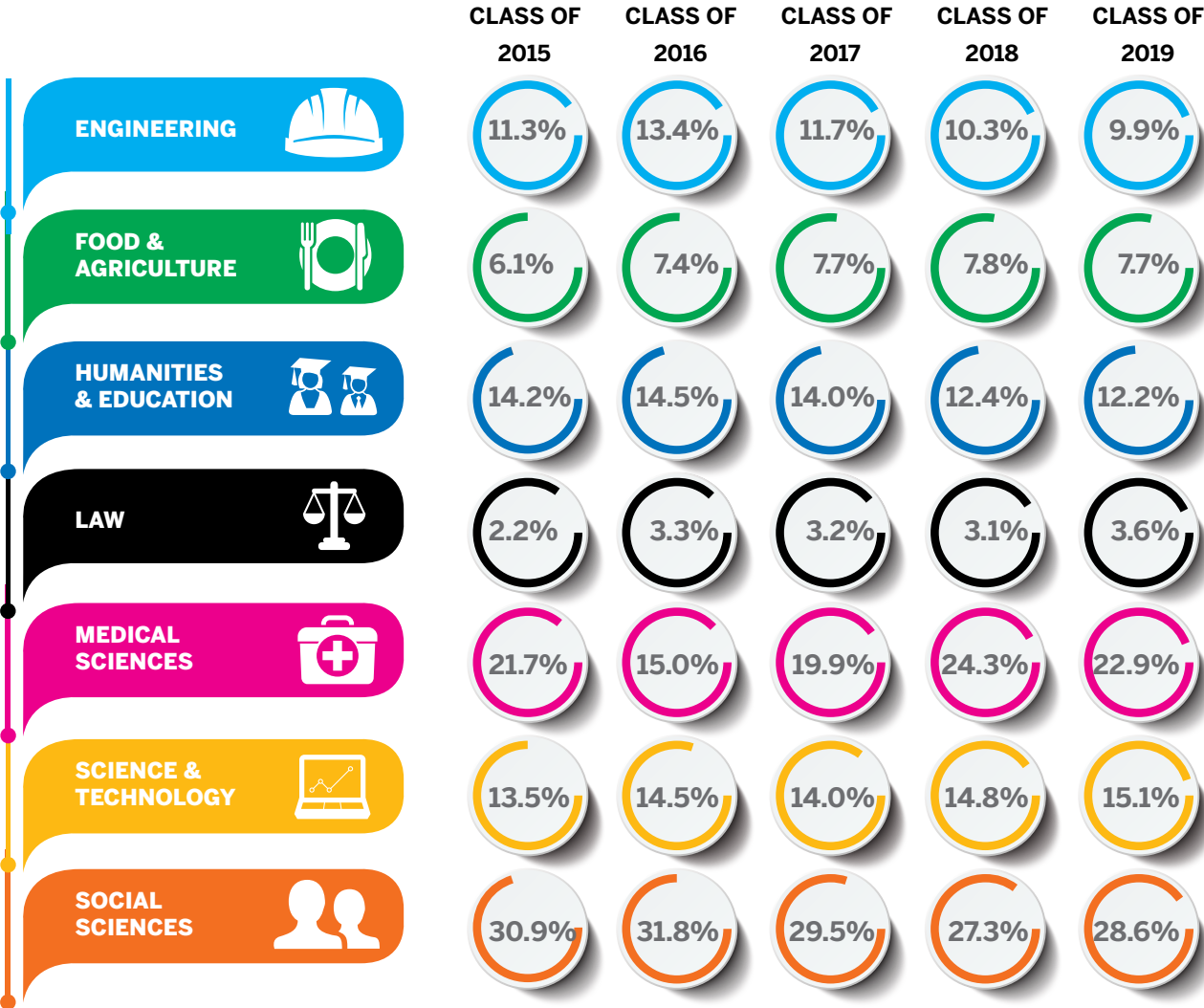
Key Terms:

