



**COLLEGE OF AGRICULTURE, SCIENCE AND EDUCATION
P.O. Box 170, Port Antonio
Portland, Jamaica**

ACCREDITATION SELF-STUDY REPORT

Submitted to meet the requirements of the University Council of Jamaica (UCJ) for Accreditation of the Bachelor of Technology Degree Programmes in Agricultural Production and Food Systems Management and Environmental Science and the Associate Degrees in Business Studies and Hospitality, Entertainment & Tourism, Natural Science, and General Agriculture, and Diploma in Agriculture and the Bachelor of Science Degree in Business Studies.

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Contact Information

| | |
|--|--|
| Mailing address: | P.O. Box 170 Port Antonio Portland, Jamaica, W.I. |
| Main Office: | Tel.: (876) 993-5436-8 Fax: (876) 993-5546 |
| Office of the President: | Tel.: (867) 993-5616 e-mail: president@case.edu.jm |
| Office of the Vice President: | Tel.: (876)-993-5005 e-mail: vicepresident@case.edu.jm |
| Office of the Registrar: | Tel.: (876) 993-5377/5558 Fax: (876) 993-5559 e-mail: registrar@case.edu.jm |
| Assistant Registrar | Tel.: (876) 993-5377/5558 Fax: (876) 993-5559 e-mail: registrar2@case.edu.jm |
| Office of the Dean, Faculty of Science: | Tel: (876) 993-5658 e-mail: science@case.edu.jm |
| Office of the Dean, Faculty of Agriculture: | Tel: (876) 993-5488 e-mail: agri@case.edu.jm |
| Office of the Dean, Faculty of Education: | Tel: (876) 993-5407 e-mail: education@case.edu.jm |
| Division of Community College And Continuing Education Programmes | Tel: (876) 993-5489 email: comprog@case.edu.jm |
| Director of Finance | Tel: (876) 993-5457 e-mail: finance@case.edu.jm |
| Director of Student Affairs | Tel: (876) 993-5401 e-mail: saffairs@case.edu.jm |
| Director of Human Resource Management | Tel: (876) 993-5487 e-mail: humanr@case.edu.jm |
| Director of Property, Farms And Transport | Tel: (876) 993-5490 e-mail: ptransport@case.edu.jm |

| | |
|---|---|
| Director of International Programmes | Tel: (876) 993-5803 e-mail: iprogramme@case.edu.jm |
| Department of Plant, Soil Science and Engineering | Tel: (876) 993-5495 e-mail: plantsoil@case.edu.jm |
| Department of Animal Science | Tel: (876) 993-5727 e-mail: animalsci@case.edu.jm |
| Department of Biological and Physical Science | Tel: (876) 993-5494 e-mail: biophy@case.edu.jm |
| Department of Maths and Computer | Tel: (876) 993-5058 e-mail: mcomputer@case.edu.jm |
| Department of Educational Studies | Tel: (876) 993-5657 e-mail: edustudies@case.edu.jm |
| Department of Humanities and Aesthetics | Tel: (876) 993-5407 e-mail: humanes@case.edu.jm |
| Placement Office | Tel: (876) 993-5628 e-mail: placement@case.edu.jm |
| West Campus Library | Tel: (876) 993-5496 e-mail: westlibrary@cwjamaica.com |
| East Campus Library | Tel: (876) 993-5621 e-mail: eastlibrary@case.edu.jm |

Executive Summary

The College of Agriculture, Science and Education through its scheme order (1985) offers within the context of a multidisciplinary institution, a varied range of programmes from Diplomas to Bachelors Degrees. Six (6) of these programmes have been accredited by the national accreditation body, the University Council of Jamaica (UCJ), to date, and the College is committed to meeting the requirement of the UCJ for periodic self studies.

Specifically, the objectives of a self-study were to (a) describe the administrative and academic structures, procedures and units within which our academic programmes are developed, delivered and evaluated; (b) critically evaluate the extent to which our administrative and academic structures, procedures and units facilitate or inhibit our stated objectives; (c) determine and critically evaluate if our resources (human, financial and physical) are adequate for us to accomplish our stated objectives as articulated in our mission statement; (d) determine and critically evaluate if our administrative and academic resources will allow us to continue to meet our objectives as articulated in our mission statement; (e) assess whether or not the standards established in previous self-studies are being maintained or improved.

One of the major benefits of this latest self study was an assessment of CASE's achievement of our own stated mission, goals and objectives. Critical information that was garnered from this self study, which followed similar processes as in the previous two (2) editions, include:

1. The College has a well-defined organizational structure, systems and processes in place to guide its operation. These include governance by the Board of Management, two (2) major decision making bodies in the institution (Academic Council and Administrative Council) and their respective sub-committees, three handbooks (Prospectus, Student Handbook and Staff Handbook) as well as manuals (Examination, Cooperative Internship Education Programme, etc).
2. The college's mission and objective/goals are in congruence with its educational programmes. The curricula for the various academic programmes are excellent and the various evaluation processes in place informs the college on ways to continuously improve and enhance our programmes. There is an opportunity for growth in the provision of supporting services to facilitate these programmes.
3. Though the college is limited by available resources, there are opportunities for growth with respect to the effective utilization of these resources and administration.
4. Faculty Members are qualified for the courses which they teach. In terms of execution of its tripartite mandate of teaching, research and outreach, the college has been weakest in the area of research. There is opportunity for growth in this area.
5. Quality assurance mechanisms in the college are streamlined and a manual governing the process which was ratified by the Academic Council has been implemented. There is opportunity for growth in adherence to this process.
6. The existing laboratory and computer facilities at the college are, for the most part, adequate. However, there is need to upgrade these facilities to facilitate, especially,

the Bachelor of Technology programmes, and the Associate Degree in Hospitality and Tourism and Business Studies which have practical/hands-on emphases.

7. Students are adequately appraised on the college's regulations through the Student Handbook, through the annual orientation exercise for new and returning students and through the compulsory Personal Development course.

The Self-Study indicated critical areas for future action in the Colleges programming as well as in the provisions for programme delivery, finances, student services, infrastructure and staff development which will form the basis for strategic intervention over the next few years.

Table of Contents

Chapter 1 -

| | |
|---------------------------|---------|
| Historical Overview | 08 - 09 |
| Self Study Process | 09 - 10 |

Chapter 2 – Mission, Goals and Objectives

| | |
|-------------------------------|---------|
| Mission Statement | 11 |
| CASE Tripartite Mandate | 11 - 12 |
| Strategic Goals | 12 - 13 |

Chapter 3 - Organization and Administration

| | |
|---------------------------------|---------|
| Governance of the College | 14 - 20 |
| Finances | 20 - 25 |

Chapter 4 - Faculty

| | |
|---|---------|
| Organization..... | 26 |
| Enrolment Policies | 26 – 28 |
| Recruitment, Selection, Appointment and Evaluation..... | 28 – 32 |
| Professional Training..... | 32 – 33 |
| Teaching Experience | 33 – 34 |

Chapter 5 - Student

| | |
|---|---------|
| Admissions and Selection Policies | 35 |
| Enrolment Data..... | 35 – 40 |
| Student Retention and Graduation | 40 – 41 |
| Graduate Placements..... | 41 – 42 |
| Student Support and Development..... | 43 – 46 |
| Discipline Management..... | 46 – 47 |
| Student – Administration/Faculty/Staff Relations..... | 47 |
| Financial Aid | 47 – 48 |

Chapter 6 – Facilities/Resources

| | |
|---|---------|
| Library Resources | 49 – 52 |
| Computer Laboratories | 52 – 53 |
| Science Centre | 53 |
| Smart Classroom | 53 – 54 |
| E-learning Project | 54 – 55 |
| Educational Technology Resource Centre | 55 – 56 |
| Caribbean Centre of Excellence for Teaching | 56 |
| Science Laboratories | 56 – 59 |
| Hospitality, Tourism Management Laboratory | 59 – 60 |
| Physical Plant | 60 – 64 |
| Tutorial Farm | 65 – 71 |
| Cafeteria | 72 |

| | |
|--|-----------|
| Chapter 7 – Educational Programmes | |
| Faculty of Agriculture | 73 – 78 |
| Faculty of Science | 78 – 85 |
| Faculty of Education | 85 – 88 |
| Community College and Continuing Education Programme | 88 – 92 |
| Chapter 8 – Future Plans | 93 – 97 |
| Appendix 1 | 98 |
| Appendix 2 | 99 |
| Appendix 3 | 100 – 108 |

1.0 CHAPTER I

1.1 Historical Overview: A Unique Institution

The College of Agriculture, Science and Education (CASE) is nestled on a 254-hectare campus caressed by the lush green hillsides and pristine coastline of the parish of Portland in eastern Jamaica. CASE is a multi-disciplinary institution offering training in education, agriculture and science to young men and women in Jamaica and the wider Caribbean. Imbued with the caring and dedication of its predecessors, the Government Farm School, the Jamaica School of Agriculture; and later the College of Agriculture, CASE hopes to train a new breed of Jamaicans, dedicated to a healthy, prosperous and productive Jamaica.

The College has its roots in the Government **Farm School (1910-1942)** in Kingston, which started at Hope, on the site that currently houses the University of Technology. At its inception, the school's aim was to train the 12 or so young men enrolled at the time in the "art and science of agriculture". In its first decade, the school produced the likes of Dr. T. P. Lecky, the late Jamaican Animal Scientist who developed the Jamaica Hope and Jamaica Black breeds of cattle. The Jamaica Hope was named after the site of the Agricultural School and Government Research Station.

In 1942, the Agriculture School was renamed **Jamaica School of Agriculture (JSA)** and in 1957 relocated to Twickenham Park, Spanish Town, the old capital of Jamaica. In 1968, more than a half-century after the school opened its doors, the first female batch of students was admitted. Today, more than half the student population of CASE is female. An Act to repeal the JSA Act, tabled in Parliament in 1981, saw the closure of the Jamaica School of Agriculture, and preparation for the birth of a new institution, the **College of Agriculture (1981 -1995)**.

The College of Agriculture, located in Passley Gardens, Portland was established as a replacement institution for the JSA. The College of Agriculture Scheme Order of 1981 gave birth to the new College of Agriculture. The institution was mandated to carry out teaching, research, and extension programmes in agriculture.

In 1995, based on a recommendation of the Sherlock Report, **COA was merged with the Passley Gardens Teachers' College to make one institution - the College of Agriculture, Science and Education**. The 13-year-old teachers' college located on the same property offered an ideal partner for an institution aiming to offer the best education to its students. The 254-hectare property, a mix of hillside and coastal lands allows the institution to offer the hands-on training needed to hone some of the best agricultural and scientific minds in the region.

Among tertiary educational institutions in Jamaica, CASE is distinctly unique: it's the only tertiary institution dedicated to the training of students in the "art and science" of agriculture and allied disciplines. This represents CASE's niche – the space to develop truly creative and innovative academic programmes that are aligned with its mandate, human and physical resource capabilities, and national imperatives (e.g., Jamaica's National Industrial Policy).

1.2 **Self Study Process**

The College of Agriculture, Science and Education, through its Quality Assurance Committee (QAC) (formerly Accreditation Taskforce) chaired by President, Dr. Paul Ivey, has obtained accreditation for six (6) programmes through two (2) submissions to the University Council of Jamaica. These Programmes are:

In 2002 - The Associate of Science Degrees in General Agriculture and Natural Science

In 2006 - **Bachelor of Technology Degree** in:

- (i) Environmental Science
- (ii) Agricultural Production and Food Systems Management

Associate of Science Degrees (CCCJ) in:

- (i) Hospitality, Management and Tourism
- (ii) Business Studies

The Quality Assurance Committee (QAC) is a standing committee of the Academic Council of CASE, and remained active in order to deal with matters of status reports for accreditation programmes, application for re-accreditation and applications for new programmes.

Various working groups were established to report to the QAC and they were strategically commissioned to provide data, information and reports on different programmes and aspects of the self study requirements. Thus, the QAC and Working Groups represent a broad base of the Colleges operations both at the Academic and Administrative levels.

Key Officers of the QAC are:

- President
- Vice President (Administration)
- Deans
- Academic Directors
- Heads of Departments
- College Librarian
- Library Committee Chairman
- Key Faculty members

The QAC meets monthly and has additional special meetings where necessary.

The present Self Study had the same objectives as the previous two (2) self studies.

The objectives were to:

- Describe the administrative and academic structures, procedures and units within which our academic programmes are developed, delivered and evaluated.
- Evaluate critically, the extent to which our administrative and academic structures, procedures and units facilitate or inhibit our stated objectives.
- Determine and evaluate critically, if our resources (human, financial and physical) are adequate for us to accomplish our stated objectives as articulated in our mission statement.
- Determine and evaluate critically, if our administrative and academic resources will allow us to continue to meet our objectives as articulated in our mission statement.

The Self-Study process was essentially the following:

- (i) QAC met to appoint working groups with members from faculty, students and stakeholders.
- (ii) Committee Heads were briefed as to their respective assignments and reporting format and time-lines.
- (iii) Deans and Academic Directors reviewed guidelines for preparing status reports, re-application and new application reports and were given timelines to submit these to the QAC.
- (iv) The Vice-president was tasked to prepare the overall Self Study Report using submissions from the groups in (ii) and (iii), for presentation to the QAC at scheduled meetings.
- (v) All submissions were reviewed by the QAC at dedicated sittings and a final single document was produced for submission to the UCJ as required for Status Report, Re-application or New Application.

2.0 CHAPTER II - MISSION, GOALS & OBJECTIVES

2.1 Mission Statement

‘The College of Agriculture, Science and Education, a multidisciplinary institution, is committed to providing education and training of the highest quality in agriculture, science and teacher education to men and women in Jamaica, and also in other Caribbean countries, through teaching, research and outreach. The College intends to promote and foster the development of individuals who are professionally qualified, articulate, culturally aware, environmentally and health conscious, morally sensitive, ethically motivated and service oriented and in so doing, respond to the needs of Jamaica and the region for persons dedicated to excellence and to increased productivity in their chosen fields.

CASE is classified by the Ministry of Education as a Grade A, Multidisciplinary College offering a wide range of academic programmes through its three (3) Faculties and the Division of Community College and Continuing Education Programmes.

In order to fulfill its mission, the College has developed specialized programmes and delivery modes to facilitate access by all Jamaicans. This is manifested in three (3) offsite campuses strategically sited in North Central Jamaica (Brown’s Town), Western Jamaica (Montego Bay) and South Central Jamaica (Old Harbour and Ebony Park). Students in these regions have direct access to CASE’s Bachelor degree programmes and Teacher Training programmes by Advanced Placement.

The College is geared towards the development of efficient, skilled and highly competent graduates whose creative, entrepreneurial potential and desire to respond to the challenges of nation building, have been developed. The College is committed to the task of producing graduates who are ready to assume leadership roles in Agriculture, Science, Education and allied disciplines in Jamaica and globally.

2.2 CASE’s Tripartite Mandate

2.2.1 Teaching

In keeping with the mandate befitting an institution of higher learning, CASE will engage in teaching, research and outreach activities. However, in discharging these functions, CASE nonetheless will endeavour to ensure that at no time will its teaching function be compromised. Excellence in teaching will be a hallmark of the College, and various strategies, including distance teaching and the application of communication technology, will be employed to improve the quality of instruction. The College is committed to the principle that excellence in teaching is contingent upon a qualified and conscientious faculty. Therefore, the College is committed to the

recruitment and retention of faculty of the highest caliber on the one hand, and will on the other hand seek to foster professional growth and development through participation in seminars and any other electronic or scientific means of continuing education.

2.2.2 Research

CASE subscribes to the proposition that good research is essential to good teaching. Being cognizant of this, research will be coherently planned and implemented, and will be focused on areas where CASE either has a unique role to play or enjoys the potential of a comparative advantage. Various aspects of agriculture would constitute the former, whereas science education and especially integrated science education, the teaching of English and of Agriculture, in particular, would characterize the latter. Some of CASE's research in the early stages will be in collaboration with others. This will be made possible through strategic alliances, private entities, community-based organizations, non-governmental agencies as well as overseas universities and polytechnics.

2.2.3 Outreach

The outreach function of the College aims to provide opportunities by extending its resources beyond the physical boundaries of the campus. Its focus is to transfer new technologies from its laboratories, generated by faculty, to the community, thereby acting as a catalyst for economic development and in the process helping to find solutions to critical problems. The needs of surrounding communities will inform much of the outreach activities in early years, except in areas such as agriculture and science teaching where a wider national focus and posture will be adopted. Open learning and distance education will be defining features of the College's outreach programme, as it evolves, and much emphasis will be placed on the analysis and dissemination of information and the transformation of agriculture based on the implementation of relevant modern technology.

2.3 Strategic Goals

- Improve Institutional Governance and Engender a Shared Vision of Excellence for CASE.
- Improve and Expand our Academic Programmes.
- Improve and Expand our Research and Outreach Functions.
- Increase the Revenue Earning Capacity of CASE and Seek Funding/Assistance from Other Sources.
- Promote CASE.
- Facilitate Holistic Development of Students and Ensure that their Values and Attitudes are Consistent with the Ideals of Our Mission Statement.
- Improve Student Services and Our "Learning Environments".

- Improve the Aesthetics of CASE's Grounds and Physical Plant.
- Establish and Maintain Strategic Partnerships and Alliances with Relevant Organisations.
- Facilitate Staff Development and Recognition.

These strategic goals were developed through consultation with all stakeholders including Students, Staff, Board of Management, Community and the Ministry of Education. The College's Strategic Planning Committee reviewed the strategic goals and derived objectives annually, to ensure their continued relevance to the College's Mission and the societal needs. Resources to achieve the goals were also identified and provided, where possible. In fact, the extent to which these goals and objectives were realized, was limited mainly by the resources constraints which were usually financial, although some human and physical resource gaps were identified from time to time.

3.0 CHAPTER III – ORGANIZATION AND ADMINISTRATION

3.1 Governance of the College

3.1.1 The Board of Management

The overall governance of the College is under the authority of a Board of Management, appointed by the Minister of Education, Youth and Culture. The Board of Management has a complement of fifteen (15) members, and is headed by a Chairman. Provision is made for the inclusion of representatives from the Faculty, Administrative and Ancillary Staff and Student Body, on the Board of Management. The board is a policy-making body capable of reflecting the public's interest in its activities and decisions. It ensures that the college's educational programmes are of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies. The board establishes broad institutional policies and appropriately delegates responsibility to implement these policies.

