

1. RESPONSIVENESS TO STUDENTS

INCREASING ACCESS

The Campus grew student numbers by 6% over the previous year to reach an all time high of 15,398, continuing what is the established trend set in previous years of surpassing by far the 2.4% annual growth rate projected in the University's Strategic Plan 2002–2007. Despite the increase in student numbers, the Mona Campus has lost its place as the largest Campus of the UWI since the St Augustine Campus has been recording, in recent years, phenomenal growth as a direct result of the liberal financial support from the Government of Trinidad and Tobago of tertiary education for its citizens. The rate of growth in student numbers on the Cave Hill Campus also exceeded that at Mona and it is expected that this trend will continue in line with the target of the Barbados Government to increase the number of degree holders to one in every household by 2015, with full tuition fees borne by the government

While the physical and human resource constraints have slowed the growth in student numbers on the Campus, the Faculty of Medical Sciences, in keeping with its strategic

objectives, continued to increase student enrolment dramatically. The Faculty's 18% growth in enrolment was achieved through a further expansion, begun in academic year 2004–05, of the MB BS programme by an increase in the number of international students and enlargement of the full fee-paying programme. There was also increased enrolment in the baccalaureate programmes in Nursing, Physical Therapy and the Basic Medical Sciences. This is shown in the Table 1.



Table 1. Student Enrolment in the Faculty of Medical Sciences, 2004–05/2005–06

Programme	Enrolment	
	2004–05	2005–06
BB Medical Sciences	18	35
BSc Nursing and Physical Therapy	362	563
MB BS	574	631
Total	954	1229

WHILE THE PHYSICAL AND HUMAN RESOURCE CONSTRAINTS HAVE SLOWED THE GROWTH IN STUDENT NUMBERS ON THE CAMPUS, THE FACULTY OF MEDICAL SCIENCES, IN KEEPING WITH ITS STRATEGIC OBJECTIVES, CONTINUED TO INCREASE STUDENT ENROLMENT DRAMATICALLY.

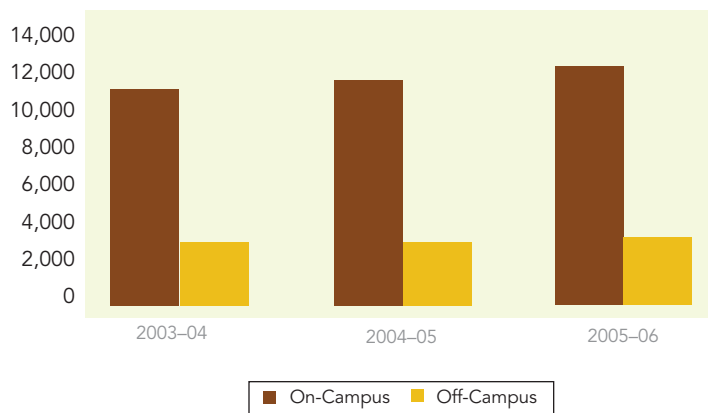


Chart 1. On and off Campus Student Enrolment, 2003/04–2005/06

Table 2. FTE Student Enrolment (On-Campus) by Programme

Programme	2003–04	2004–05	2005–06
ON-CAMPUS			
Undergraduate			
First Degree	6,872	7,650	8,114
Certificate	14	2	0
Diploma	35	31	24
Sub-total	6,921	7,683	8,138
Higher Degree			
Advanced Diploma	77	63	49
Higher Degree	1,689	1,758	1,859
Sub-total	1,766	1,821	1,908
Specially Admitted	100	80	68
Grand Total	8,787	9,584	10,114

Approximately 80% of the 2005–06 registrants were engaged in on-campus, or face to face, study. The remaining 20% off-campus students received instruction through distance, online education, or through tertiary institutions affiliated with the University. The majority, or 67.9%, of off-campus students pursued distance education programmes (vide Appendix III).

As in previous years, the Faculty of Social Sciences attracted the highest enrolment, 7029, representing a 5.1% increase over the previous year. Humanities and Education followed with 4398 or a 2.1% increase, Pure and Applied Sciences, a 4% increase or 2080 and Medical Sciences, 1782 or an 18% increase over the previous year (vide Appendix V).

FULL-TIME EQUIVALENT ENROLMENT

The Campus' full-time equivalent (FTE) on-campus enrolment, which assumes 2 part-time students the equivalent of one full-time, increased by 5.5% to reach 10,114 students. These numbers also surpassed the projected 2.3% annual increase in FTE enrolment. Approximately 19% of the FTE students were enrolled in a higher degree programmes.