Graduate output: The number of Graduates on the STA campus

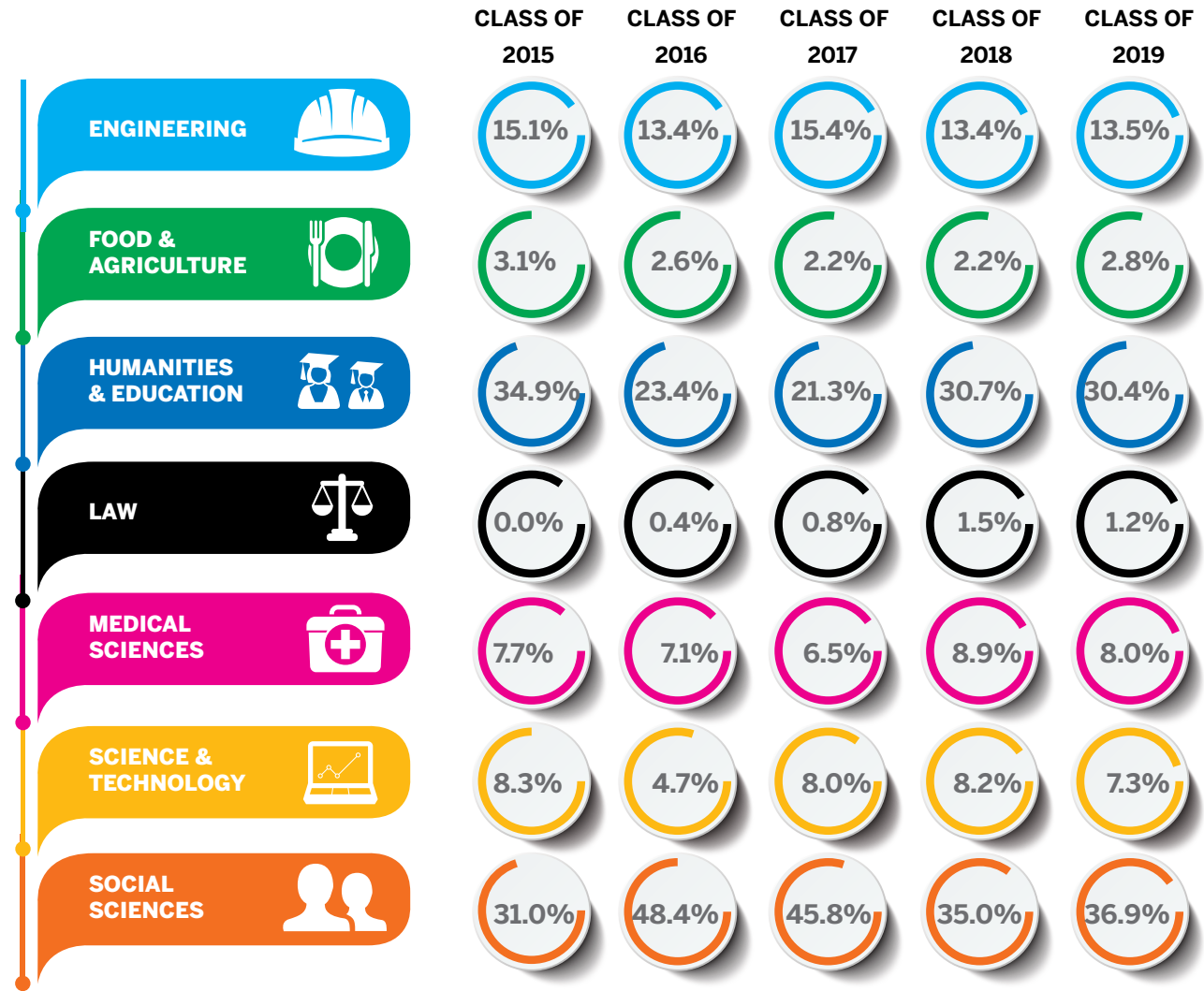
Employment rate: The percentage of graduates who are employed whether on a full-time, part-time or contractual basis. This data is supplied from consecutive Graduate Tracer Surveys

STEM: This is a curriculum that involves educating students in four particular disciplines: Science, Technology, Engineering and Mathematics.

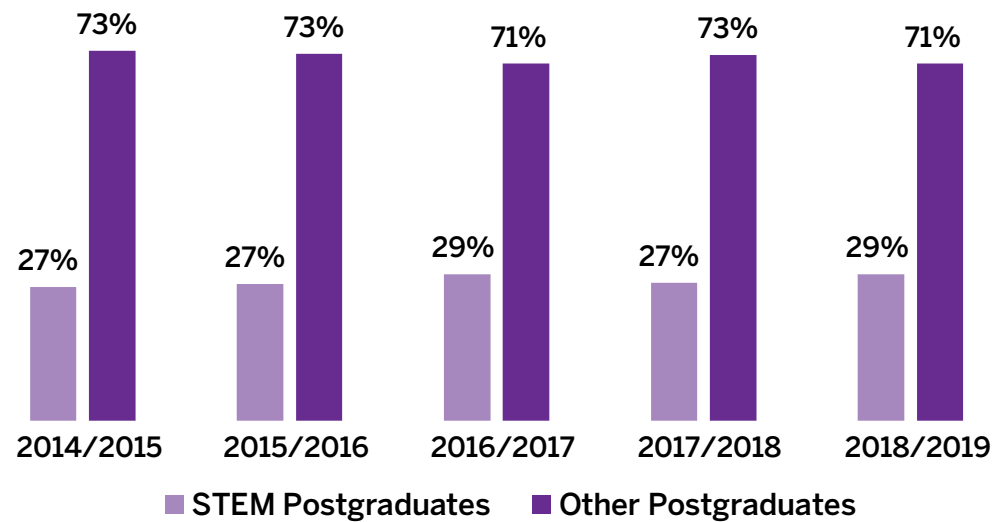
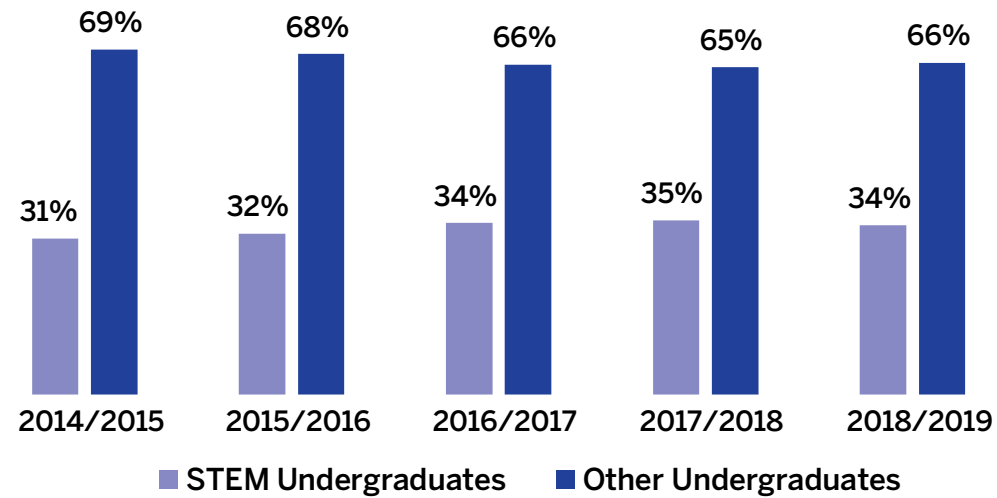
Graduate Output at Undergraduate Level