The Board of Management has power under the College of Agriculture, Science and Education Scheme Order (1995) to, *inter alia*:

- Consider and approve recommendations made by the President and the Academic Council in respect of matters relating to the college.
- Review and approve arrangements for the holding of examinations leading to the award by the Board or any recognized body, of degree, diploma, certificate or any other award to persons who have pursued an approved course of study at the college.
(*Jamaica Gazette Supplement, Proclamations, Rules and Regulations, Monday January 1, 1996*)

The last Board of Management ended its tenure on April 30, 2007, and the College welcomed a new Board appointed in May 2008.

Sub-committees of the Board of Management

There are seven (7) Standing Committees of the new Board of Management, chaired by members of the Board. The Committees are:

- Appointment and Promotions
- Finance and General Purpose
- Planning and Development
- Disciplinary and Appeals
- Human Resource and Industrial Relations
- Corporate Governance and Audit

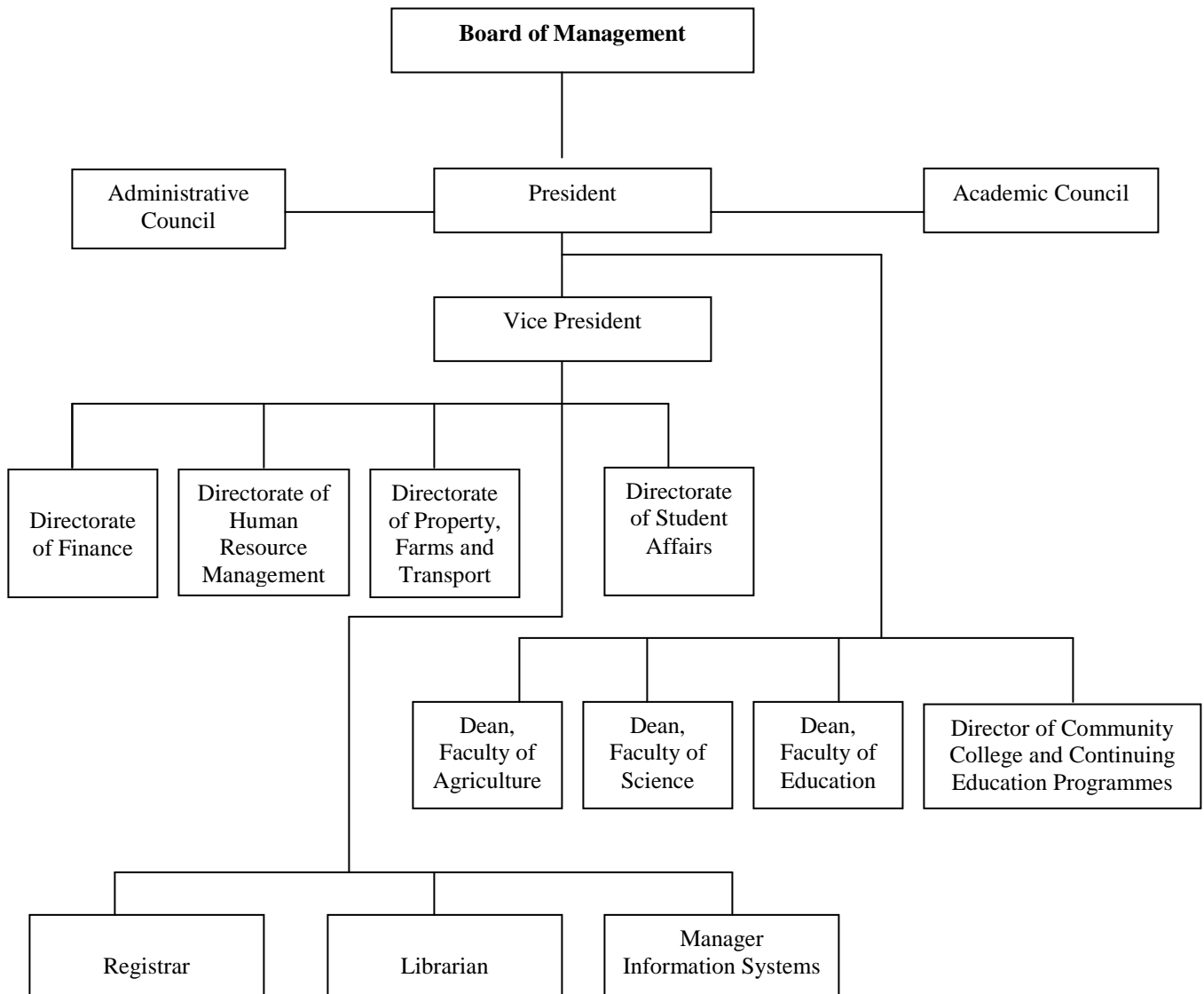
- Grounds, Buildings and Premises

Board members are usually selected for their special expertise and this is reflected in the Chairmanship and membership of the various Committees.

Previous Boards have been very effective and provided effective guidance to the College’s Administrators, resulting in the phenomenal development of the College over the short time.

Senior members of the College Administration may be invited to the Board meetings as observers and may become members of the Board Committees where their portfolio expertise is used in decision making.

3.1.2 Senior College Administration



The Senior Administrative Officers of the College are the:

- President, who has overall executive responsibility for the administration of the college. **Incumbent: Dr. Paul Ivey.**
- Vice President, Human Resource Management & Administration, who has responsibility for the coordination and administration of the following: Human Resource Development, Finance, Student Affairs, Registry, Property, Farms & Transport, Library Services and Information Systems. **Incumbent: Mr. Robert Shippey**
- Dean, Faculty of Agriculture, who has responsibility for the coordination, delivery, and monitoring academic programmes and research and outreach activities in Agriculture. **Incumbent: Mr. Johnathan Lamey.**
- Dean, Faculty of Science, who has responsibility for coordination, delivery and monitoring academic programmes and research and outreach activities in Science. **Incumbent: Dr. Dawn Barrett Adams.**
- Dean, Faculty of Education, who has responsibility for coordination, delivery and monitoring academic programmes and research and outreach activities in Education. **Incumbent: Mrs. Keena Douglas.**
- Director of Student Affairs, who has line responsibility for the social aspects of the student population. **Incumbent: Mr. Jasher Mais**
- Director of Finance, who is the college's principal finance officer. **Incumbent: Mrs. Claudette McLeod.**
- Director of Human Resources, who is the college's principal personnel officer. **Incumbent: Ms. Charmaine Gordon.**
- Director of Property, Farms & Transport, who has responsibility for the physical plant and related facilities. **Incumbent: Mr. Collie Singh Clarke.**
- Director of International Programmes, who is the college's chief international liaison officer. **Incumbent: Mr. Oswald Badresingh.**
- Director of Community College and Continuing Education Programmes, who has responsibility for coordination, delivery and monitoring of programmes in the Division. **Incumbent: Dr. Nathaniel Christie.**
- College Librarian has responsibility for management of the Library resources. **Incumbent: Mrs. Caseta Nelson.**
- Registrar has responsibility for the management of the College's Registry, which deals with matters related to the Recruitment, Admission, Retention and Graduation of students in all CASE programmes. **Incumbent: Mrs. Emelyn Johnson.**
- Manager Information Systems has responsibility for the development and management of suitable information systems for the administrative and academic function of the College. **Incumbent: Dayo Taylor.**

The Senior Administrative Staff Establishment has one vacancy for a Curriculum Evaluation Director and a vacancy for a Vice-president Academic Affairs, who, it is expected, will lead and manage the Curriculum Development and aspects of the Quality Assurance in the programmes of study. These vacancies will be filled once the necessary budgetary provisions are made by the Ministry of Education.

3.1.3 Academic Council

The Academic Council is legally provided for under the CASE Scheme Order, 1995 (The Jamaica Gazette Supplement Proclamations, Rules and Regulations, January 1, 1996). It consists of the President, who is Chairman of the Council, the Vice President, the three (3) Deans and other faculty members who have the responsibility for directing the various approved courses of study of the College. It is empowered to:

- Make recommendations to the Board on all matters affecting the academic programmes of the College.
- Assist and advise the President in relation to such academic matters as the Board may specify from time to time.
- Consult (in its discretion) with or seek the advice of persons who are not members of the staff of the College, or members of the Board, and invite such persons to meetings of the Academic Council.

The Council meets monthly and currently organizes itself into a number of Committees for the conduct of its work. The Standing Committees are as follows:

- Matriculation, Admission, Retention and Graduation Committee (MARG)
- Academic Boards for Faculties of Agriculture, Science, Education and Council of Community Colleges of Jamaica Programme (CCCJ)
- Library Services Committee (LSC)
- Examinations, Assessment and Evaluation Committee (EAEC)
- Quality Assurance Committee (QAC)

The Committees are chaired by members of the Council and report directly to the Council through their respective chairpersons.

3.1.4 Administrative Council

The Administrative Council was established to broaden the base for participatory management, by allowing for active involvement by a wide cross-section of the College Community in the decision-making

processes. Its primary function is to provide strategic direction for the overall Administration of the College and to provide quality assurance, in the delivery of all services required to support the academic program. The Council consists of the senior administrators of the College, that is, the President, Vice President, Deans, Directors, Registrar and the College Librarian.

It reports directly to the Board of Management through the President who chairs its sittings. There are four (4) Standing Committees of the Administrative Council:

1. Finance & Budget Committee
2. Strategic Planning and Development Committee
3. Grievance and Conflict Resolution Committee
4. Procurement and Contracts Committee

Each Committee is chaired by a member of the Council and reports directly to the Council through its chairman.

3.1.5 Critical Assessment of Organization and Administration

CASE is now a well established organization within the Jamaican public sector, occupying pride of place among Education Institutions. The administrative structures have been in operation for over ten (10) years, and have settled down into their respective responsibilities with desired results.

Thus, the Academic Council, with its standing committees, ensures viability of our academic processes and programmes. The Administrative Council guides the leadership and management of the College through its various Committees, which cover all aspects of the College's Administration. These two (2) major Councils draw membership from the Senior Administrators as well as other Staff Members. However, due to the high frequency of meetings of the Councils and related Committees and the repetition of membership on several of these committees, there results meeting overload, and this affects the effectiveness of some of these Committees.

With the institutionalization of the offsite centres, management structures have been established, which are directly linked to the main CASE Councils and relevant Committees, resulting in better lines of communication, and speededness in dealing with the operation of the offsite centres.

The College's operational policies and procedures are well documented in various publications, including the Scheme Order, Staff Handbook, Student Handbook, and Guide for Prospective

Students, as well as various externally generated or collaborative documents with other institutions and stakeholders.

Collaborations with other institutions are guided by Memoranda of Understandings, and Contracts for Service are routinely used for services external to CASE.

CASE has access to legal services through the Attorney General's Department, but also contracts private attorneys when the need arises for expediency. The absence of a Board of Management (BOM), at the time of the Study, did not impact negatively the College's operations, since the effectiveness of the Councils and guidance or approvals from the Ministry of Education guaranteed proper management decisions during the period. However, it is appreciated that an effective BOM is integral to sound governance practices at the Institution.

The Faculties' operations are guided by the Dean of each Faculty, while the Director of Community College and Continuing Education Programmes (CCCEP) leads the work in this Directorate. Collaborations exist between these Faculties and CASE and external shareholders, which assist us in programming, quality assurance and certification. Examples include, Faculty of Science/Faculty of Agriculture and Nova Scotia Agricultural College – Bachelor of Technology Degrees, Faculty of Education/Faculty of Science and Joint Board of Teacher Education/University of the West Indies/Consortium of Teacher Education and Council of Community Colleges of Jamaica and Caribbean Examination Council.

Faculty Leaders have consistently demonstrated intimate knowledge of the provisions and requirements of these collaborations and agreements, and are able to lead on behalf of CASE in these areas.

Internal college communications have continued to be of concern despite the best efforts of the Senior Administration. Various methods are employed to address the matter of effective communication between the Senior Administrators and the rest of the College both vertically and where necessary, horizontally.

Apart from the regular meetings of the Councils, which mandate members to share relevant information with supervisees throughout the structure, there are Committee Meetings, Departmental Meetings and Special Meetings to address topical issues, as they arise. The President and Senior Administrators meet regularly with special groups such as ASACASE, Student Council, Trade Unions and Community Groups.

Routine, scheduled, institutionalized sessions such as Deans Hour, Presidential address at Assemblies, and ‘Lets Talk’ forums as well as electronic mail correspondence, provide other avenues for information sharing, discussion and problem solving.

CASE has now fully grasped the significance of sharing with external stakeholders and produced various news releases, radio interviews, advertisements, annual reports and participated in, and organized several outreach and promotional events, to communicate our programmes and objectives to the wider public. This effort has resulted in the improved image of CASE, to the public, as a premier multidisciplinary institution.

3.2 Finances

CASE, being a fully publicly owned institution, receives funding through the Ministry of Education (MOE) of Jamaica budget, for each fiscal year. This income is supplemented by government approved fees charged to students and by income generation through Board of Management approved income generation efforts by the College.

3.2.1 Subvention

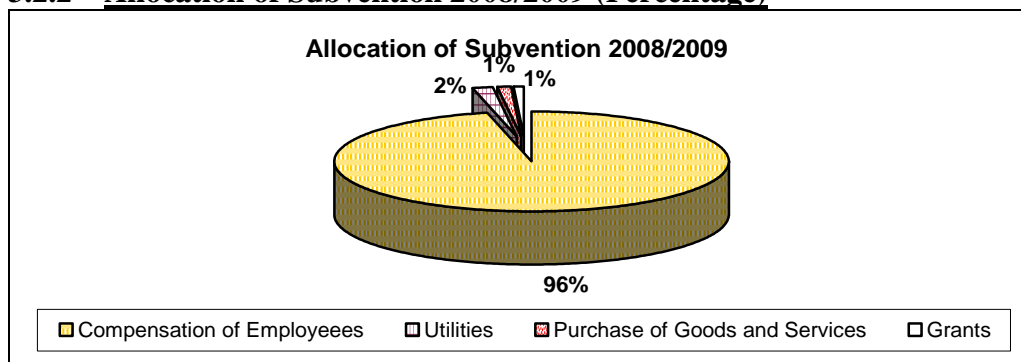
Over the past three (3) years, the government subvention was as follows:

Table 3.2.1 Subvention over last three (3) years

| | 2008/2009 | 2007/2008 | 2006/2007 |
|---|------------------|------------------|------------------|
| <i>Actual Subvention Received from MOE</i> | \$259,156,000.00 | \$223,253,000.00 | \$216,623,000.00 |
| <i>Expenditure Budget of CASE</i> | \$375,722,000.00 | \$359,395,000.00 | \$291,400,000.00 |
| Percent Expenditure actually provided by MOE | 69% | 62% | 74% |

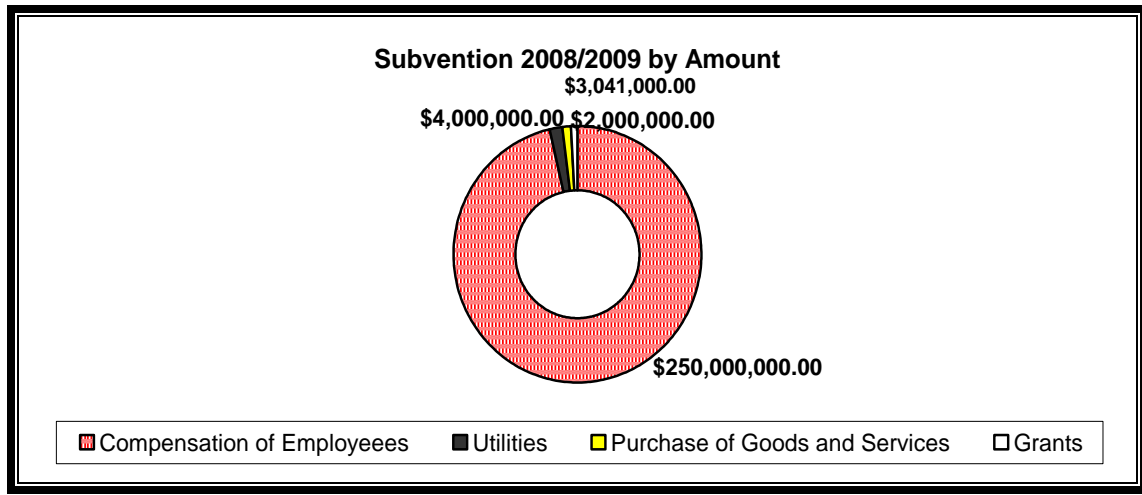
Using the latest subvention 2008/2009, one notes the following breakdown by objects:

3.2.2 Allocation of Subvention 2008/2009 (Percentage)



Ninety six percent of the Ministry of Education direct funding is allocated to compensation of employees for approved posts on the establishment. The remaining 4 percent is allocated specifically to utilities (2%), Purchase of Goods and Services (1%) and Grants (1%).

3.2.2.1 Figure 3.2.2.1 – Allocation of Subvention 2008/2009 (Amount)



The analysis of subvention received from the Ministry of Education over the last three (3) periods, showed wide fluctuations. This was due in part, to revision of salaries as occurred in 2006/2007, when the initial subvention of \$181,734,000.00 was adjusted to reflect salary increases granted to lecturers.

On average, the MOE provides funding to cover approximately 60-70% of the CASE generated estimates of expenditure annually.

It is useful to note, that while this amount covers the estimates for salaries for posts on the establishment, only about 4 % is left to cover all the other areas of the College operations.

Thus, the College has to meet the shortfall in the expenditure by charging fees payable by students, but pre-approved by the MOE, and by generating income from other sources.

3.2.3 Income from Fees and Other Sources

Table 3.2.3 Income from Fees and Other Sources over two (2) year period

| | | |
|---------------------|-------------------------|------------------------|
| Student Fees | \$ 69,191,017.00 | \$ 64,077,664.00 |
| Other | \$ 36,685,989.00 | \$ 18,363,287.00 |
| Total | \$105,877,006.00 | \$82,440,951.00 |

Table 3.2.3 shows the receipt for Student Fees and Other Sources (Farm Operations, Rental of Property) for the two (2) years up to 2006/2007. Student fees are paid by students directly to the College or through Student Loan and Grants, MOE Grants, Scholarships, Work Study Income, Grants from Members of Parliament, mainly. There is approximately 95% compliance with the fee payment due to the Fee Payment Plan initiated by the College Administration.