FULL-TIME AND PART-TIME REGISTRATION

Full-time on-campus enrolment increased by 6% to reach 7,932, constituting sixty-five per cent (65%) of on-campus students, while part-time on-campus enrolment increased by 4%

to reach 4362 or the remaining 35 % of on-campus students. (Chart 2)

The growth in first-degree enrolment was 6%, surpassing the projected annual growth rate for the Campus as stipulated in the University's Strategic Plan 2002–2007 where first-degree enrolment is projected to increase by 2%. The proportion of first-degree students was 80% to 19% higher degree students, with the remaining 1% comprising specially admitted students. In higher degree enrolment, the percentage change was 5%, also surpassing the projected annual growth rate which in the Strategic Plan 2002–07 is 2.6%.

ENROLMENT BY GENDER

The Campus continued to enrol a largely female student population. Of the total students registered in on- and off-campus study, men comprised 27% and women 73%. Following on this trend, the proportion of women pursuing postgraduate degrees was 66%. (Chart 3)

As seen in Chart 4, Social Sciences attracted the highest percentage of women (79%), followed by the Humanities and Education (73%). In the Medical Sciences, the gender distribution was 71% women to 29% men. In stark contrast, there was a mere five percentage point difference in favour of female registration in the Faculty of Pure and Applied Sciences.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Consistent with the pattern established in the latter part of the 1970s, the number of students originating from Jamaica has been steadily surpassing those from the other countries that support the UWI. While in academic year 1974–1975, 47% of the on-campus students originated from Jamaica, in 2005–06 this population comprised 93% of all on-campus students (vide Appendix IV). Students from the Organization of Eastern Caribbean States (OECS) countries, which include Antigua & Barbuda, Dominica, Grenada, Montserrat, St Kitts/Nevis, St Lucia, Anguilla, British Virgin Islands and St Vincent represented 2% of on-campus students. The proportion of students from non-contributing countries (Guyana, Haiti, Suriname, Turks & Caicos) remained as in the previous year at less than 1%, amounting to 33 in 2005–06. The remaining 4% of the student population originated from the Bahamas, Barbados, Belize, Cayman Islands and Trinidad and Tobago.

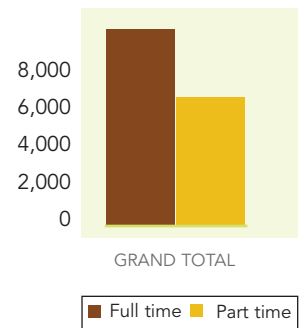


Chart 2. Total Full-time & Part-time On-Campus Student Registration 2005/06

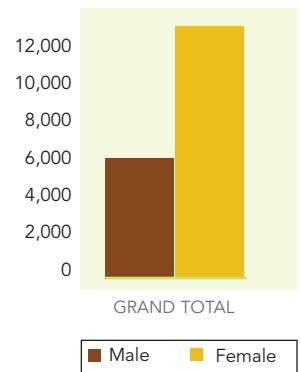


Chart 3. Total Student Enrolment by Gender 2005/06

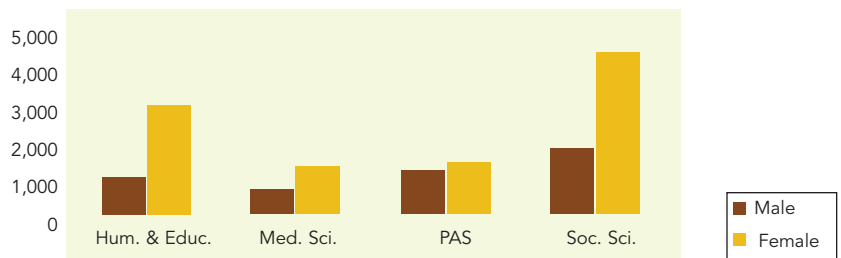


Chart 4. Total On-Campus Student Enrolment by Faculty & Gender, 2005/06



1



2



3



4

FYE students

1. Lunch with Deputy Principal, Joe Pereira.
2. Hike with FYE coordinator, Professor Yvette Jackson to Flamstead, St Andrew.
3. At Christmas luncheon.
4. Meeting acclaimed West Indian Writer, Earl Lovelace.

STUDENTS' SOCIAL PROFILE

As has been reported in previous years, the social profile of the student population has undergone rapid change over the past 12 years, alongside the change in the geographic composition. In keeping with Jamaican national policy to widen access to higher education, the student profile has shifted from a 61% representation from the upper-middle to high-income groups to one where three-quarters of the population originate from the poor to lower-middle income groups (2003 figures). In a similar vein, in academic year 2005–06, 49% were from the rural parishes, that is, those parishes outside of the Kingston Metropolitan Area, defined as Kingston, St Andrew, Portmore and Spanish Town.

STUDENT TRANSFORMATIONAL INITIATIVES

In recognition of its role in enabling broad access to higher education and the consequent changing social profile of its student population, the Campus launched, on the recommendation of the STT, the *First Year Experience (FYE)*. Initiated as a pilot to provide 120 commuting students with a variety of experiences geared towards enriching their social, cognitive and employability skills, the programme met with such resounding success that it has been enlarged in the current year to 250 commuting students. It is hoped that with the required financial and other

resources, this programme will be extended in the future to the entire first year commuting student population.