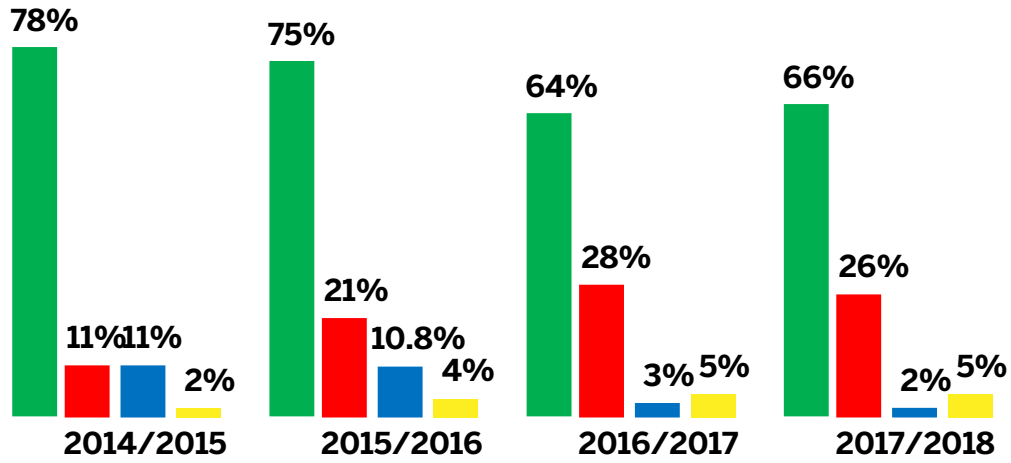
Graduate Output at Postgraduate level



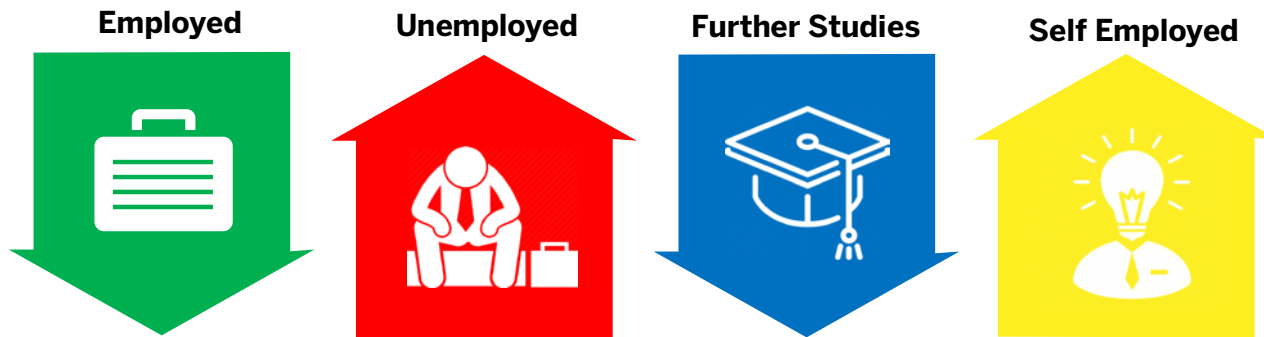
STEM Graduates



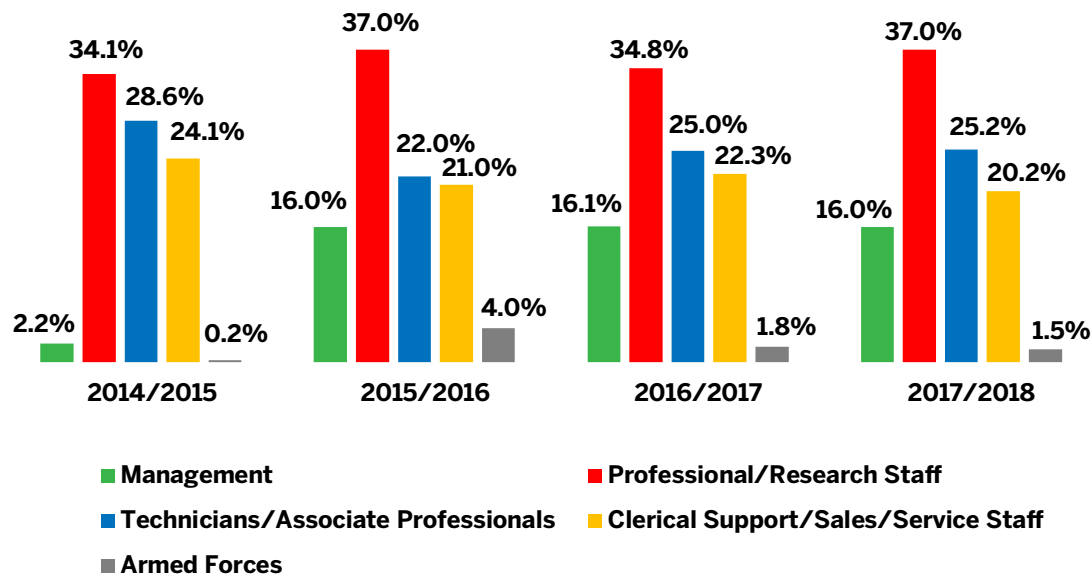
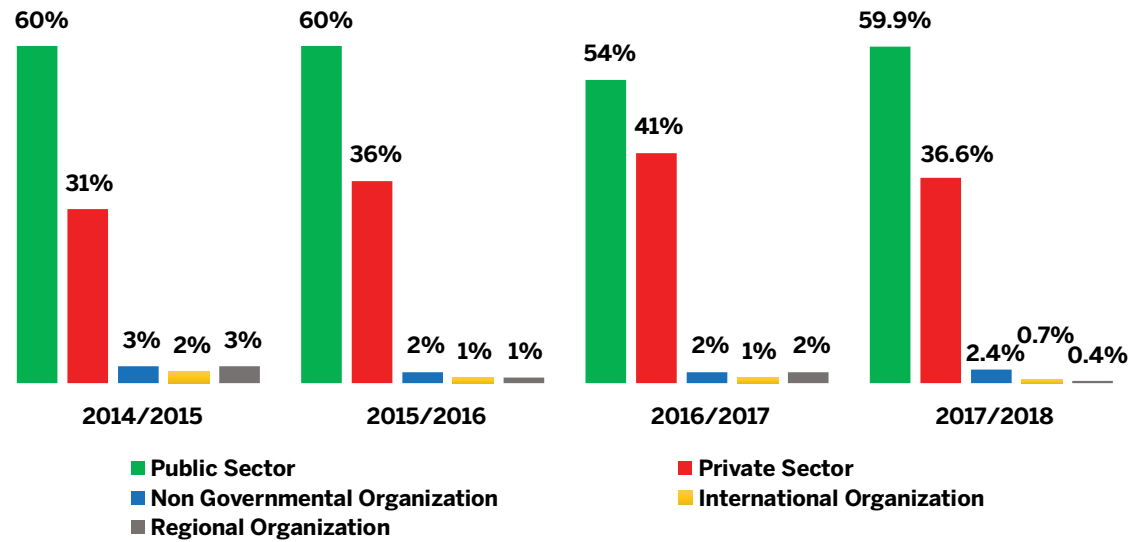
Employment Rates