The other income, improved in 2006/2007, due to the partial restoration of farming activities post Hurricane Ivan in 2004, and the increased summer rental after repairs to the College were effected.

It must be noted, however, that the total revenues for the two (2) years - \$82,440,951.00 in 2005/2006 and \$105,877,006.00 in 2006/2007, were still less than the projected expenditure budgets of the College, for the respective years and so some projected expenditure items had to be postponed or reduced.

Generally, the College has remained financially viable, but unable to expand facilities at the pace desired due to lack of capital funding. The income generating activities, have not kept pace with the shortfall in the budget, annually, and the Board of Management noted this and applied to the MOE for a Capital Grant. This Capital Grant was approved for \$50 million to do special projects. These included:

- Repairs to the Sewage System – East Campus
- Dormitories facilities – new mattresses
- Refurbishing Computer Laboratories and Provision of Internet Cafés in Libraries
- Upgrading of Libraries
- Upgrading of Laboratories including Tutorial Farm
- Provision of Hospitality Laboratory
- Integrated Communications Technology Infrastructure Development
- Refurbishing of Cafeteria
- Improving Sports Facilities
- Repairs to Staff Residences

The amount of \$50 million was not sufficient to do extensive refurbishing, and most of the projects have been attempted and completed. However, some key projects to enhance the College environment have not yet been undertaken, due to problems with the Contract Award process. These include the ICT Development, Painting of the Dormitories and upgrading of the Tutorial Farm. These are expected to be pursued in the short-term, and will enhance the general aesthetics and efficiency of service delivery and communication as well as the productivity of the Tutorial Farm.

CASE still accesses Grant-funding in response to proposals submitted by the College. The latest project, Alternative Energy Systems, funded by the Environmental Foundation of Jamaica (EFJ) for \$4,500,000.00 was a great success and other proposals are being prepared to access funding from the EFJ, European Union and others to improve the capacity of the College to deliver programmes and earn revenue.

3.2.4 Budgetary and Accounting Practices

Annually, there is a call from the Ministry of Education (MOE) for Estimates of Expenditure for the next fiscal year. Estimates cover these areas of Compensation of Employees, Travel Expenses, Public Utility Service, Purchase of Goods and Services, Grants for Maintenance and Other Grants for Tutorial Farm, Teaching Practice.

These Estimates are usually submitted by November and the approved estimates (Subvention) is usually provided by April/May of the year in question.

As indicated earlier, any Compensation and Travel Expenses are generally addressed by the subvention and the other areas of the College's Expenditure must be funded by income generated from fees and other operations.

Therefore, an important part of the annual exercise of CASE is that of allocating the income to the areas not funded by the MOE directly.

Thus, CASE allocates its income through Responsibility and Accountability Centres (RAC). The following RACs are active at CASE:

- Office of the President
- Office of the Vice President
- Directorate of Finance
- Directorate of Student Affairs
- Directorate of Property, Farms and Transport
- Directorate of Human Resource Management
- Directorate of International Programmes
- Directorate of Community College and Continuing Education Programmes
- Faculty of Education
- Faculty of Agriculture
- Faculty of Science
- Library
- Management Information Systems
- Registry
- CASE Tutorial Farm

- CASE Spring Garden Farms

Each RAC submits its own estimates of revenue and expenditure to the Chairman of the Budget and Finance Committee and these are, in turn, examined by the Finance and Budget Committee at a meeting convened after the subvention and fees for the new year are finalized.

The projected revenues for CASE-based operations and fees are identified and these are allocated to the RACs in relation to their approved expenditure budgets.

The main income RACs includes: the CASE Tutorial Farm, CASE Spring Garden Farm, and the Non-subsidized academic programmes from the Faculties and DCCCEP.

The Farm operations continue to be limited due to undercapitalization, the high cost of inputs including labour and the vagaries of the weather.

A comprehensive plan is being developed to bring CASE farms into greater productivity to allow the College some stability in food production for the Cafeteria and for sale in the Farm Shop. This will generate much needed revenue and allow the College greater flexibility in the menus prepared for students.

This system of Budgetary and Financial Management which was revised in 2004, has proven useful in improving equity and transparency in financial allocation which resulting in greater efficiency in financial management by the decentralized structures.

Most RACs receive allocations close to their projected expenditures and supplementary funds or saving accrued during the period.

The main weakness in this system of Financial Management is the inability of the Directorate of Finance, through the College's Accounting Officer – The Director of Finance, to provide timely financial reports to the RAC Managers and Budget and Finance Committee on the status of the various RAC Accounts. Income Statements for the income generating centres are not readily available, also and this reduces the capacity for effective planning of operation of activity plans by the RACs. This deficiency is to be addressed by the upgrading of the accounting package used by the College along with the additional training of staff.

All Expenditure by RACs are pre-approved by the Vice President and authorized by the President who is the Accountable Officer of CASE.

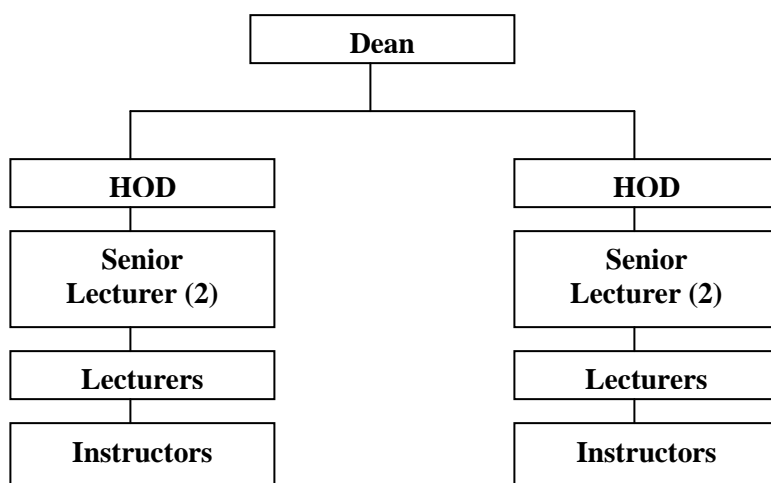
The Colleges finances are audited by internal audit, periodically and externally, annually and quarterly reports are submitted to the MOE through the Board of Management.

4.0 CHAPTER IV – FACULTY

4.1 Organisation

Academic Staff of the College of Agriculture, Science and Education are organized into four (4) Administrative Units, called, the Faculties of Agriculture (FOA), Science (FOS), Education (FOE) and the Division of Community Colleges and Continuing Education Programmes (CCCEP). The three (3) Faculties each has two (2) Departments, through which the programmes are administered. Each Department has its own complement of academic staff. The CCCEP is a single unit with no formalized departments.

A typical Faculty Structure in terms of Academic staff is therefore:



(Details of Staffing for individual faculties are provided in Appendix I)

4.2 Enrolment Policies

4.2.1 Qualification Framework

CASE has established policies and procedures in order to enable the recruitment and selection of the best available faculty for its programmes. From the beginning of CASE, a qualification framework was developed which could provide suitably qualified academic staff to allow development of programmes at the degree level in the short term. These policies have been largely adhered to except when the marketplace or the Colleges resources did not permit the best candidate to be contracted. The minimum qualification framework is set out below:

Dean - Ph.D. in relevant field, plus minimum of five (5) years teaching experience and professional training in education.

- HOD** - Ph.D. preferable, but minimum of Masters Degree in related discipline, plus five (5) years teaching experience and professional training in education.
- Senior Lecturer** Masters Degree in related discipline, five (5) years teaching experience and professional training.
- Lecturer** - Masters Degree, in specialist discipline, five (5) years teaching experience and professional training.
- There is a qualification bar for Lecturers without this qualification set.
- Instructor** - Associate degree or Diploma in specialized field.
- Research and Outreach Coordinator** - Preferably Ph.D., but minimum Masters Degree in related discipline, five (5) years teaching experience plus professional training.

4.2.2 **General Duties and Responsibilities**

All members of faculty are required to perform duties related to teaching (providing instruction to students). Research and Outreach (Community Service).

Deans have overall responsibility for providing leadership and direction to the programmes and operations of the faculty, and supervising the Heads of Departments and the Coordinators directly. Indirect supervision is given to the other Faculty members. Deans teach one (1) course per semester.

Heads of Department (HOD) lead and direct the courses within the overall programmes of study, which are delivered from the Departments and supervise the other members of faculty within the Departments. Each HOD is assigned 12 hours of teaching per semester.

Senior Lecturers have special duties and responsibilities outside of the core responsibilities, which are assigned by the Dean and VP Academic Affairs, upon appointment as Senior Lecturer. Each Senior Lecturer is assigned 15 hours of Teaching per semester.

Lecturers are assigned 18 hours of teaching per semester in addition to Research and Outreach, plus any other duties which may be assigned from time to time by the Head of Department.

All faculty members are required to maintain scheduled office hours where they provide academic advisement, mentoring and guidance, to students.

In some cases, where special situations may require tutorial assistance, the office hours may be substituted for these contact tutorial sessions.

4.3 Recruitment, Selection, Appointment and Evaluation

Normally, new members of faculty are recruited to fill vacancies created by separation due to leave, resignation or dismissal or by new posts, to improve capacity for programme delivery.

Recruitment is usually by way of advertisement in the media and, in house, for some cases.

Appointments may be made in one of four (4) categories: Acting, Temporary, Permanent and Fixed Term Contracts.

Normally, the College recruits to fill posts approved on the CASE establishment by the Ministry of Education/Ministry of Finance, but supernumerary posts may be created to fill needs in programmes where the established posts are exhausted.

For the non-subsidized programmes, especially in the evening programmes and offsites, the Faculty are contracted for fixed terms to teach particular courses. In all cases, there is a formal selection process, starting with recruitment, followed by interviews, short-listing and selection by the Dean/President of the candidate of 'best fit'. The College maintains a register of interested candidates for future referencing, where necessary.

All members of faculty are appraised by the students after each course is delivered. The Department Head also does an annual performance appraisal for each member of the Department.

Both sets of appraisals and the students' performances in the examination of the course taught by each lecturer are used by the Dean in the final evaluation of each lecturer.

This evaluation leads to the decision concerning the appointment status of the lecturer which could be continued, made permanent or discontinued. It also provides the opportunity for decisions related to improvements in techniques,

scheduling of lectures, resources management, course management and training of Faculty.

4.3.1 Faculty Training and Experience

All efforts are made to ensure that staff qualifications are aligned to the courses they are assigned to teach. Thus, formal certification is complemented by appropriate practical experience, research work and teaching skills. Faculty qualification and experience are summarized below:

4.3.1.1 Table Showing Highest Academic Achievement of Academic Staff by Faculty

Table 4.3.1.1

| Faculty | Types of Degrees | | | | | | | | | |
|------------------|------------------|----------|------------------|-----------|------------------|-----------|------------------------|----------|-----------|-----------|
| | No. with Ph.D's | | No. with M.Sc.'s | | No. with B.Sc.'s | | No. with Diploma/A.Sc. | | Total | |
| | M | F | M | F | M | F | M | F | M | F |
| Agriculture | 0 | 2 | 8 | 1 | 9 | 1 | 0 | 1 | 17 | 5 |
| Natural Sci. | 0 | 1 | 5 | 2 | 3 | 2 | 0 | 0 | 8 | 5 |
| Education | 0 | 0 | 5 | 7 | 3 | 8 | 1 | 1 | 9 | 16 |
| CCCEP | 1 | 0 | 1 | 2 | 1 | 4 | 0 | 0 | 3 | 6 |
| Other | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Sub-Total | 2 | 3 | 21 | 12 | 16 | 15 | 1 | 2 | 40 | 32 |

Figure 4.3.1.1

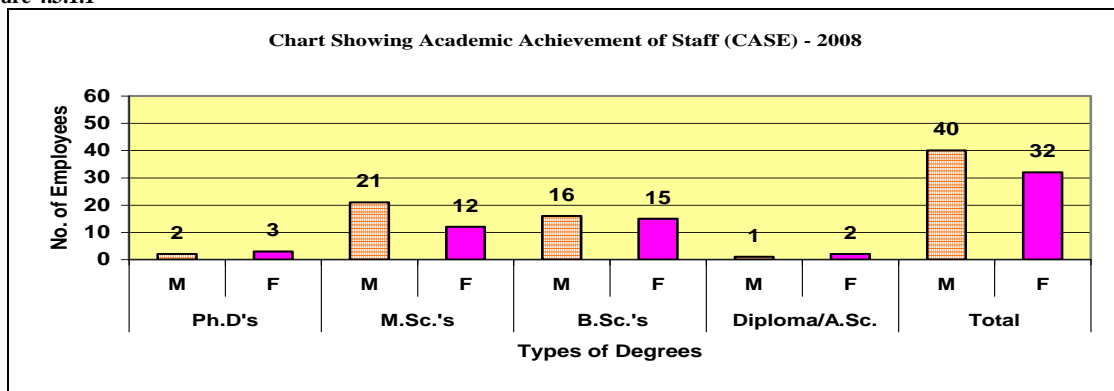


Figure 4.3.1.2

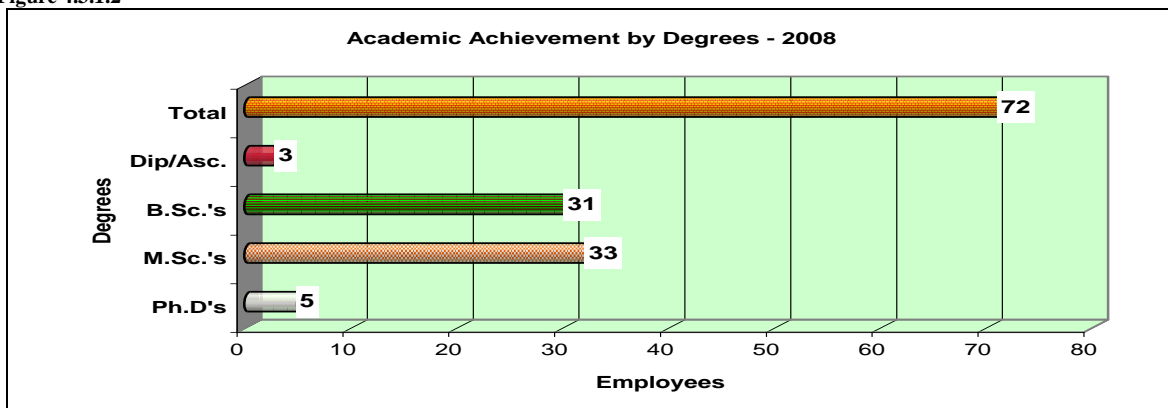


Figure 4.3.1.3

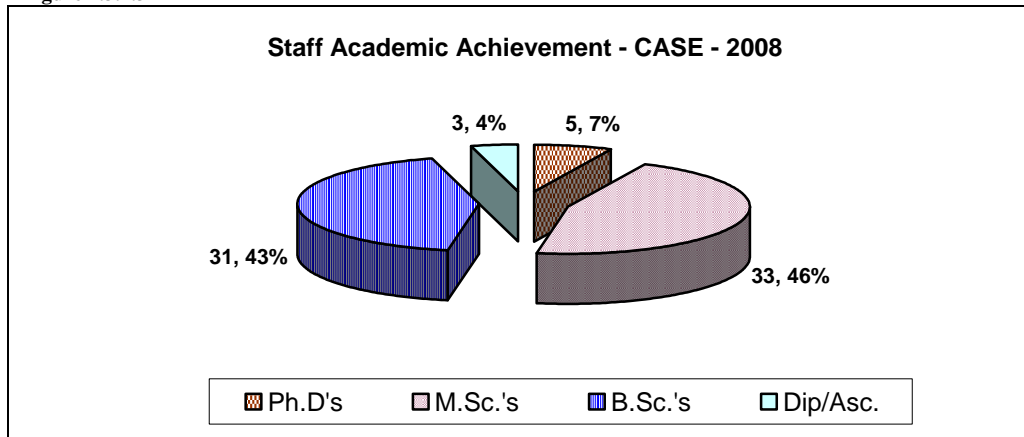


Figure 4.3.1.4

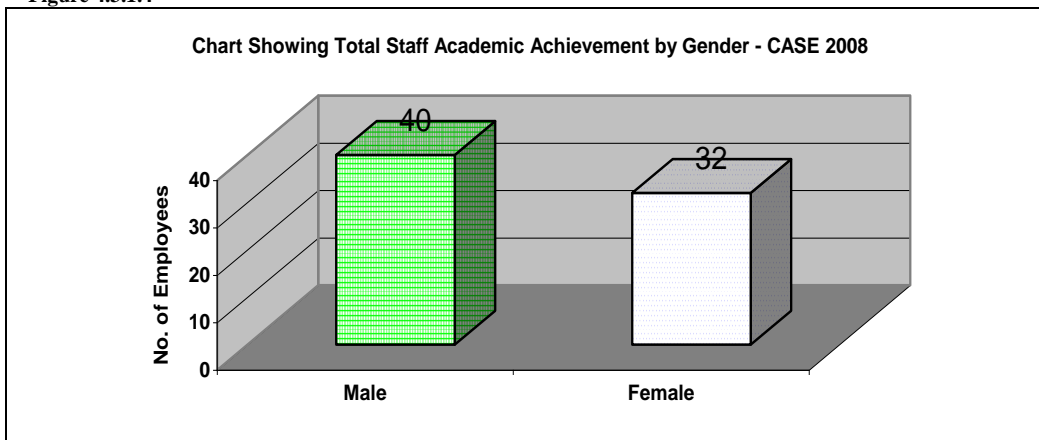
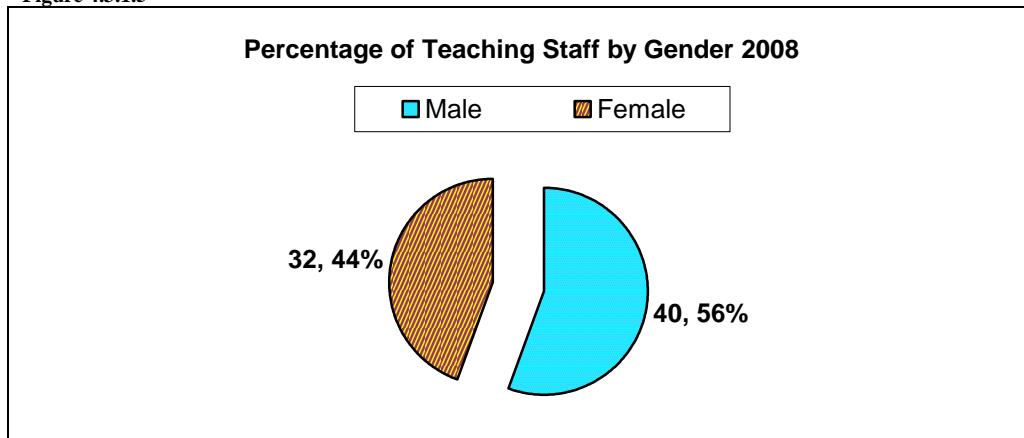


Figure 4.3.1.5



The data show that the majority of the Faculty possesses a minimum of a Bachelors Degree (69/72 or 89%) with 46 % possessing Masters Degree (figure 4.3.1.3). This is reflective of the selection policy and the planned programme of staff upgrading undertaken by the College over the last few years.