Buoyed by the success of the FYE, similar socialization programmes were strengthened in the halls of residence through the Office of Student Services (OSS). The First Year Experience Living and Learning Community Programme was launched on a full scale in all halls of residence and renamed First Year Experience – Halls. A template was developed as a basic guide for the delivery of the programme across the halls, though, as would be expected, each hall used different approaches to accomplish the goal of enhancing learning and development and to guide students towards a successful university education, one that prepares them for life and life-long learning. Among the requirements were participation in at least one cultural activity other than a fete and registration in at least one co-curricular activity. There were attempts at maximising the synergies inherent in both programmes, so for instance, in one activity initiated by the FYE, CSM: A Personal Experience, 20 representatives from the First Year Experience – Halls, joined, with funding assistance from the Deputy Principal's Office, 30 FYE commuting students on an educational tour of Barbados and Trinidad.

A total of two hundred (200) students participated in the OSS' Annual Student Leaders' Workshop on May 15 and 16, 2006. As a follow up to the workshop, the OSS reinforced

leadership concepts through leadership seminars and workshops delivered in each hall.

Other transformative learning and development programmes and activities delivered under the umbrella of the Office of Student Services through the clubs and societies, halls of residence, Placement and Careers Services,

Chief Executive Officer of 'Flow' Jamaica highlighted the technological changes that were occurring in the Caribbean and how the skills to manipulate the technology would influence employment throughout the region. Using his company as a case study, he demonstrated the number of jobs that 'Flow'



Sports Department and the Commuting Students' Lounge included the UWI / University of Costa Rica Exchange Programme, the Mentorship Programme, the Leadership Programme, the Interpersonal Skills Programme, the UWI / Florida State University Exchange Programme, the Debating Society, Dynamic Speakers, and Sports programmes.

The 15th annual *Mona Career Exposition* was held on February 23 and 24, 2006, under the theme, *Technology: the Gateway to Regional Employment*. The occasion served as a forum in which CARICOM was emphasized. The official opening was staged at the Undercroft, where the Guest Speaker, Mr Richard Pardy,

Jamaica would create through the use of technology.

Through the Office of the Deputy Principal other projects for enhancing student experiences were also developed for implementation in the 2006–07 academic year. These included a Sports Enhancement Project to improve facilities and increase student participation in sports on campus.

At the Faculty level a number of initiatives were undertaken to improve the life skills of students. Among those initiatives in the Faculty of Social Sciences were the pilot, through the Department of Management Studies, of the Business Advantage Programme, partnership with the Toastmasters

1. *FYE students returning from an educational tour of Barbados and Trinidad*
2. *Mrs Carroll Edwards, Public Relations Officer, UWI, Mona addressing student leaders in Taylor Hall on Secretarial and Public Affairs.*
3. *Gressena Morgan receiving her cash prize after topping the overall female performance at the UWI/SPEC Half Marathon, a competition among university athletes within and outside of the Caribbean.*
4. *Commuting students viewing Taylor Hall's display booth at the Commuting Students' Lounge on Commuting Students' Day.*



A student poses a question to the Administration on transformation issues

club, the ongoing work of the Honours Society (Undergraduate), other Faculty clubs and the growing promotion of internship opportunities for students. These included the very successful Caribbean Internship Project for which the Department of Sociology, Psychology and Social Work was able to obtain extensive funding.

In the Faculty of Humanities and Education increasing attention was paid to the student advising function by, among other things, recruiting senior students to assist during registration week. This resulted from an evaluation of the previous year's exercise which revealed that students felt more comfortable relating to their peers during, what for most of them, is the most stressful time of the year. This turned out to be an appreciated innovation especially by new students confronting what, for them, is a most perplexing and confusing process.

The Faculty continued to provide students with meaningful practical experiences in their various fields. In the case of CARIMAC, the practice of requiring all students to undertake an internship of at least 75 hours in a media house in their field of specialization continued. Students of the Department of Library and Information Studies were also placed in a fieldwork situation for at least two weeks in order to gain experience prior to graduating. As a result of the quality of their performance, a number of CARIMAC and Library and Information Studies students were employed after graduation by the agencies to which they were attached.

The Department of Language, Linguistics and Philosophy continued to make a field-trip experience to Guyana available to its senior students, providing them not only with the opportunity to experience at a very practical level, the significance of their theoretical knowledge, but also allowing them to directly experience life and the culture of another Caribbean country.

On the STT's recommendation, additional wellness spaces across the Campus were created and financial support given to the initiative to strengthen the Instructional Development Unit as a key resource in enhancing instructional delivery. These initiatives further highlight the Campus' commitment to aid in the transformation of our students.