38



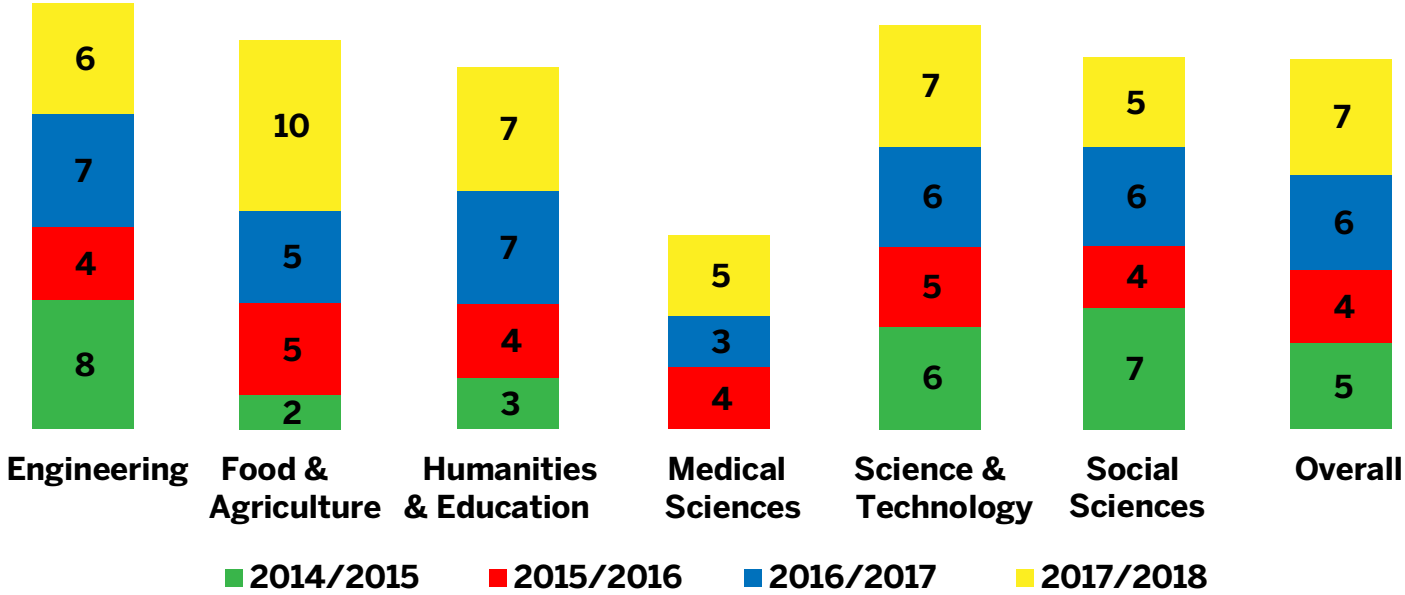
Sector of Employment



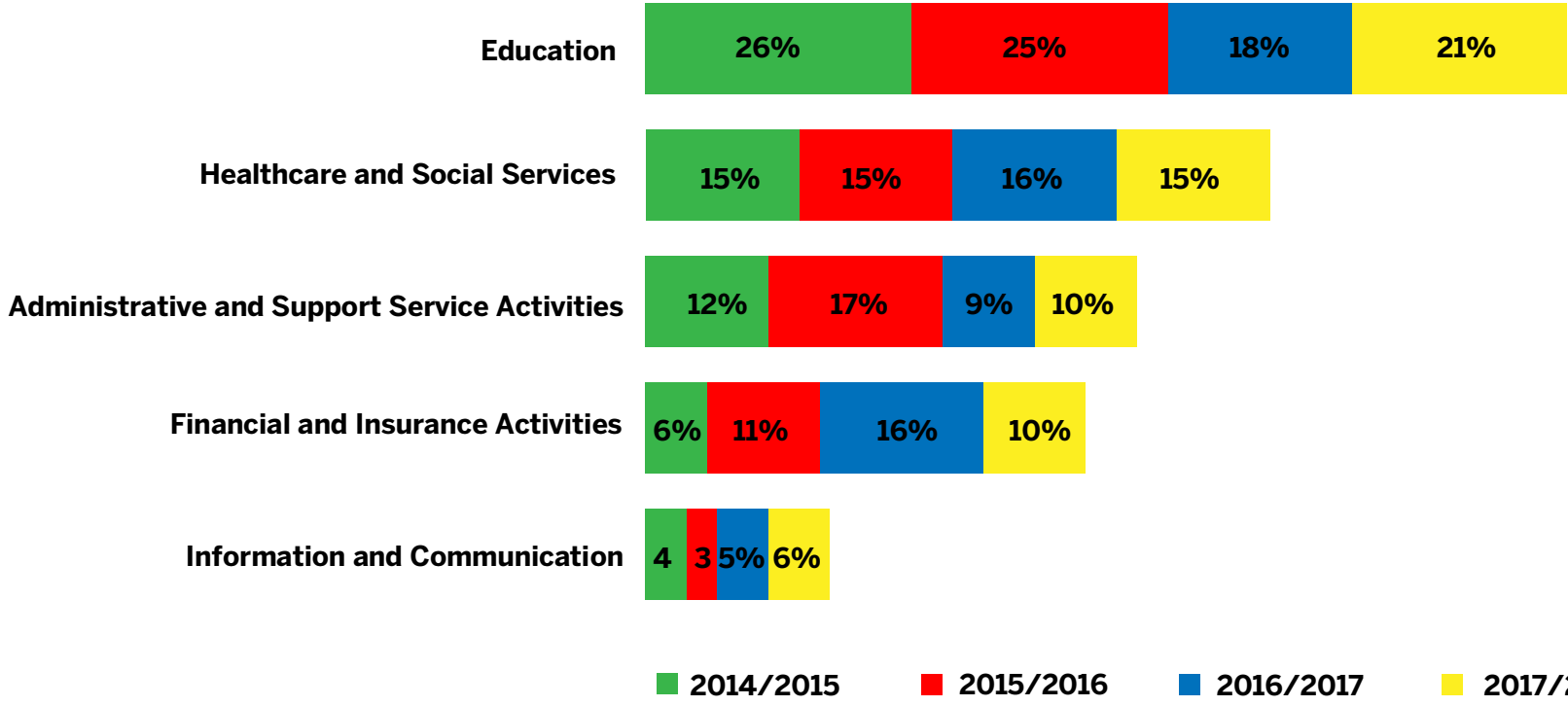
Job Classification

Overall Time to Find Employment (in Months)

40



Top Five Areas of Economic Activity



Section 5

Student Support and Development

Section 4: Student Support and Development

Key Observations

44

Student success is advanced through the various support programmes provided by the Campus. The student internship programmes which are offered out of the faculties are such initiatives which enable students to acquire more practical and on-the-job experience to enhance their graduate attributes. Feedback received from students on their expectations about their university experience also emphasize the desire to participate in an internship programme. The faculties of Food & Agriculture and Science & Technology in particular have been able to increase the number of internships available to their students.