4.3.2 Adjunct Lecturers

Adjunct Faculty are very important to CASE programmes, especially these conducted at the offsite and the evenings. Thus, the Btech, B.Sc. Business, ASc. Business and Advanced Placement Programmes utilize several staff members who are not on the fulltime establishment.

Table 4.3.2., Figure 4.3.2.1 and 4.3.2.2 provide data on Adjunct Faculty contracted by CASE.

The data show that in keeping with CASE recruitment and selection policy, the majority of this faculty possess post graduate training (31/45 or 69%) and they are qualified within the specializations that they teach.

4.3.2 Table Showing Academic Achievement of Adjunct Lecturers

Table 4.3.2

| Faculty | Types of Degrees | | | | | | | | | |
|------------------|------------------|----------|------------------|-----------|------------------|----------|------------------------|----------|-----------|-----------|
| | No. with Ph.D's | | No. with M.Sc.'s | | No. with B.Sc.'s | | No. with Diploma/A.Sc. | | Total | |
| | M | F | M | F | M | F | M | F | M | F |
| Agriculture | 0 | 0 | 7 | 0 | 1 | 0 | 0 | 0 | 8 | 0 |
| Science | 1 | 0 | 7 | 4 | 0 | 0 | 0 | 0 | 8 | 4 |
| Education | 0 | 1 | 0 | 5 | 0 | 3 | 0 | 0 | 0 | 9 |
| CCCEP | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 1 | 3 |
| CITE | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 |
| CXC | 0 | 0 | 0 | 0 | 2 | 4 | 1 | 2 | 3 | 6 |
| Sub-Total | 1 | 1 | 15 | 14 | 3 | 8 | 1 | 2 | 20 | 25 |
| Total | 2 | | 29 | | 11 | | 3 | | 45 | |

Figure 4.3.2.1

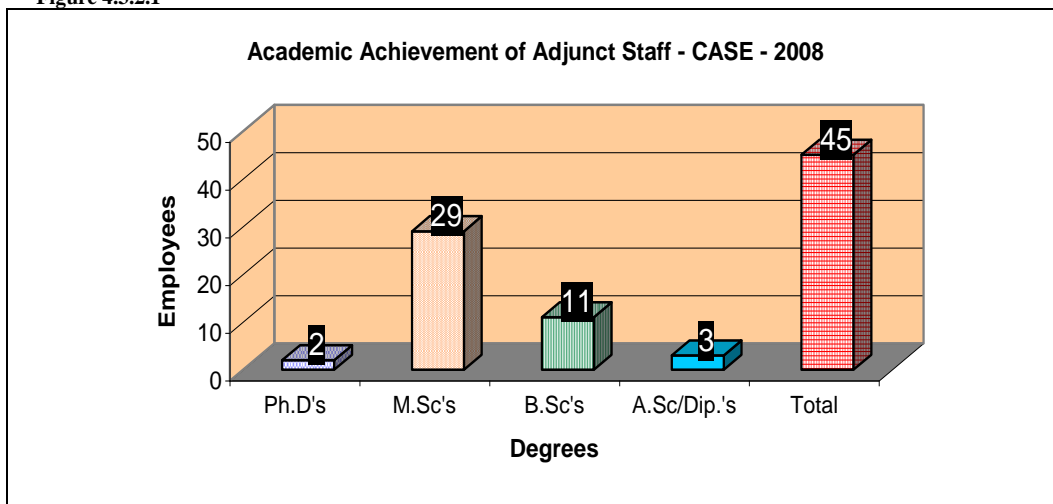
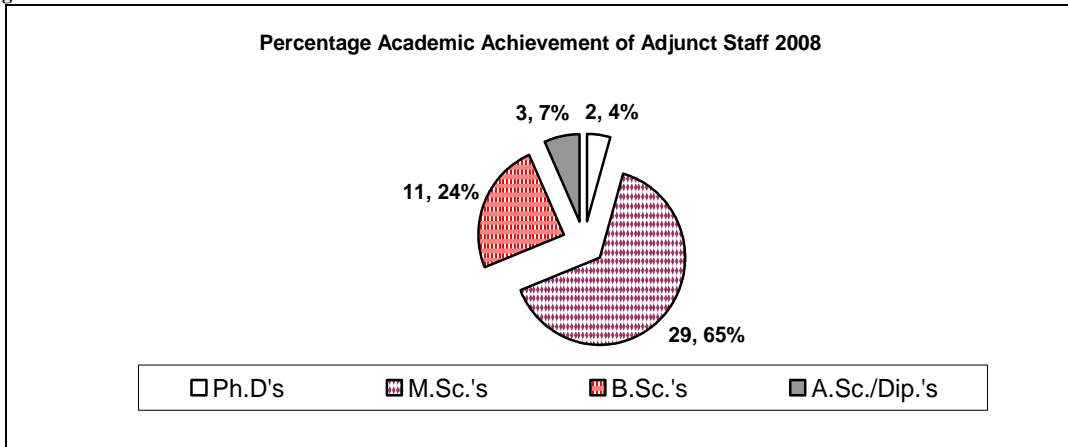


Figure 4.3.2.2



4.4 Professional Training

4.4.2 Table Showing Academic Staff with Teacher Training (CASE)

Table 4.4.1

| Faculty | No. with T/T | | Total with TT | Total in Faculty | Percentage in Faculty |
|--------------|--------------|-----------|---------------|------------------|-----------------------|
| | M | F | | | |
| Agriculture | 9 | 3 | 12 | 22 | 54.5 |
| Science | 4 | 5 | 9 | 13 | 69.2 |
| Education | 6 | 15 | 21 | 25 | 84.0 |
| CCCEP | 5 | 1 | 6 | 9 | 66.6 |
| Other | 2 | 0 | 2 | 3 | 66.6 |
| Total | 26 | 24 | 50 | 72 | |

Figure 4.4.1

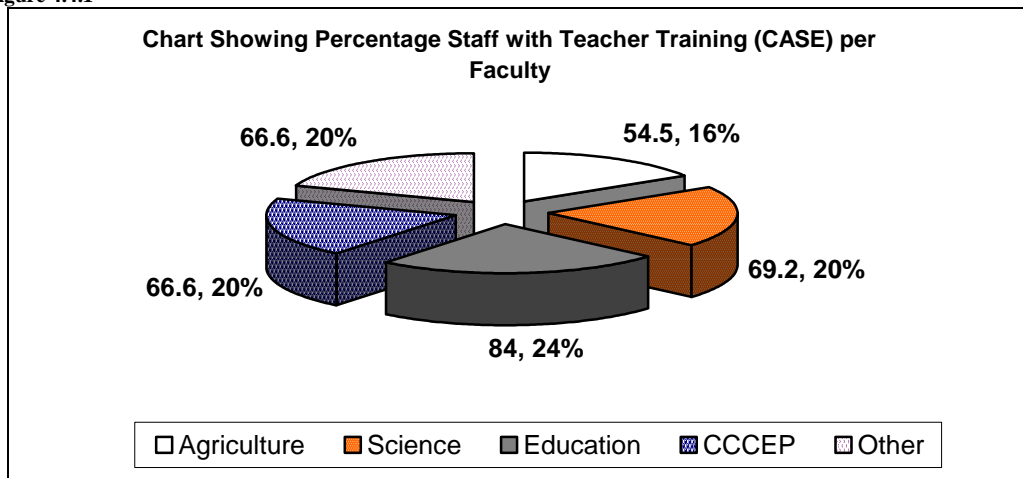


Figure 4.4.1 and Table 4.4.1 show that 50 of 72 members of Faculty have Teacher Training (70%). The Faculty of Education has the highest percentage with Teacher Training, while the Faculty of Agriculture has the lowest number. Training in Teacher Education is provided by the Faculty of Education at subsidized rates for all CASE Staff in order to upgrade their teaching skills and ability to prepare and organize instruction for the students.

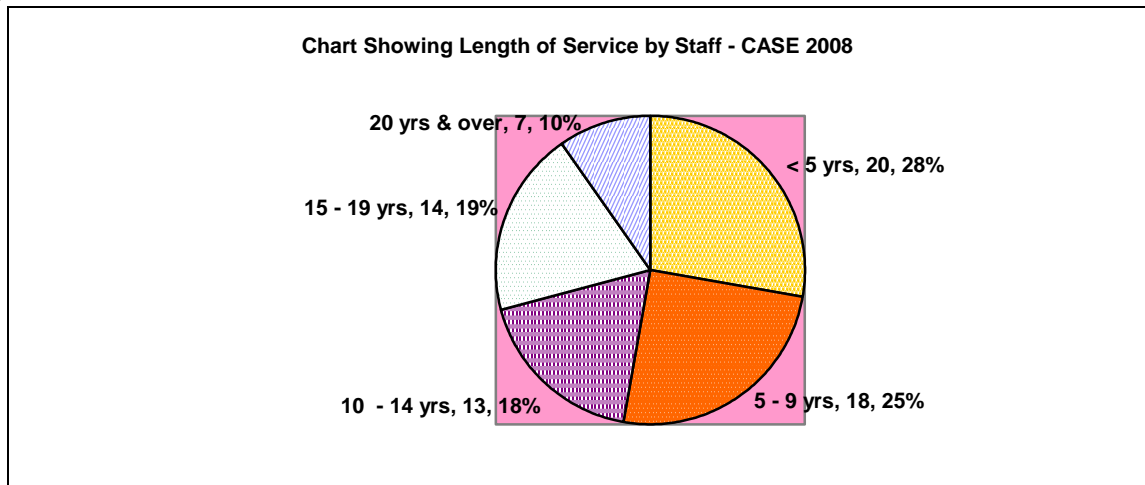
4.5 Teaching Experience

4.5.2 Length of Total Teaching Experience of Academic Staff by Faculty

Table 4.5

| Faculty | Length of Service | | | | | | | | | | | |
|--------------------|-------------------|-----------|-----------|-----------|-------------|----------|-------------|----------|-----------------|----------|-----------|-----------|
| | < 5yrs | | 5 - 9 yrs | | 10 - 14 yrs | | 15 - 19 yrs | | 20 yrs and over | | Total | |
| | M | F | M | F | M | F | M | F | M | F | M | F |
| Agriculture | 3 | 0 | 2 | 2 | 7 | 0 | 3 | 1 | 2 | 2 | 17 | 5 |
| Science | 4 | 1 | 2 | 2 | 1 | 2 | 1 | 0 | 0 | 0 | 8 | 5 |
| Education | 1 | 7 | 0 | 6 | 2 | 0 | 6 | 2 | 0 | 1 | 9 | 16 |
| CCCEP | 2 | 2 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 6 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 3 | 0 |
| Sub-Total | 10 | 10 | 4 | 14 | 11 | 2 | 11 | 3 | 4 | 3 | 40 | 32 |
| Total | 20 | | 18 | | 13 | | 14 | | 7 | | 72 | |

Figure 4.5



The average length of service of CASE Staff is approximately ten (10) years and with the modal length being in the range 5 - 9 years.

The Faculty of Science has the least experienced staff, with 69 % having less than ten (10) years teaching experience overall.

The CCCEP is the latest addition to the academic unit and most of its staff are fairly new recruits (89%) with their first teaching experience at CASE. The two (2) faculties which initially formed the merger have the highest percentages of experienced staff. The Faculty of Agriculture (FOA) has 68 % above ten (10) years service, while FOE has 48 % with more than ten (10) years service. The FOE lost several experienced members recently, due to retirement and transfers to the Ministry of Education in other capacities.

This analysis of Teaching Experience indicates a good blend of young, recently certified teachers and those of greater experience in the system. This provides for opportunities for coaching of the new recruits by the experienced staff and for the injection of more modern technologies by the newer members of the faculty.

A significant number of the academic staff are past students of the institution or the parent institutions, and this adds the factors of motivation for the students and loyalty to the institution which contributed to better student-faculty rapport in most instances.

5.0 CHAPTER V – STUDENTS

5.1 Admissions and Selection Policies

CASE invites students to apply for places in its twelve (12) programmes annually. Normally, a programme which is undersubscribed is not offered for that particular year. Each advertisement clearly states that the minimum matriculation requirements and the programme duration and level of certification offered after successful completion.

All CASE programmes except the Diploma in Agriculture require a minimum of 5 subjects including English and Mathematics (or a suitable numerate subject) at CSEC General Level 1 – 3 or equivalent. CASE exercises strict adherence to these requirements and where equivalent qualifications are proffered, these are carefully scrutinized to establish equity and indicate areas of deficiency for remediation.

For each programme, students must present with related CSEC subjects before admission. Thus, for Science and Agriculture programmes, at least two (2) science subjects are required.

5.2 Enrolment Data

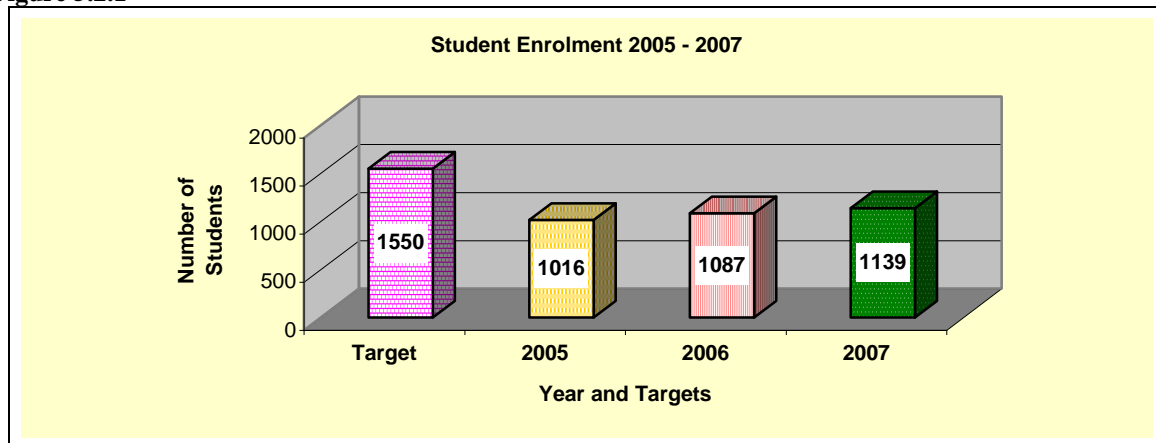
CASE establishes enrolment targets for all its programmes due to resource constraints including, staffing, classroom facilities and budgets.

Enrolment as a Percentage (%) of Target

Table 5.2.1

| Year | Target | Enrolment | Percentage (%) |
|------|--------|-----------|----------------|
| 2005 | 1550 | 1016 | 65.50 |
| 2006 | 1550 | 1087 | 70.10 |
| 2007 | 1550 | 1139 | 73.50 |

Figure 5.2.1



Annually, for the last three (3) years enrolment has not exceeded 75 percent of the targets, although there has been marginal increases in enrolment levels over the period (**Figure 5.2.1 & Table 5.2.1**).

Three Year Enrolment Data

| Programmes | Enrolment Target | 2005 | | | 2006 | | | 2007 | | | GT |
|--|------------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|-------------|
| | | M | F | T | M | F | T | M | F | T | |
| <u>Diplomas</u> | | | | | | | | | | | |
| Primary | 270 | 34 | 273 | 307 | 36 | 246 | 282 | 30 | 244 | 274 | 863 |
| Secondary | 60 | 15 | 29 | 44 | 14 | 31 | 45 | 5 | 14 | 19 | 108 |
| Agriculture | 60 | 35 | 41 | 76 | 36 | 25 | 61 | 35 | 28 | 63 | 200 |
| Advanced Placement | 180 | 13 | 48 | 61 | 23 | 88 | 111 | 28 | 103 | 131 | 303 |
| | | | | 488 | | | 499 | | | 487 | 1474 |
| <u>Associate Degrees</u> | | | | | | | | | | | |
| General Agriculture | 140 | 52 | 62 | 114 | 57 | 65 | 122 | 58 | 61 | 119 | 355 |
| Agriculture Education | 90 | 38 | 51 | 89 | 32 | 49 | 81 | 20 | 37 | 57 | 227 |
| Natural Science | 100 | 32 | 44 | 76 | 16 | 47 | 63 | 12 | 31 | 43 | 182 |
| Hospitality and Tourism Mgt. | 50 | 3 | 29 | 32 | 5 | 30 | 35 | 8 | 37 | 45 | 112 |
| Business Studies | 120 | 21 | 81 | 102 | 22 | 85 | 107 | 33 | 104 | 137 | 346 |
| | | | | 413 | | | 408 | | | 401 | 1222 |
| <u>Bachelor Degrees</u> | | | | | | | | | | | |
| Business Studies | 60 | 1 | 10 | 11 | 3 | 14 | 17 | 3 | 18 | 21 | 49 |
| Environmental Science | 180 | 27 | 22 | 49 | 29 | 32 | 61 | 35 | 33 | 68 | 178 |
| Agricultural Production & Food Sys. Mgt. | 180 | 33 | 22 | 55 | 20 | 20 | 40 | 39 | 30 | 69 | 164 |
| Education | 60 | 0 | 0 | 0 | 5 | 57 | 62 | 11 | 82 | 93 | 155 |
| | | | | 115 | | | 180 | | | 251 | 546 |
| Grand Total (GT) | 1550 | 304 | 712 | 1016 | 298 | 789 | 1087 | 317 | 822 | 1139 | 3242 |

Table 5.2 shows the targets for all programmes annually for the last three (3) years. Enrolment statistics are presented for all CASE programmes over a three (3) year period 2005-2007.