Similarly, the availability of student exchange programmes facilitated by the International Office, provide students with the opportunity to study at one of our many international partner institutions around the world, including another UWI campus, and enables them to benefit from experiences and

learnings not only in the classroom, but also from the people and places that they were able to interact with. The exposure to the incoming students is also an added advantage to the campus where students are available to access a number of programmes covering a variety of disciplines.

The student non-academic experience is further enhanced through the offering of co-curricular courses which aim to allow students to develop a range of important life skills and acquire characteristics to excel in life in the 21st century and obtain a well-rounded educational experience.

Key Terms:

Student internships: The number of registered students who participate in Faculty arranged internships

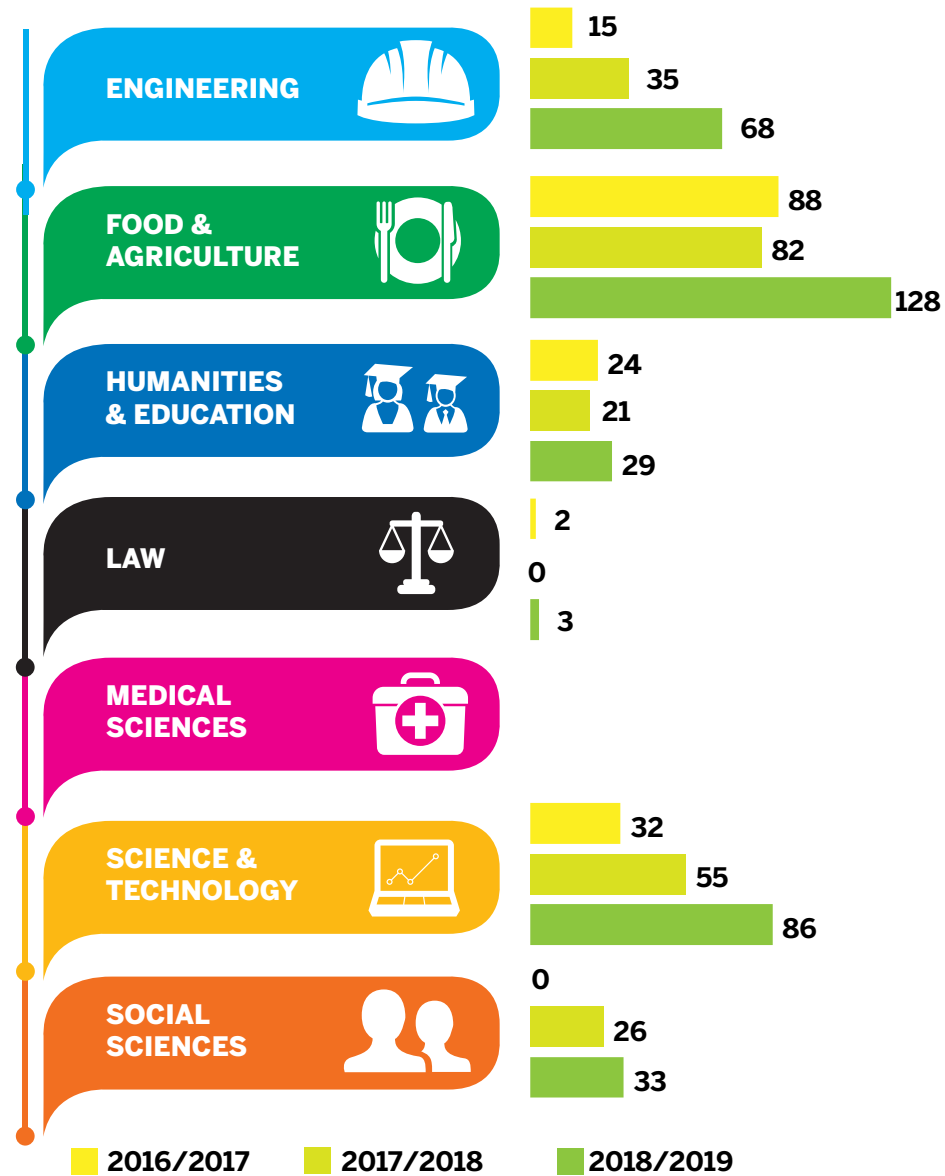
Study abroad: The number of students registered on the STA campus, accessing opportunities to study at an international partner institution in a given semester

Student exchanges: The number of students both registered on the STA campus, any other UWI campus or registered at an international institution that participate in an exchange, i.e. venture from their home campus to an external institution.

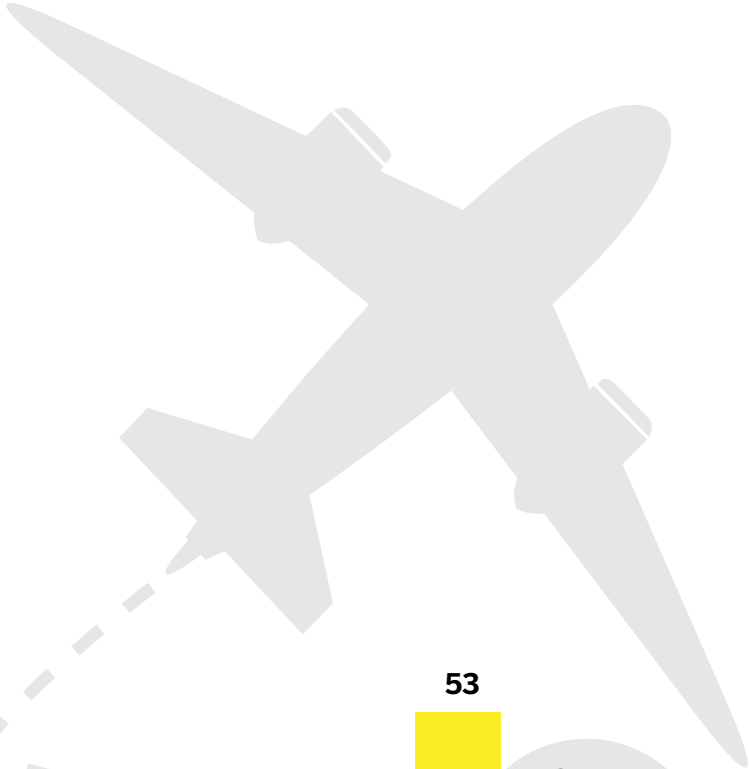
Co-curricular course registration: The number of registered students who have completed a co-curricular course curriculum offered by the University.

Student-staff ratios: The number of registered students per staff member on the STA campus.

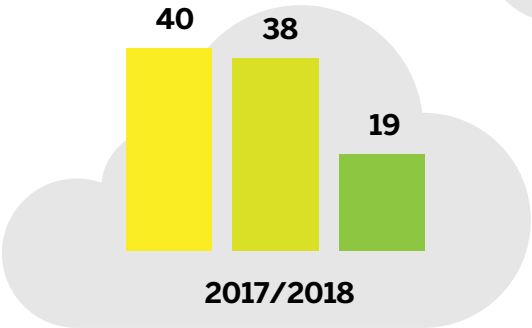
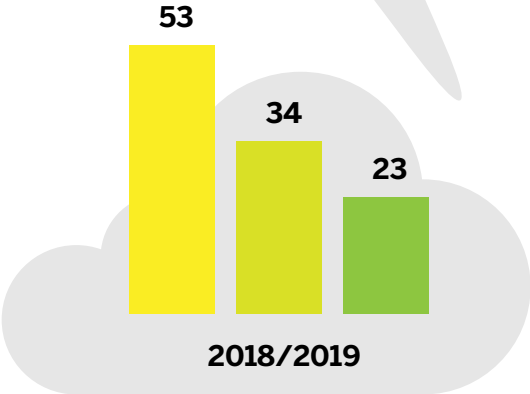
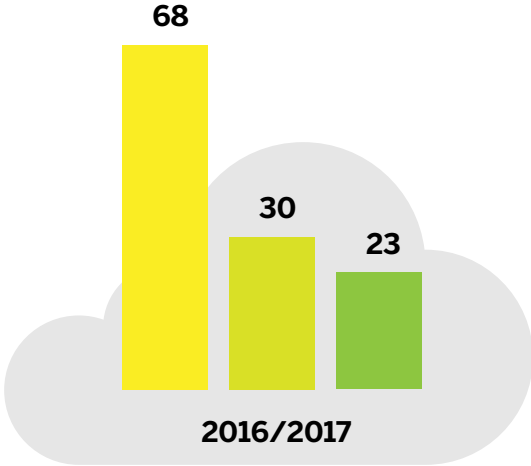
Number of Students Receiving Internships Out of Faculty