There was an overall increase in enrolment annually for the period driven by large increases in the Bachelor's degree programmes which increased annually by over 40 percent (**Figure 5.2 (i) – vi**).

Figure 5.2 (i)

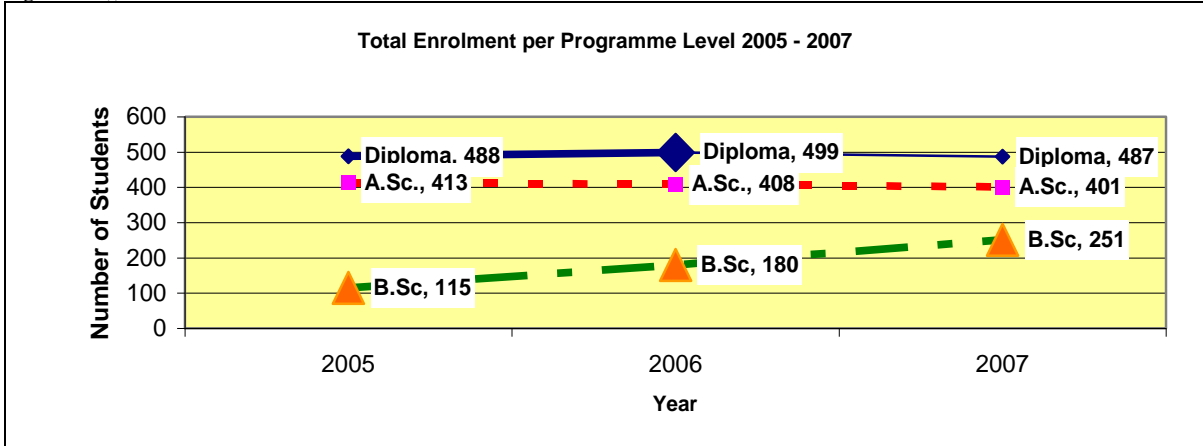


Figure 5.2 (ii)

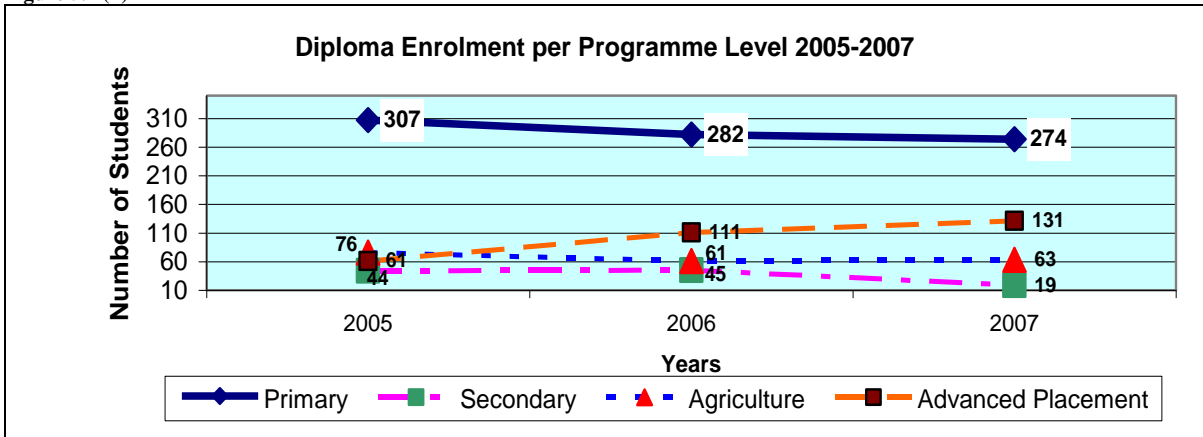


Figure 5.2(iii)

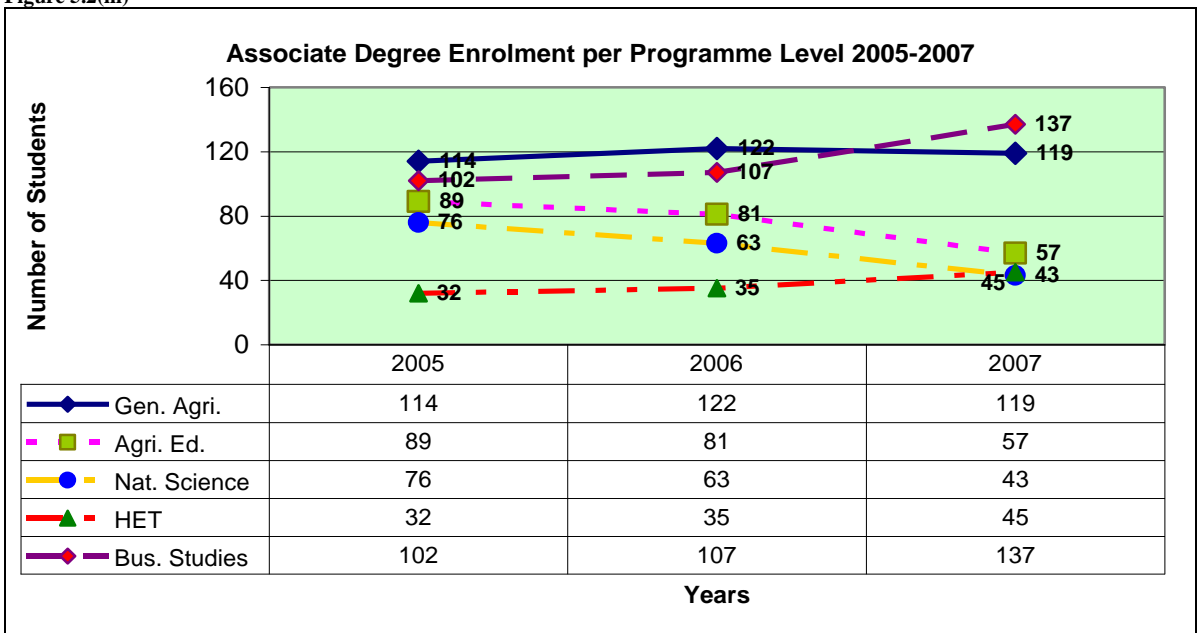


Figure 5.2(iv)

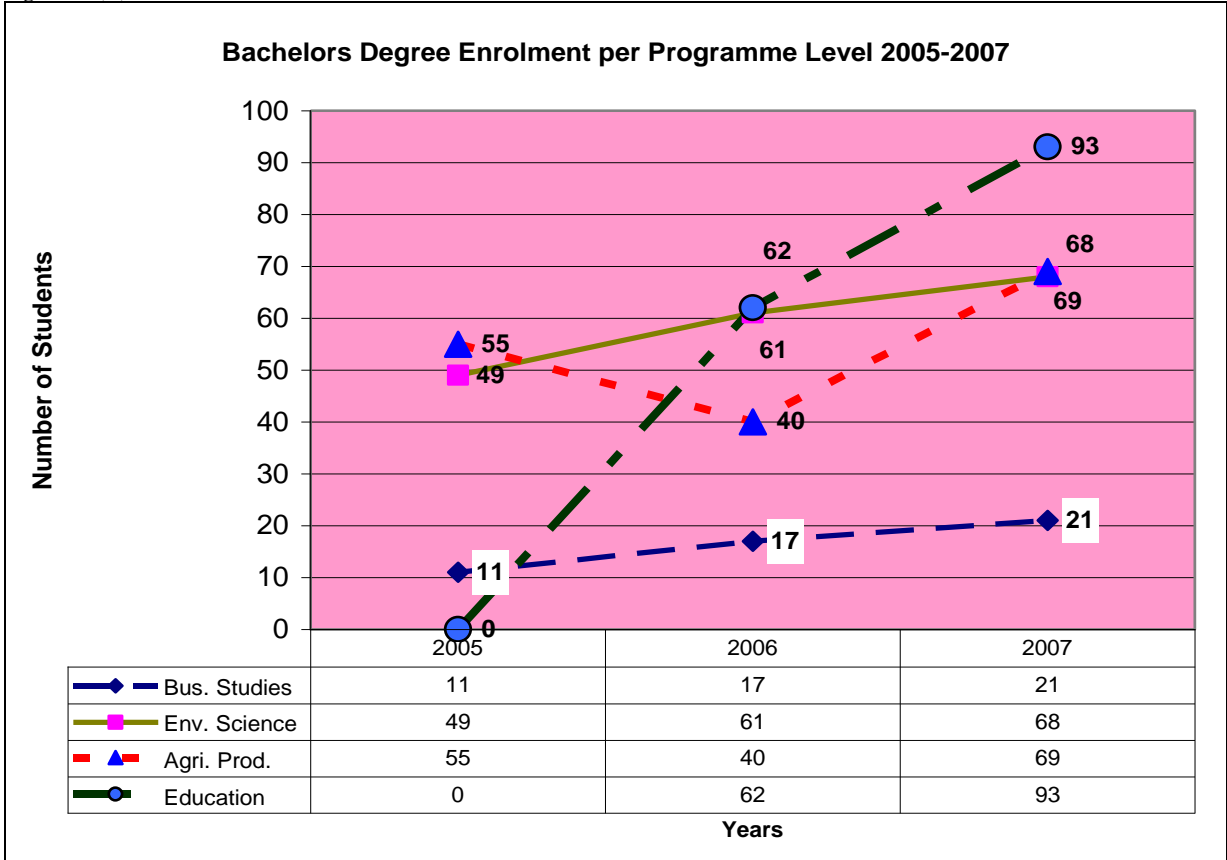


Figure 5.2 (v)

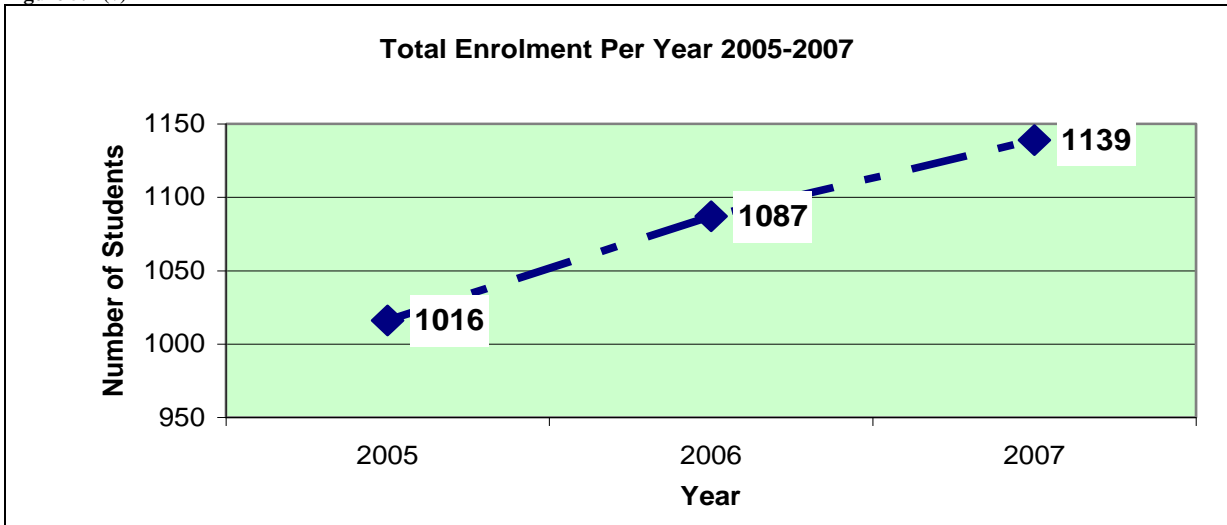
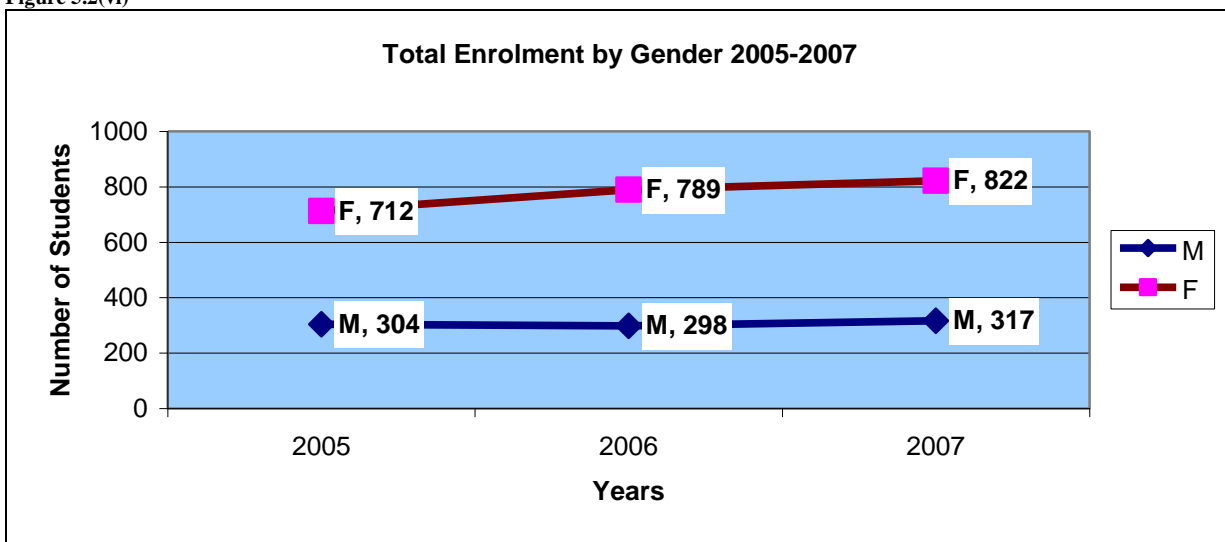


Figure 5.2(vi)



Diploma enrolment declined annually due mainly to reduction in the Diploma in Teaching Secondary which has not been able to attract enough qualified applicants to fill the quota set by CASE of 20 – 25 per year.

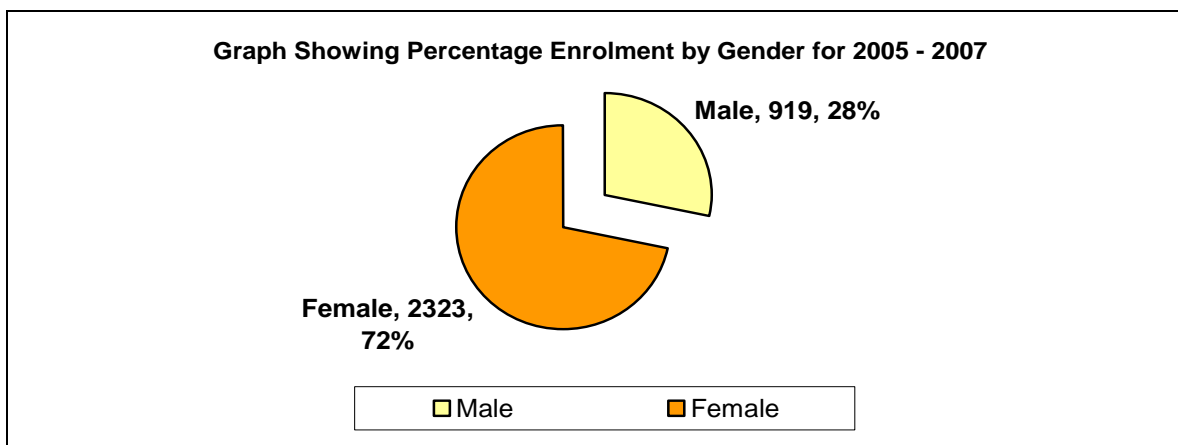
CASE has the potential with our present arrangements to enroll in all our Tertiary level programmes approximately 1500 students annually with annual recruitment of approximately 700. The Bachelor degree programmes – Btech, B.Sc. and B.Ed. are areas of immense growth potential with only about 50 percent of the potential places on offer being filled in 2007. Annually, recruitment figures have averaged 450 which is about 65 percent of target set.

The enrolment figures show that females continue to outnumber males in overall enrolment (Table 5.2) and in all programme levels since 2006 (except the Diploma in Agriculture). On the average, over the three (3) year period 70 – 75 percent of students enrolled at CASE were females.

Table 5.2 – Enrolment in Programmes by Gender Annually for three years (2004 – 2007)

| | 2005 | | 2006 | | 2007 | | Total |
|--------------|------------|------------|------------|------------|------------|------------|-------------|
| | M | F | M | F | M | F | |
| Diploma | 97 | 391 | 109 | 390 | 98 | 389 | 1474 |
| A.Sc. | 146 | 267 | 132 | 276 | 131 | 270 | 1222 |
| B.Sc. | 61 | 54 | 57 | 123 | 88 | 163 | 546 |
| Total | 304 | 712 | 298 | 789 | 317 | 822 | 3242 |

Figure 5.2(Viii)



5.3 Student Retention and Graduation

Table 5.3 – Graduation data for Academic years (2004 – 2006)

| Programmes | 2004 | | 2005 | | 2006 | |
|---|-----------|------------|------------|------------|------------|------------|
| | Male | Female | Male | Female | Male | Female |
| Diplomas | | | | | | |
| Primary | 12 | 61 | 14 | 68 | 12 | 83 |
| Secondary | 2 | 3 | 4 | 13 | 2 | 12 |
| Agriculture | 10 | 12 | 11 | 17 | 16 | 13 |
| Advanced Placement | 7 | 33 | 15 | 39 | 17 | 57 |
| Associate Degrees | | | | | | |
| General Agriculture | 13 | 24 | 19 | 31 | 20 | 25 |
| Agricultural Education | 0 | 3 | 1 | 9 | 12 | 16 |
| Natural Science | 9 | 5 | 5 | 5 | 9 | 13 |
| Hospitality & Tour Mgt | 3 | 10 | 2 | 6 | 1 | 8 |
| Business Studies | 2 | 16 | 1 | 14 | 7 | 38 |
| Bachelors | | | | | | |
| Agricultural Production And Food Systems Management | 17 | 9 | 13 | 10 | 17 | 13 |
| Environmental Science | 14 | 8 | 16 | 9 | 16 | 20 |
| Total | 89 | 184 | 101 | 221 | 129 | 298 |
| | | 273 | | 322 | | 427 |

Normally, CASE programmes show high retention rates from each batch as they pass from year to year. This rate is usually over 95 percent, with the few students who are asked to withdraw having difficulty with the sciences and mathematics. Individual programme status reports provide detailed statistics.

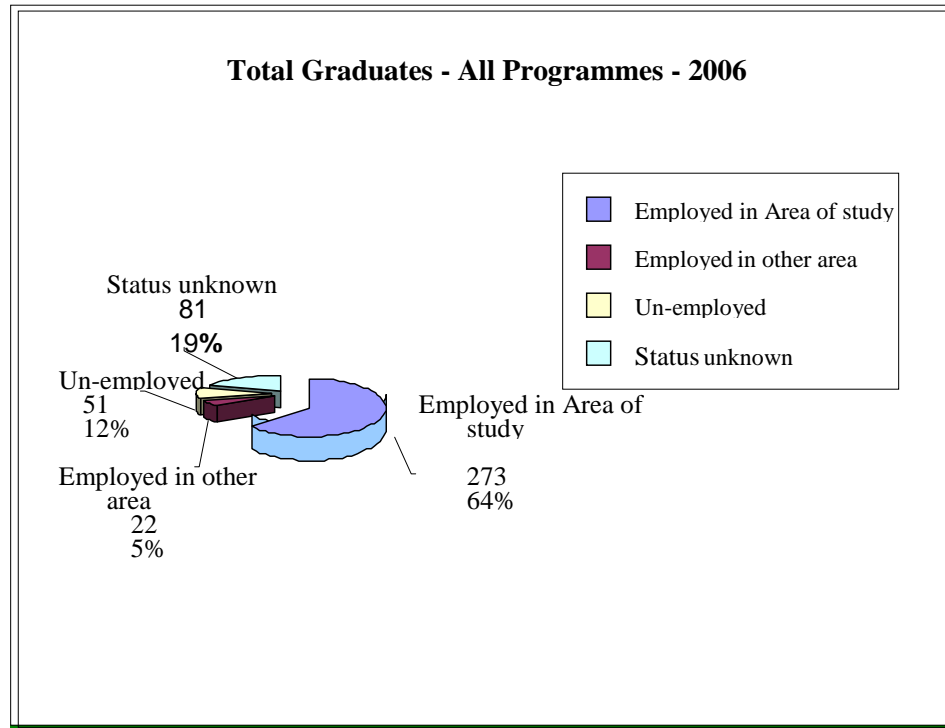
The number of CASE graduates, approximately 70 – 90 percent of the batch each year, shows increases over the previous periods.

The matter of poor performances in the sciences and mathematics has been the subject of debate and intervention strategies in the Faculty of Science, over time. Some strategies included intervention at the feeder institutions by reviewing the syllabuses at Sydney Pagon and Knockalva Agriculture schools, for which a significant number of applicants is drawn each year into the Associate degree and Diploma in Agriculture programmes. Seminars with High Schools in the region, in Science, led by the Faculty of Science, also attempted to reach some potential applicants before they complete high school.

At the College level, lecturers are required to have special tutorial sessions with weaker students to assist them in reaching the desired conceptual base, and to progress satisfactorily in the sciences and mathematics in the programmes.

5.4 Graduate Placements

Figure 5.4.1 – Graduate Placement 2006

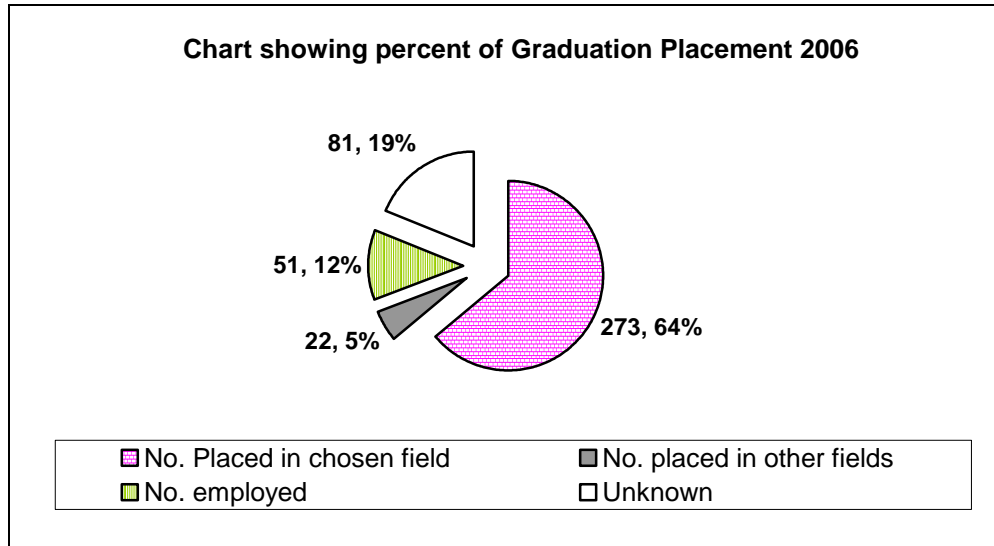


Using 2006 placement figures, one notes that of the 427 graduates, 64 percent were placed successfully in their chosen areas of study, with a further 5 percent placed in other occupations. Only 12 percent were reporting as being unemployed, while the study failed to account for 19 percent.

Table 5.4. – Showing Placement of Graduates for 2006

| No. of Graduates | No. Placed in chosen field | | No. placed in other fields | | No. employed | | Unknown | |
|------------------|----------------------------|----|----------------------------|---|--------------|----|---------|----|
| | No. | % | No. | % | No. | % | No. | % |
| 427 | 273 | 64 | 22 | 5 | 51 | 12 | 81 | 19 |

Figure 5.4.2



This high percentage placement of graduates is the result of an aggressive career guidance and placement programme led by the Office of Placement and Career Services. This programme begins with placement in the Cooperative Internship Education Programme mainly with local industries, but also overseas.

The Annual Job Fair has proven useful in exposing graduates to potential employers and vice-versa and several graduates have received employment through this effort.

The Career and Placement Officer actively scouts the marketplace for placements for the graduates, firstly in their area of study and otherwise in areas where they could find worthwhile use for their skills.

The CASE Annual Report 2006/2007 and the status reports provides more details on placement of graduates.

5.5 Student Support and Development

The CASE Students' Handbook, which is updated annually, sets out the available student support services within the context of a charter, which puts students first, as CASE most important customers.

A companion document, "The Smart Students Guide to Jamaica's Premier Multidisciplinary College," was first produced in 2006, and provides more details on key areas such as admission procedures, financial services, scholarships, student employment opportunities, registration and orientation.

This section will not describe the student services provided, which are already detailed in these cited and other publications, but will instead; focus on a critical assessment of the key services provided for student support and development at CASE.

5.5.1 Guidance Counselling and Mentoring

Two (2) Guidance Counsellors, one male and one female, are employed full-time to provide leadership and manage the programmes approved by the College. These include a scheduled, for credit, Personal Development Course with an approved curriculum, which all fulltime, day students must take. This programme was revised in 2007, to focus more on the development aspects of the CASE student, and the activities in Year 1 were geared towards positive attitudinal change, orientation into the College, and identity, as a CASE student.

- **Mentorship Programme**

It was intended that this programme involve mentors from on campus (staff) as well as from the community (business leaders, educations, retirees etc). This programme has been largely unsuccessful, due to the inability of the Directorate of Student Affairs to provide effective leadership in arranging mentors and groups of mentees. However, the College sees this programme as critical to the development of our students as worthwhile well-rounded citizens.

- **Counselling**

One and one and Peer Counselling as well as Home Visits, are standard activities of the two Counsellors. However, with a ratio of 350 students to one Counsellor, this aspect of the programme has had limited success. It is generally accepted that several students in need of guidance are unattended or undiscovered, until some crisis occurs, due to the limited resources in this area.

The entire guidance and counseling programme needs to be restructured, so that all the available resources may be identified, mobilized and applied in an effective way, to assist the processes

of character change and values building in the students. There is great scope for peer counseling, using our advanced students and the role of the ‘army’ of Lecturers and other staff, in molding our students, has been undefined and neglected over the years.

- **Student Assemblies**

Students meet in large groups on several occasions to discuss matters related to the College and its services.

A key intervention is the General Assembly, which is scheduled once per week for each student. The opportunity is provided for the President to address students once per month through this forum, and other administrators such as the Deans, Directors and Registrar have this facility to address all the students on important issues, developments and activities within their ‘portfolios’. Students are also provided with training opportunities in leadership, public speaking, events management etc., through these semi-formal programmes.

Student interest in, and attendance at the general assembly have been far from expected, given the “universal” call for its reinstatement after a suspension of one year, for the same reasons of non-attendance, by students. One gets the impression, that although this session is timetabled and monitored by the Guidance Department and the Wardens, it is not valued by the students and opportunities are lost for addressing some students concerns or providing motivation or even information to students as a whole.

The other forms of student body assemblies such as Block meetings, Dean’s Hour, or programme related meetings and services are generally better supported, ostensibly because they are of greater interest to students having direct bearings on their quality of life or academic pursuits.

It should be noted, that students at the offsites and evening programmes do not benefit from the direct interaction with the President and other Administrative Leaders through similar fora, and this has resulted in some alienation from the main mission and vision focus of the College.

Overall, there is much scope for the development of a comprehensive, effective guidance and counseling programme for our new College entrants, in order to mitigate the serious social deficiencies with which some present, and which are manifested annually in antisocial displays on the campus.

5.5.2 Extra-curricular Activities

5.5.2.1 Clubs and Societies

The student body enjoys the benefit of participating in as many Clubs and Societies as their interest and time allow, from over fifteen (15) Clubs and Societies operational at CASE. These Clubs are student led and managed, with support from the Directorate of Student Affairs and members of the staff of CASE. It is observed, however, that in general, about 20 percent of the student population are consistently involved in clubs and societies, outside of sports teams.

It is accepted that these Clubs and Societies can contribute significantly, to the wholistic development of our students as well as, in many cases, provide them with additional skills related to their programmes of study and their general well-being, and it is in this regard, that participation in a club or society, is noted in the students Social Transcript, upon graduation.

Greater involvement of staff and members of the Community in the College's Clubs and Societies will make them more effective in transferring skills, attitudes and knowledge to our students as well as, enhance their sustainability by providing guidance and leadership.

5.5.2.2 Sports

CASE is a member of the Inter-Collegiate Sports Association and participates in most of its major activities. This is facilitated by a fulltime sports staff in the Directorate of Student Affairs which includes a Sports Coordinator and Assistant Sports Coordinator and Coach. Other pro-tem sports staff especially; specialist coaches are contracted seasonally for the major sports including Cricket, Football and Table Tennis. Other sports are treated in the same ways as clubs, for example, Chess.

Sports facilities are limited to two (2) large playfields, which are shared with the community for major sporting events, and the recently constructed Multipurpose Court, build with the kind assistance of the Sports Development Foundation to facilitate Netball, Basketball, Tennis, Volleyball and Badminton. This has provided expanded horizons for sports development, but will require professional input in terms of coaching.

CASE has the opportunity to offer Sports Scholarships given our location and the level of participation possible in major sports, nationally. However, such an initiative will have to be developed alongside a flexible curriculum and the assignment of credits for sports, plus the provision of trained coaches for the sports identified. This use of sports could be an important recruitment tool for students who want to pursue a mixed curriculum at CASE while developing their special skills in a sport.

5.6 Discipline Management

The Student Handbook sets out rules governing students' conduct, which CASE expects students to observe in the furtherance of maintaining good order and a productive ethos at the College.

Upon close examination, it will be observed that most of these rules are focused on maintaining good order in the Halls of Residence and in the general areas of the classroom and offices, and are quite specific and detailed in terms of the violations and sanctions. There are no direct rules relevant to the offsite operations and the evening programmes, and rules for maintaining good, exemplary, responsible conduct off campus are not readily identified.

Each student is responsible for his or her own conduct, and the administration of discipline, at CASE, presumes an acceptance by students of the rules and regulations. The Student Disciplinary Committee serves only to address reported breaches of the Code of Student Conduct, and the Wardens are expected to police these behaviour codes, as required. In general, all staff members are expected to assist students in upholding the standards of good conduct befitting tertiary level students.

However, the task is daunting for the two (2) Wardens alone, and the experiment with Resident Assistants did not produce the desired result and was suspended pending review. The Student Council and Hall Committee, which were considered partners in student discipline administration, failed to organize themselves in any way to assist the process, and the students lacked genuine leadership in this aspect of their College life from their peers.

The result is the few dramatic episodes of antisocial conduct, which result in serious harm to fellow students and damage to College property. Another result of the lack of student leadership and inability of the Administration to police the student domain adequately, is the manifest abuse of College property with the destruction of fixtures, furniture and buildings.

The only real solution is to get students to accept their roles and responsibilities as student partners in the CASE enterprise, to work with the College administration in setting acceptable norms and to commit themselves

to use the opportunities offered by CASE, to develop themselves socially, spiritually and emotionally, so that the negative influences due to the wider societal factors, may be diminished or reversed by the time they leave College.

5.7 Student – Administration/Faculty/Staff Relations

Generally, the relations between students and faculty are excellent, in keeping with the client-coach relationship.

This relationship weakens progressively as it moves outside of the academic arena. Manifestations of this weakened relationship are noted in the abuse of the physical plant, the disrespectful behaviour towards our Artisans, Groundsmen and Cafeteria and Hostel workers by students and the ‘code of silence’ which is activated when administrators seek to obtain information from students for discipline administration.

Students show great apathy to College functions, and have to be coerced to attend even meetings with the President and other Senior Administrators. However, the Administration operates an open door approach with students, and the Senior Administrators meet the Student Council monthly to discuss matters germane to student life and academic pursuits. All Administrative offices have been required to improve their customer service and to be more student friendly, and it is generally accepted that students are our primary customers.

Clearly, there is need for greater interaction between students and staff, and the sub-warden programme, where selected staff will, alongside the Warden and Resident Assistant, provide students with guidance and leadership in the Residence Halls is one good initiative.

Greater interest of staff in Clubs and Societies, in Tutorial Farm sessions, Office Hours and in extracurricular activities, especially sports, will provide avenues for social modeling and improve student staff relationships, especially trust.

5.8 Financial Aid

Students of CASE may access financial support for all programmes through several avenues. Some of these are national programmes, while others are part of CASE Work Study arrangements and scholarships and grants by individuals and companies.

Below is a list of the programmes accessed by students in 2007/2008:

| <i>Description</i> | <i>Number of Students</i> | <i>Income</i> |
|---|---------------------------|------------------------|
| <i>Jamaica Values and Attitude Project (JAMVAT)</i> | 92 | \$ 2,483,311.45 |
| <i>National Youth Service (NYS)</i> | 60 | \$ 1,115,322.89 |
| <i>Student Loan Bureau</i> | 65 | \$ 4,585,182.50 |
| <i>Scholarships</i> | 21 | \$ 1,556,188.00 |
| <i>Tuition Opportunity Programme for Students (TOPS)</i> | 21 | \$ 304,440.00 |
| <i>Members of Parliament</i> | 21 | \$ 320,000.00 |
| <i>Scholarship awarded by CASE eg. 4-H</i> | 5 | \$ 473,409.00 |
| Total | 285 | \$10,837,853.84 |

As seen from the list, only about 25-35 percent of our students access financial support. All students have the opportunity of accessing JAMVAT and Student Loan, but only about 15 percent seek so to do, resulting sometimes, in challenges in meeting the fee payment deadlines.

Students are routinely informed about the financial support available at orientation and at meetings and all scholarships are advertised for students' to apply.

6.0 CHAPTER VI – FACILITIES/RESOURCES

The CASE emerged from two (2) separate institutions with completely different programme orientations. As a result, the facilities and resources did not necessarily increase due to the merger, for particular programme offerings, and the addition of new programmes also necessitated the commissioning of new facilities and resources in some instances.

The previous Self Study (2003) and the later Annual Report (2006-2007), provide detailed descriptions of the facilities and resources and this Self Study seeks to highlight the areas of enhancement to the facilities and any additional facilities provided since the last Self Study period. These will be examined under the headings as given below:

6.1 Library Resources

Descriptive Summary

The core function of the library is to provide easy access to information to all clients.

The CASE library occupies two (2) locations: (1) East Campus Library – this caters to the students pursuing the following programmes: Diploma in Primary and Secondary teaching, and Associate Degrees in Business Studies and Tourism, Hospitality and Entertainment management. (2) The West Campus Library – This caters primarily for students pursuing the following programmes: Diploma in Agriculture, Associate degrees in General Agriculture, Agricultural Education, Natural Science, and the Bachelor of Science Degree in Business Studies and the Bachelor of Technology degrees in Environmental Science and Agri-Food Systems.

6.1.1 Library Space and Capacity

The College Libraries were built in 1982 to accommodate the then agricultural school and the Teachers' college programmes. It has reached its maximum capacity as currently configured. In addition, the need to store vast amounts of print resources and services is quite different from the modest needs of the 1980s.

Of all the Library needs, the most pressing was for additional space to accommodate the expanding collections and service responsibilities. Current space limitations have seriously hampered many library services and workflows and improvements will be necessary for the libraries to be successful in the near future.

The Library stacks are seriously overcrowded throughout the building with books being routinely shelved on the trolleys in the librarian's office. Books are also stacked on the floor and on book trucks.

The lack of space at the CASE libraries has made it difficult for staff to provide efficient and effective public service to users.

6.1.2 Access to Library Services

There is access to library services for all students and staff working or affiliated with CASE. This is related to the main campus as well as off campus sites:

- Old Harbour
- Ebony Park
- Montego Bay
- Browns Town

All library users are aware of the library services as this is communicated during orientation. In addition, clientele are aware of the library services by announcements at the weekly assembly exercises, library brochures, and fact sheets.

Clients can communicate with library staff and other users via: e-mail, fax, telephone, postal service, couriers, and the college's web page.

6.1.3 Quality Assurance in The Library

A library policy manual was developed in 2007. This document sets the standard for setting, reviewing and revising service delivery, data collection and analysis.

The Library's quality management team is made up of the Library Committee comprising the following offices:

- Head of Department - Faculty of Science
- Head off Department – Faculty of Education (Chairman)
- Senior Lecturer DPSSE- FOA Representative
- Lecturer- CCCJ Programmes
- HOD Mathematics and Computer Science –FOS
- College Librarian
- Student Council Vice-president

This group meets very second Thursday in each month to plan, and review strategies for library development.