Number of Students Involved in the Student Exchange Programme

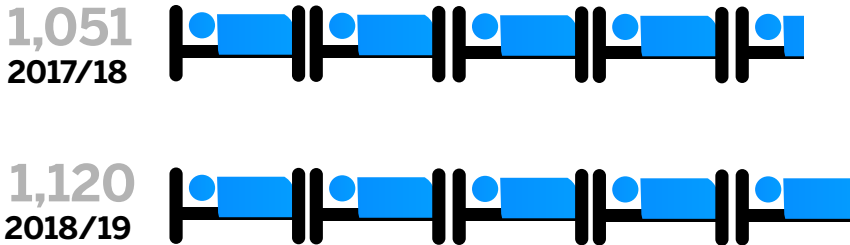


46

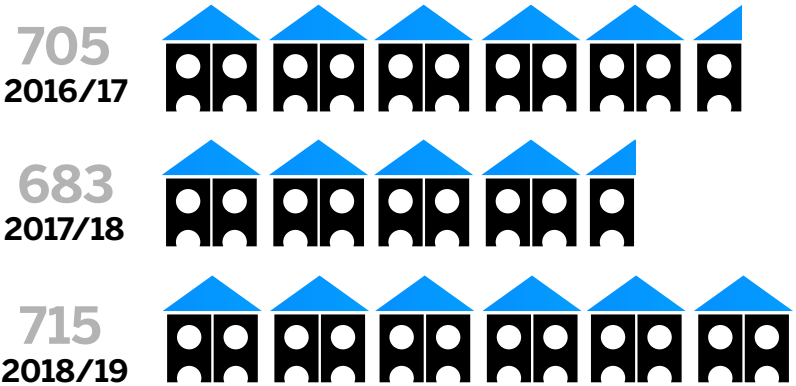


- Number of INCOMING students benefitting from study abroad opportunities
- Number of OUTGOING student exchanges
- Number of INCOMING student exchanges

Number of Students Accommodated on Hall Residence



Number of Students Registered in Co-Curricular Courses



Number of Differently-Abled Students

91
2016/17



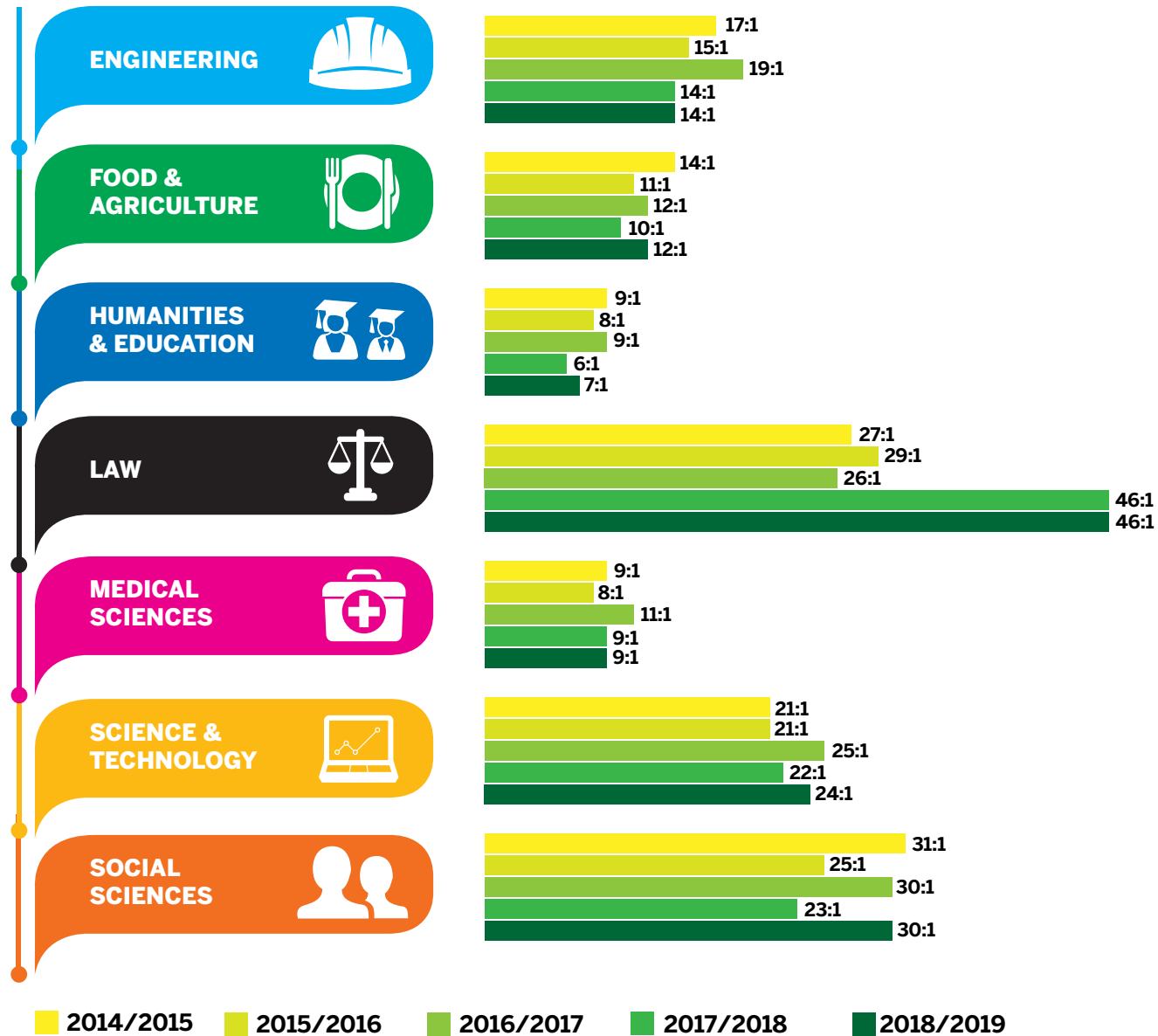
86
2017/18



75
2018/19



Student/Staff Ratios



Section 7

Research and Innovation

Section 5: Research and Innovation

Key Observations

52

The digital revolution is continuously accelerating. Advances in automation, the digitisation of information, unprecedented access to data and the democratisation of knowledge are transforming every sector of our economy, from healthcare to transportation to energy and beyond. The scope, scale, and ubiquity of these disruptions are truly unprecedented.

As we embrace this tech-driven economy, universities must evolve at a pace that can seem unfamiliar to higher education. While we retain our core mission of educating the next generation and cultivating new forms of knowledge, universities must also embrace our ever-expanding role in driving innovation and catalysing economic development.

Our institutions must meet the challenges of the digital revolution head on, and play an increasingly important role in our innovation ecosystems and economies. This can be done by fostering entrepreneurship, encouraging collaboration with the private sector, promoting diversity and inclusion in technical innovation, and exploring the nexus of technology and society through research. The UWI has taken steps to elevate research and innovation through the provision of support in the areas of grant access and patent development, and by encouraging research across all faculties.

Key Terms:

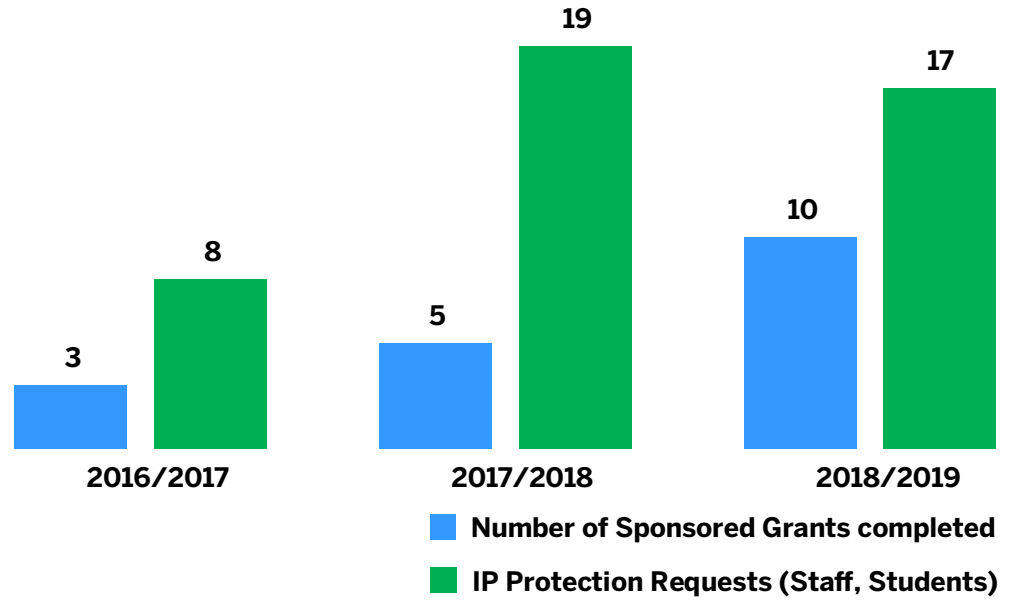
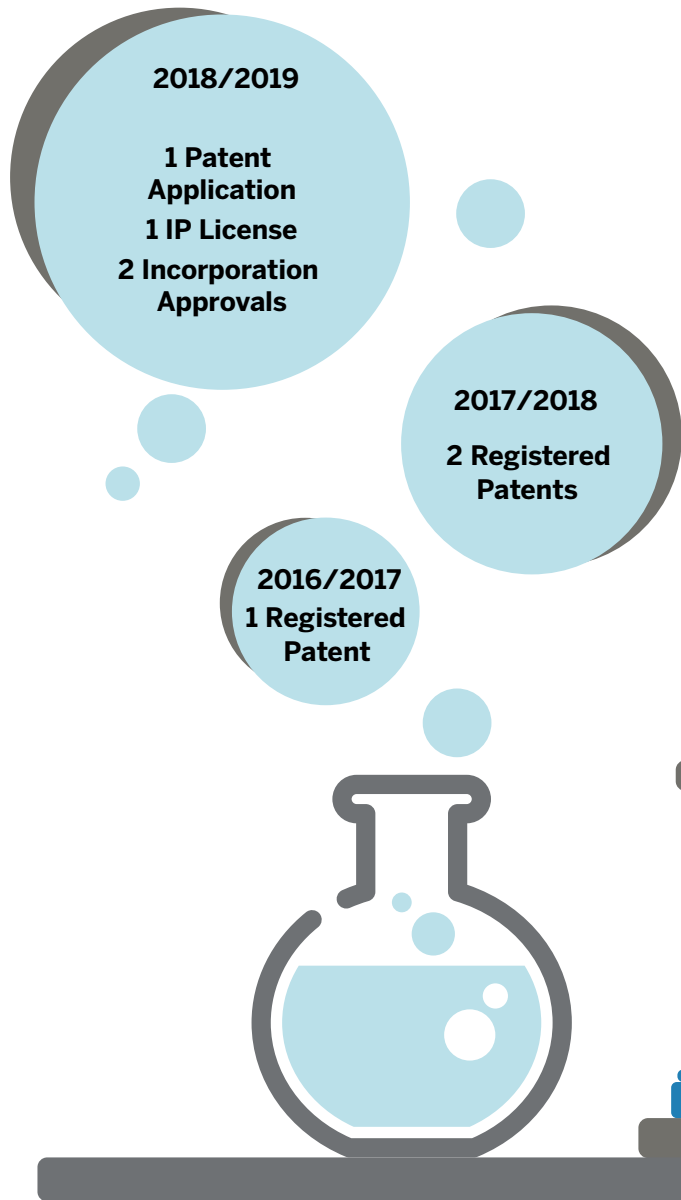
Sponsored grant: Funds provided in support of an institutional goal or public purpose where the project scope and research objectives are defined by the investigator and the sponsor retains the right to revoke the award with unused funds reverting to sponsor.

Intellectual property: This refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.

Research publication: The number of research publications produced per academic staff member on the STA campus.

Patent: This is a form of intellectual property that gives its owner the legal right to exclude others from making, using, selling and importing an invention for a limited period of years, in exchange for publishing an enabling public disclosure of the invention.

Campus Metrics



Number of Research Publications in Ranked Refereed Journals per Full-Time Academic Staff