6.1.4 Copyright

All Library staff is aware of and complies with copyright laws, and rules about plagiarism. They are aware of the role of JAMCOPY- the local copyright body responsible for copyright protection in Jamaica.

A copyright poster is placed close to the photocopy machine to remind students of the limit of photocopying.

6.1.5 Financial Resources

The Library has a separately identified budget, which is reviewed annually and managed by the Librarian. The budget is funded from student fees.

The book stock and other resources are maintained in a tangible way through the budget and donations received from agencies such as Food for the Poor.

6.1.6 Staffing

The Library is staffed by an appropriately qualified College Librarian who manages the library resources. There are two (2) other positions filled by professionals- Deputy College Librarian, and a Librarian II. These are positions that were recently approved by the Ministry of Finance.

The College Librarian and Deputy Librarian are appropriately trained at the Master's level. There is one paraprofessional who is being trained as a Library Technical Assistant to alleviate the chronic shortage of trained paraprofessionals. There are eight (8) paraprofessionals, six (6) JAMVAT workers, and an average of two (2) NYS workers annually. The paraprofessionals are not formally trained but have been exposed to on the job training, training at seminars and workshops and short courses put on by COLINET and JADIN, and LIAJA.

In addition, library staff has been trained in recent times in Customer Care, Bibliographic searching and the use of electronic databases.

6.1.7 Information Technology Resources in the Library

6.1.7.1 Computers

The Library Staff and users have equal access to personal computers. There are thirty eight (38) computers in both libraries and these are designated to library use only.

6.1.7.2 Electronic Databases

A collection of electronic content for all residents including e-books e- journals is available to all users. EBSCOHOST, EMERALD AND AGRICOLA databases are available for all library users to use. The library does not have a web page but a small portion of the College's web page will be allocated to the library as an advertising tool.

6.1.7.3 Internet Access

All library users have equitable access by networked facilities to some library resources. This enables users to

have access to them from within and outside the library. In fact any where students with internet access are located they can access the resources using a password system. Every student gets a password.

The Libraries boast two (2) state of the art Internet Cafés with a total of thirty stations providing internet access and other computer based programmes for students use.

The College's Information Technology staff and trainers work with the library service to ensure a cohesive approach to information skills training and access to information resources.

Wireless Internet Access

This new service is available in and around the library and is widely used by students and staff.

6.2 Computer Laboratories

There are 24 Dell Optiplex GX320 computers in the West Computer Café and 1 Dell Poweredge 2900 Server.

The East Computer lab has 11 Dell Optiplex GX320 computers, 13 Teleno Systems, and 1 Dell Optiplex Poweredge 2900 Server.

The software being utilized on all of these systems are as follows.

- Windows 2003 Server (Only on the Dell PowerEdge 2900 Server systems).
- Windows XP Professional (All other machines).
- Microsoft Office 2003 (Word, Excel, Powerpoint, Access, etc.).
- Adobe Reader 8.
- Kaspersky Antivirus and AVG 8 on all other machines except servers.
- Symantec Antivirus on all servers.

Wireless routers and cards have been put in place in the Computer Laboratories. The purpose of these wireless cards was to provide a faster access to the internet for those computers that were in range of the routers. In addition to this, it has the advantage of not blocking or tying up the phone line for the particular department in comparison when using dial up access. With this in mind, while using the wireless internet, department calls can still come in and be made out with no interference. It was the intention of the Manager - Information Systems to establish these wireless routers, primarily for students to

access internet outside and remote areas, and this has proven to be very popular and widely accessed by the students both on the East and West Campus.

6.2.1 Licenses

Preparation is being made for analyzing and procuring necessary licensed software for the college. The main licenses that are needed are as follows:

- Windows XP (with upgradeable Vista License)
- Office 2003 (with Office 2007 and upwards License)
- Anti virus software
- Adobe Products (Reader, Photoshop)
- Internet and Designing, & programming software (PHP software, Macromedia Dreamweaver, Visual Studio 8)

Since CASE is an educational institution, Microsoft can provide CASE with their Microsoft Campus Plan. This plan actually creates an environment that institutions will pay less for a package that contains benefits for acquiring licensed software that can be used all over the campus depending on the amount of machines they will be used on. CASE intends to pursue the licensing options which are best suited for the College.

6.3 Science Centre

The Science Centre is an Organisation of the American State (OAS) project. Its function is three-fold: to produce low cost instructional materials for the teaching of Science in the primary schools in Region II; to train primary school teachers to use the materials manufactured and to serve as a Science resource hub for students, teachers and other educators in Region II. The centre is confined to two classrooms on the east campus; one is used for manufacturing, the other for displays and demonstrations. Thus far, the centre has manufactured models of trolleys, wheels and axles, dread boards, inclined planes, and moments bars. It has also established display areas where interested parties may get hands – on experience with particular equipment. The Centre has also assisted pre-service teachers in gathering information and in teaching aids design.

During AY 2007-2008, the Centre has been without a manager. However, the directors of the project in the Ministry of Education have met with a CASE team comprising members of the faculties of Science and Education to determine how best the centre (with additional funding) can be managed in the up – coming academic year.

6.4 Smart Classroom

The “SMART” classroom is a dedicated technology classroom. Room #2 on the East campus is being refurbished to host the SMART classroom. When

the refurbishing is completed, the room will accommodate a Network server, a Web server, server – related equipment, wireless equipment, computer stations, computer hardware, computer station software, peripheral devices, digital audio/visual media e.g. multimedia projector, electronic flip chart, closed circuit T.V., video conferencing equipment (non internet), audio conferencing equipment (non internet), and specialized filming and editing equipment.

All Divisions of CASE will have access to the classroom/equipment.

6.5 E-learning Project

The E-learning project has two components: teacher training and provision of equipment. A room is being prepared to house the equipment that has been provided by the E-learning Project.

Below is a table showing the equipment that was received, by CASE, for the e-learning project. All these equipment will be used primarily for enhancing teaching methods within the classroom through the use of technology. A “Smart Classroom” is currently being prepared for a dedicated area that technological equipment will be established and used also for teaching with the use of technological equipment and devices.

| Equipment | Quantity | Serial Nos. |
|---------------------------------------|----------|--|
| Da-Lite 60x60 Projector Screens | 2 | - - |
| AverVision 130 Document Camera | 5 | 45494-7080 45683-7080 45688-7080 45703-7080 45707-7080 |
| Phillips DVP 3140 DVD Player | 2 | RC105350600 RC105350708 |
| Optoma EP716 Multimedia Projector | 4 | 082M622AAAAQQ2261 082M623AAAAQQ4664 082M623AAAAQQ5455 082M625AAAAQQ3484 |
| Panasonic VDRM30 Digital Video Camera | 2 | C71A10226R C71A10492R |
| HP Scanjet 8290 (Flatbed Scanner) | 2 | CN768B0118L1960AC3 |

| | | |
|------------------------------------|---|----------------------------------|
| | | CN77PB06964960AAC3 |
| Sharp 32SC 26B (32" Television) | 2 | 065170508614 065170509012 |
| Toshiba SD-V295 (VCR Player) | 2 | BCC920193196 A BCC920193406 A |
| | | |

(Additional equipment will include 1 server, 3 printers, 16 laptop computers, 57 desktop computers. The systems manager and the IT lecturers will train staff in the use of the equipment).

6.6 Educational Technology Resource Centre (ETRC)

An Educational Technology Resource Centre (ETRC) is located here. The centre was established through the New Horizons Project (NHP) for Primary Schools, a joint initiative of the Government of Jamaica and United States Agency for International Development (USAID). The ETRC is equipped with an impressive array of equipment – from multimedia and overhead projectors, digital cameras, notebook and desktop computers, to alpha smarts - for integrating technology into the teaching learning process, to make it more exciting and effective.

The vision of the centre is to “*empower learners through technology and partnerships*”, whereas its mission is to “*enhance the teaching/learning process and the development of competencies in literacy and numeracy through the integration of appropriate educational technologies.*”

From a policy-making and oversight perspective, the activities of the ETRC are governed by a Management Committee consisting of the following persons: the President of CASE (Chairman); the Dean, Faculty of Education; a School Principal; an Education Technology Lecturer; an 2nd Year Student-Teacher; and the Coordinator of the Centre. Operationally, the centre is run by a Coordinator, who is assisted by a Documentation Clerk.

The most critical challenge faced by the centre is a sustainable source of funding for its day-to-day operations. At present, only staff emoluments are covered by a subvention from the Government of Jamaica. All the operational expenses are borne by CASE. However, the Management Committee has overseen the development of a Business Plan that will see the centre selling particular services; already, pursuant to this plan, the centre has acquired equipment for the production of Identification Cards for schools and businesses in the region.

Since the establishment of the ETRC, Pre-service Teachers (Students of CASE) and their Lecturers, Practicing Teachers (from schools in Region 2), and Education Officers have all used the resources of the centre on a continuous basis. The ETRC is therefore a strategic asset for CASE and the MOE, Region 2, and there is no doubt that the centre has supported the academic, personal and professional development of its clients.

6.7 Caribbean Centre of Excellence for Teacher Training (CCETT)

The Caribbean Centre of Excellence for Teacher Training (CCETT) project is a literacy intervention program initiated by United States President, George Bush's administration to improve the performance rate of Caribbean students at the primary level by the year 2006. The project became operational in 2002 and was piloted in Jamaica and St. Lucia. Funding is provided by USAID, the Ministries of Education in the participating countries, the institutions in which the project is operating and private sector groups.

The Project is managed by the Joint Board of Teacher Education (JBTE) in collaboration with Universities and teacher training colleges offering Primary Education. In Jamaica, there are six (6) such colleges including CASE. Literacy Centres have been established by these institutions to facilitate the achievement of the project's mandate. Each institution with its project schools is termed a "cluster".

The CASE cluster started in AY 2003-2004 with eight (8) schools, 4 in East Portland and 4 in West Portland, twenty-nine (29) teachers and approximately seven hundred and fifty (750) pupils. All the schools have received materials/equipment to aid the implementation of their intervention programmes. Indications are that the intervention programmes are succeeding. For instance, the test results for AY 2005-2006 show that the mastery level [reading at, and beyond grade level] in the eight schools ranged from a low of 14.3% to a high of 53.9%. The latest figures (2007-2008) show a high of 75%.

The CASE centre provides support for the JBTE Language/Literacy courses offered at the college. Books and other materials as well as equipment e.g. multi media projector, listening centre are made available to faculty and students. In turn, the faculty and students assist the centre in test administration at the project schools and in presentations at cluster-based workshops.

6.8 Science Laboratories

There are eight (8) science laboratories at CASE main campus in which six (6) are on the West Campus and the remaining two (2) are on the East Campus of the College. These laboratories cater for the laboratory component of the science courses in various programmes offered at diploma, associate degree and baccalaureate level. The department of Biological and Physical

Sciences operates these laboratories, which occupy a total of 8,402 sq.ft. of built area. These laboratories are managed by three full-time laboratory technicians, whose responsibilities include the preparation of equipment and materials for laboratory exercises as well as the general monitoring of laboratories. Presently, the Head of the Department of Biological and Physical Sciences has been supervising the laboratories and the laboratory technicians. Each laboratory can accommodate at least twenty-four students at a time. For laboratory courses which have higher number of enrollment, students are accommodated in groups in the laboratories, at different time slots, to execute laboratory activities effectively. The time duration of laboratory sessions varies from two hours to four hours, depending on the course and the program. The details regarding the laboratories, their locations, yearly and semester usage, major equipment & materials in the laboratories are given below:

| Name of the Laboratory | Location | Average Number of Students Accommodated Weekly | | Major Equipment & Materials in the Laboratory |
|------------------------------|-------------|--|------------|--|
| | | Semester 1 | Semester 2 | |
| Physics (Room 314) | West Campus | 94 | 9 | Cathode Ray Oscilloscope, Lab Pro Electronics Kit, Ripple Tank, Radioactive Sources & Counter, Power Supply Units, Audio Signal Generators, Travelling Microscope and Sodium Vapor Lamp. |
| General Chemistry (Room 202) | West Campus | 121 | 107 | Fume Hood, Distilling Apparatus, pH Meter, Vacuum Pump, Aspirator, Rough Balance, Dessicator and Hot Plate & Stirrer. |
| Biochemistry (Room 313) | West Campus | 49 | 66 | Fume Hood, Spectrophotometer, Analytical Balance, Rough Balance, Chlorinometer, Water Analysis Kit, |

| | | | | |
|------------------------------|-------------|-----|----|---|
| | | | | Aspirator, Dessicator, Vacuum Pump, Oven, pH Meter, Distilling Apparatus, Conductivity Meter, Turbidity Meter, Phosphate Kit, Nitrate Kit and Hot Plate & Stirrer. |
| Biology/Geography (Room 204) | West Campus | 115 | 17 | Water Bath, Rough Balance, Digital Balance, Microscopes, Dissecting Microscopes, Clinometer, Hot Plate & Stirrer, Light Tables, Maps, Plate Tectonics Kit, Ranging Poles and Surveying Kit. |
| Microbiology (Room 311) | West Campus | 14 | 72 | Centrifuge, Autoclave, Incubator, Colony Counter, Oven, Microscopes, Water Bath, Rough Balance, Refrigerator, Transfer Cabinet and Hot Plate & Stirrer. |
| Advanced biology (Room 312) | West Wing | 139 | 55 | Microscopes, Incubator, Dissecting Kits, Haemocytometer, Refractometer and Dissecting Microscopes. |
| Biology (Room 11) | East Campus | 30 | 30 | Basic science items |
| Chemistry/Physics (Room 10) | East Campus | 30 | 30 | Basic science items |

As the table above indicates, laboratories are heavily utilized, especially those in the West Wing. In addition to the number of laboratory courses

mentioned above which are conducted on a weekly basis throughout the semester, there are few other courses also make use of these laboratories. These courses are derived from various programmes offered at CASE which include CCCJ Continuing Education program as well as JBTE CITE program. Some agriculture courses in the A.Sc Agriculture and B. Tech in Agriculture Production and Food System Management also use these facilities on occasions to meet the science related objectives in those courses.

Many of the outreach and research activities of the Faculty of Science have been carried out through the use of science laboratories at CASE. These laboratories have been facilitating students from various high schools in the Portland Region to carryout SBA activities from time to time.

CASE boasts having some of the best college level laboratories in the Caribbean region in terms of its physical layout, technical design and structural integrity. The recent acquisition of new equipment and additional materials for some of these laboratories in the West Wing of the CASE campus have elevated the status of those facilities however, some of them requires further attention. A number of items are critical for the effective accomplishment of the laboratory objectives of some of the courses, especially those in the B. Tech programmes. These items include additional centrifuge, additional oven, large autoclave, flame atomic absorption spectrometer, gas chromatographer, electrophoreses, micropipettes, GPS instruments, GIS software, additional maps, air-conditioning unit for microbiology lab, extractor fans for chemistry labs and a separate laboratory for geography.

The Hurricanes in the previous years have hampered the smooth functioning of both Science Laboratories in the East Wing of the CASE campus. The restoration of these laboratories has not been completed yet and is critical for the efficient execution of laboratory activities for the courses in the JBTE Diploma program as well as CITE B. Ed program. The on-time maintenance of the laboratory as well as the protection of fixtures has been held back due to lack of funding.

The acquisition of new equipment and materials as well as the maintenance of building and fixtures has been expected to take place on a phase by phase mode. A senior lecturer in the Department of Biological and Physical Sciences will be assigned the responsibility for direct supervision of laboratories and laboratory personnel as well as the development of laboratories.

6.9 Hospitality and Tourism Management Laboratory

The Hospitality and Tourism Management (HTM) students have been doing practicals in Food Preparation, Advanced Cake Baking and Decorating, Quantity Foods and Dining Room Service at the Great House area, since the

Programme was introduced at the College of Agriculture, Science and Education.

A decision was taken to relocate the HTM Laboratory activities from the Great House area to the East Campus. A suitable location was identified and several experts from HEART NTA, Appliance Traders Limited and members of the Hospitality Industry were invited to visit the site and make recommendations in relation to refurbishing the building, making it into a state-of-the art Hospitality Laboratory in the region.

The major work of structure adjustments have been completed, major equipment secured, and the work is steadily progressing for completion and usage in the next academic year, beginning September 2008. This will provide all the necessary facilities for preparation of students in the Science of Food Preparation and Presentation for the HTM Programme.

6.10 Physical Plant

The College is situated on approximately 254 hectares of land that stretches from the Caribbean Sea in the north to the hill in the south. The topography varies from flat arable lands, very small amount, to steep slopes of over thirty degrees, a wide classification of soil type ranging from sandy loam to clay. There are other areas that are not arable due mainly to the steep slopes and stone.

Situated on the property are several buildings including; classrooms, offices and staff residents. Below is the space available for the academic programmes:

| Laboratories | West Campus | East Campus |
|---------------------|--|--------------------|
| Computer | 600 sq. feet | 696 sq. feet |
| Science | 5474 sq. feet | 2928 sq. feet |
| | (including the Science in Excellence Centre) | |
| Classrooms | 6210 sq. feet | 7971 sq. feet |
| Registry | | 2262 sq. feet |
| Library | 5152 sq. feet | 3649 sq. feet |
| Administrative | 7200 sq. feet | |
| Common Room | 1000 sq. feet | |

There are also seven (7) dormitories with capacity of three hundred and forty two (342) double occupancy rooms which provides accommodation for our full time students. Six of the seven dormitories were constructed between 1981 and 1983, and the other in 1991.

In 2007, the boundaries of the dormitories were fenced and security guards assigned at the gate, at particular hours, to enhance the security of the students.

As a result of the layout of the merged institution, the College boasts, two full size playing fields for athletics, football and cricket. There is also a one thousand, four hundred and sixty seven metres square (1,467 m²) multipurpose court which was constructed in 2007, which now provides for our students a modern court for: basketball, netball, volleyball and a lawn tennis.

The College has its own water supply since April 2002; the College commissioned it the Hopeton Fraser Well, which has the potential to supply one hundred and eight thousand gallons (108,000 g) of water per day. It provides water to the campus on a twenty four hour basis. This is water for both domestic and irrigation purposes. The water is chlorinated at source and gravity fed throughout the campus.

In December 2007, a Waste Water Treatment System was constructed on the eastern section of the campus to treat the waste from four dormitories, classrooms and the cafeteria. The foul odour that plagued that section of the campus is now corrected.

There are also two Multipurpose Halls attached to the cafeterias. These buildings were named after two prominent Jamaicans, who have contributed significantly to the development of the institution and the nation. They are Mrs. Syble Rendle, Educator and Dr. Thomas Patrick Lecky, Animal Geneticist.

There are two libraries and two computer laboratories, one on each campus, which provides ease of access to our students. There is also a standby generator which provides electricity to the Administrative building and the T.P. Lecky Multipurpose Hall when the electricity supply from the national suppliers, JPS Co. is disrupted.

Being situated on 254 hectares of land, the directorate has to provide minimum but reasonable security for its over one thousand students and staff of which, approximately ninety percent resides on campus. The provision of security cannot be over emphasized, especially with the general crime situation in Jamaica, although Portland is not severely affected. It is for this reason that the college employs the services of ten watchmen, three gatemen, three rangers and a private security company utilizing three (3) unarmed guards on campus. This minimum security maintains a twenty-four hour security service to the campus and for the past three years, there has not been any major criminal activity caused by intruders.

We have further strengthened the security of the dormitories by erecting a fence around them, so that the guards can better scrutinize persons.

6.10.1 Maintenance Constraints

For several years the College has not received any funds from the parent ministry, the Ministry of Education, to effect maintenance of the Physical Plant. This resulted in only minimal repairs done to the buildings, especially the electrical and plumbing system. The situation is further affected by the type of appliances that are being used in the facilities such as; computers, refrigerators and irons and more so, the high wattage sounding systems that the students are playing, even though they are not allowed. These types of equipment tend to overload the circuits resulting in frequent tripping of the breakers, thus, causing unnecessary and undue inconvenience to some students. It also puts a strain on the Human Resource to constantly follow up on the requests. These overloads can also cause electrical fires which can be more detrimental. We are now in the technological era and the facilities are unable to deal with the advances and as such, the facilities need to be upgraded.

The Galvanized plumbing is now about thirty (30) years old and has started leaking in several areas, and there is only one artisan on the establishment to deal with the frequent damaged pipes. Funding allocated from the procurement of materials has to be used to hire labour to deal with the many issues of leaking pipes. This is complicated by the high level of vandalism and misuse of these facilities, resulting in the frequent blocking of drainage system. In many instances, solids and other undesirable materials are thrown in them.

The loss of water due to leakage and the continued malicious destruction of the plumbing facilities are of great concern because the license only allows us to abstract, no more than one hundred and eight thousand gallons (108,000g) of water daily. If this quota is exceeded, we will lose our license to abstraction.

6.10.2 Cost Constraints

The increase in the rate of inflation has severely affected the directorate's ability to provide adequate services to the operation of the institution.

The cost of electricity for 2006 – 2007 was \$11,848,501.25 and \$8,956,707.75 as of April 2008, an indication that it will be surpassed by the end of the academic year. The unwillingness of staff and students to conserve on electricity and water makes it difficult to operate efficiently. This is coupled by the lack of funds to implement

energy saving devices such as, motion sensors, fluorescent lamps and solar water heaters.

There are several dormitory rooms that have broad-based receptacles, and although compact fluorescent bulbs were installed, they are being removed by unknown persons and replaced by the incandescent bulbs. This needs to be rectified by replacing all fixtures that can use incandescent bulbs with lamps that can only use fluorescent tubes. This will definitely reduce the cost of electricity. We are now using T8 fluorescent tubes which are more energy efficient than the T12 which were normally used.

The cost to provide additional private security to the campus is also a constraint to the directorate, as it is not possible to reduce the cadre of personnel being used. In 2006 – 2007 we paid \$2,666,111.25 for security services and this will be surpassed for this academic year.

The high cost of maintenance materials is also affecting significantly, our ability to carry out some of the maintenance activities in a timely manner.

6.10.3 Security Constraints

It is very difficult to properly secure the 254 hectares of land because the boundaries themselves are not properly marked or secure. This is more complicated, based on the fact that the terrain varies greatly from almost level land on the sea front to slope of 30%.

There are sections of the White Hall area of the property that are occupied by squatters - namely Frank and Charles Appleby, who claim ownership to that section of the property. They have threatened both staff and students in the past and also harvested farm produce and this has been a concern for the directorate. The trial is, however, now in its final stages in the Supreme Court

There are isolated cases of praedial larceny, which is most prevalent in the crops farm. The boundaries in this area are not protected and it is in the vicinity of the sea, which makes it even more difficult to secure.

6.10.4 Planned Developments

6.10.4.1 HTM Lab

For the new academic year, we will complete the refurbishing of Room 18 into a modern Laboratory for our Hospitality and Tourism Management students. This will include a preparation dining room also a bar, office, bathrooms and a student area.

6.10.4.2 Painting of External Surfaces and Dormitories

Painting of the external surfaces of the dormitories should have been done in this academic year, but it was not achieved, as the three Contractors selected to do the works were unable to provide the requisite documentation for the contract to be signed.

The re-tendering is now in progress and we are hopeful that painting will be done early in the new academic year.

6.10.4.3 Energy Consumption

For the new academic year, we will replace all incandescent fixtures in the dormitories with two feet fluorescent fixtures. We will also use only T8 fluorescent tubes and phase out the T12 tubes.

6.10.4.4 Standby Electricity Supply

The standby generator has the capacity to supply electricity to other areas of the campus including some classrooms, laboratory and one library.

In the near future, we will have the generator supplying electricity to these areas so that activities in these important areas are not affected when there is a power outage from the national supplier.

6.11 Tutorial Farm

Adequacy of Financial, Human and Physical Resources available to Achieve Teaching-Learning Objectives

6.11.1 The Department of Animal Science

| Unit | Financial Resources | Human Resources | Physical Resources | Remarks |
|------------------------|---------------------|-----------------|--------------------|--|
| Rating Scale | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | Min 0, max 5 |
| 1. Broiler Unit | 5 | 5 | 5 | To date, the most successful tutorial animal unit, giving maximum support to the curriculum. in addition, it contributes food products to the college cafeteria |
| 2. Layer Unit | 5 | 5 | 5 | A Successful tutorial unit. Gives maximum support to the curriculum. |
| 3. Dairy Unit | 3.5 | 4 | 3.5 | More pastures needed. Wire fences have been continually compromised by vandals. Much needed necessary equipment is being procured under the **ETG. |
| 4. Beef Unit | 3.5 | 4 | 4 | A number of beef type animals are available for tutorial and breeding purposes |
| 5. Sheep Unit | 4 | 4 | 4 | Good breed representatives. Satisfies the needs of the *AGPT curriculum. This unit has generated much interest as a farm visitor attraction. |
| 6. Goat Unit | 4 | 5 | 4 | Satisfies the needs of the *AGPT curriculum. Contractor(s) for building a modern goat house currently being procured under the ETG from the Ministry of Education, in order to modernize the facilities. Excellent breed types such as the South African Boer are housed here. |
| 7. Piggery Unit | 5 | 5 | 5 | Has great potential for entrepreneurial training. Gives maximum support to the curriculum. Much needed necessary equipment is being procured under the **ETG. |

| Unit | Financial Resources | Human Resources | Physical Resources | Remarks |
|----------------------------|---------------------|-----------------|--------------------|---|
| Rating Scale | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | Min 0, max 5 |
| 8. Waste Mgt. Units | 5 | 5 | 5 | A major success with External Funding. This unit serves its curricular purposes very well (teaching of Waste Management/Bioconversion) |
| 9. Pastures | 4 | 4 | 4 | Maintenance is difficult due to terrain. Need upgrading. Boundary fencing needed for the entire Tutorial Farm area. Land disputes have caused compromise. |
| 10. Grass Museum | 5 | 5 | 5 | Has numerous forage grass species that have generated much interest from the wider community. Excellent <i>in vivo</i> germ bank/ live specimen collection |
| 11. Abattoir | 3 | 3 | 3 | This unit handles all “on farm” slaughtering of live animals, and supports the meat cutting classes. Needs upgrading. Much needed necessary equipment is being procured under the **ETG |
| 12. Hatchery | 5 | 5 | 5 | An example of a community run business venture run by a community board, this autonomous location is available for placement of students on their CIEP |
| 13. Apiculture | 4 | 4 | 4 | The apiary is currently being expanded approximately tenfold. It is assisted by being the Regional Apiary |
| 14. Storage | 3 | 3 | 2 | Each tutorial unit has its own storage area/room(s). However, a Central Store Area needs to be identified |

*AGPT - Agricultural Production Technology (formerly named “Farm Practice”)

**ETG –Education Transformation Grant

- 0 - Not Applicable
- 1 - Totally inadequate
- 2 - Just barely adequate
- 3 - Adequate but needs attention
- 4 - Adequate - but needs continued support
- 5 - Totally adequate and sustainable

**Adequacy of Human, Financial & Physical Resources to Meet Objectives
of the Teaching-Learning System**

6.11.2 Plant, Soil Sciences and Engineering (DPSSE)

| Units | Financial Resources | Human Resources | Physical Resources | Remarks |
|--------------------------------|----------------------------|------------------------|---------------------------|--|
| Rating Scale | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 min, 5 max |
| 1. Vegetable Crops Unit | 3 | 5 | 4 | This is a student driven program, with assistance from hired Farm Hands. Various varieties are produced and managed by students; all agronomic practices such as fertilizing, weed control, and integrated pest management are carried out. |
| 2. Field Crop Units | 2 | 5 | 3 | This group of crops represents a vital teaching-learning area. Presents varied learning possibilities. Row crop management systems such as hillside agriculture, irrigation, drainage, mulching, integrated pest management, harvesting grading and storage etc. |
| 3. Orchards Crop Units | 4 | 5 | 5 | An emerging economic fruit tree essential in the fruit juice industry. Satisfies the needs of the curriculum. |
| a. June Plum | | | | |
| b. Banana Unit | 3 | 5 | 5 | Currently inaccessible due to threats from squatters. Unit manager takes students to the College's Spring Garden Commercial Farm for "hands on" practicals, supplemented by field trips to other locations. There has been a marked decline in export potential but this has been balanced by strong local market forces (high demand etc.), which are being satisfied by the banana industry. It was intended that students should be exposed to practical skills in crop management. |
| c. Coffee Unit | 3 | 5 | 3 | There is a representative plot of this valuable commodity. Coffee represents one of Jamaica's greatest export crops. The plot presents good teaching-learning possibilities. Maintained by students. |

| Unit | Financial Resources | Human Resources | Physical Resources | Remarks |
|-----------------------------|---------------------|-----------------|--------------------|--|
| Rating Scale | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | Min 0, max 5 |
| d. Ackee Unit | 3.5 | 3.5 | 5 | Presents good teaching-learning possibilities. Maintained by students and farm hands. Ackee represents another of Jamaica's great export crops. Students are exposed to all aspects of crop management. |
| e. Mango Unit | 3 | 3 | 4 | Students are exposed to crop management in the field, and propagation techniques at the plant propagation unit. Various wild and hybrid varieties are planted in a number of locations as a part of the <i>in-vivo</i> germplasm collection. |
| e. Breadfruit | 3 | 4 | 5 | Has national Food Security implications. Excellent teaching-learning opportunities. Established orchards represent one of Jamaica's first formal outlays of this crop. Classroom delivery and *AGPT practicals are supported. |
| 4. Plant Propagation | 4 | 4 | 5 | One of the best learning laboratory areas. Heavy demand for crop plant seedlings, thereby presenting excellent entrepreneurial possibilities for students equipped with knowledge gained here. |
| 5. Horticulture | 3 | 3 | 4 | Excellent demand for ornamental plants. Entrepreneurial possibilities presented to students. Classroom delivery and *AGPT practicals are supported. A needed shade house is being procured. |
| 6. Soils Laboratory | 2.5 | 2.5 | 2.5 | This facility is currently being upgraded (through the procurement of laboratory equipment and supplies) under the Education Transformation Grant (ETG). The room is used by both agriculture Departments. |

| Unit | Financial Resources | Human Resources | Physical Resources | Remarks |
|--|---------------------|-----------------|--------------------|---|
| Rating Scale | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | Min 0, max 5 |
| 7. Surveying Equipment | 4 | 4 | 4 | This engineering provision addresses learning needs for land measurement skills which are needed for agricultural development and management. Students can be “at home” in their places of work after exposure to the “appropriate” use of the equipment. |
| 8. Agricultural Engineering Workshop | 3.5 | 3.5 | 4 | Students learn about tractors and their power units, and other farm machines, tools etc. Curriculum needs for farm equipment management, workshop processes (welding etc.) are adequately addressed by this unit. The workshop is ideally located within the cluster of livestock and general purpose farm buildings. It has an attached classroom equipped with “white board”. Classroom delivery and *AGPT practical activities are supported by classroom activities, and farm project preparation/project planning etc. A major challenge is the sharing of the facility by physical plant workers and artisans. There should be separate facilities for the workers. |
| 9. Storage | 4 | 4 | 3.5 | Equipment, materials and supplies are needed for the maintenance of all farm operations. Storage of equipment, materials, and supplies, is a major challenge in farming systems. Storage is located throughout different unit, usually one per academic/tutorial unit. |
| 10. Food Quality Assurance Laboratory | 4 | 4 | 3.5 | This laboratory supports courses in the Bachelors, Associate, and Diploma programmes. The Food Processing Technology, Food Quality Assurance taken by |

| | | | | |
|---|---|---|---|---|
| | | | | various course is the main subject supported. Needs additional funding for procurement of more equipment. Houses excellent collection (sets) of student work. Lab used by internal and external lecturers. |
| 11. Tractor | 3 | 3 | 3 | A new tractor was procured through grant funding. Servicing and maintenance of this most important farming resource is learnt by students. Students also do minor repairs where needed. Classroom delivery and *AGPT practicals are supported. |
| 12. Farm Equipment: tractor mounted and tractor drawn/ soil engaging | 4 | 4 | 5 | Students are exposed to examples of all soil engaging and other equipment for agricultural mechanization. Classroom delivery and *AGPT are supported by this outlay of equipment located at the Engineering Workshop. Modern agriculture needs mechanized equipment for effectiveness and maximum productivity. |
| 13. Waste Mgt. Units | 5 | 5 | 5 | Solid waste generated by the Tutorial Farm activities is dealt with by joint efforts between the Plant and Animal Science Departments. |

| | | | | |
|--|--|--|--|--|
| <p>14. General Technology Enhancement:</p> <ul style="list-style-type: none"> (a) Drip Irrigation (b) Modern Goat Housing System (c) Upgrading of equipment for Abattoir and Piggery (d) Dairy Equipment upgrade (e) Soils/Agriculture Laboratory. | | | | <p>The Faculty of Agriculture, through the College's Procurement and Contracts Committee, has been (for the past year) in the process of procuring necessary equipment for these areas. These are for curriculum support under the Education Transformation Grant from the Ministry of Education. Challenges have been experienced in terms of the poor response of suppliers/potential contractors to various adverts placed in the public media. Alternative procurement processes have had to be invoked. This is "work in progress".</p> |
|--|--|--|--|--|

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**ETG –Education Transformation Grant

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- 5 - Totally adequate and sustainable

6.12 Cafeteria

The Food Service Department operates two cafeterias, one on the East Campus and one on the West campus. The department's primary objective is to provide for the students, meals that are attractive, wholesome, healthy and nutritious. Yes, it is true that studying increases one nutritional requirement and, as such, the meals served daily are tailored to meet these requirements. In seeking to give an honest analysis of the department, there are several areas that are worth noting. These areas are: staffing, production, equipment and utensils, food safety and how the department functions, as a unit, to assist the institution in achieving its mission.

Approximately thirty individuals are employed to the department ranging from the post of Night Cleaner, Washer Cleaner, Assistant Cooks, Cooks, Head Cook, and Food Service Supervisor. These individuals would have, at one point or another, been a certified food handler by the Public Health Department. Presently there is weakness in this area as approximately fifty percent or less are certified, and in need of training in meal preparation and service and sanitation and hygiene. Also overall management is also affected the lack of a Food Service Supervisor for the West Campus Cafeteria.

In the area of production, the department has achieved its primary objectives, serving an average of eight hundred meals per day (Monday to Friday) inclusive of breakfast, lunch and supper, and on weekends (Saturdays and Sundays) breakfast and dinner respectively. Where production is concerned, the department has not been functioning at its peak; however, this weakness can be attributed to under equipped facilities and the competence level of the staff. Recently, an opportunity has been created to bolster output and add interest and diversity to the menu. This was made possible through the procurement of several pieces of essential utensil and equipment.

In recent times, the department has suffered major set backs due to a lack of, or from defective utensils and equipment. This is now, partially, a thing of the past as the need is being met. The department has recently acquired deep fryers, freezers, griddles, food processors, blenders and food warmers.

As it relates to food safety, there is opportunity for improved storage of fruits and vegetables in order to mitigate spoilage and control cost.

As a unit, the Food Service Department has played a pivotal role in assisting the Institution realize its mission of providing highly qualified individuals in their respected fields of study. This has been accomplished by ensuring that the individuals trained here are substantially nourished to deal with the rigors of higher academic pursuits.

7.0 CHAPTER VII – EDUCATIONAL PROGRAMMES

This Chapter provides a concise and evaluative description of the educational programmes offered by the College of Agriculture, Science and Education.

The information presented here is complemented by the Annual Accreditation Status Reports and the respective submissions for accreditation of the individual programmes from the Academic/Faculty Divisions.

For ease of reference, each Academic Faculty/Division will be treated individually and the programmes delivered by each Division/Faculty will be evaluated.

7.1 Faculty of Agriculture

7.1.1 Description of programmes offered in the Faculty of Agriculture

7.1.1.1 The Specialized Diploma in Agriculture

This tertiary programme was designed to train agricultural technicians who would assist in the achievement of National goals by being technically competent to run farms and other agricultural enterprises at the mid management level. It is run over 3 semesters and culminates in an 8 week work-place based Cooperative Internship Education Programme (CIEP).

7.1.1.2 Associate Degree in General Agriculture

The Associate degree in General Agriculture is a 2 year post secondary programme, which prepares students for service across the wide spectrum of agricultural industry at the middle management level. To some extent, it can be considered either terminal in itself (since some students elect to work professionally at the end of the programme), or as a part of a 2+2 model in which 2 additional years of study qualifies one for a baccalaureate degree in agriculture.

7.1.1.3 Bachelor of Technology (BTech.) in Agricultural Production & Food Systems Management

This degree is the first of its kind in Jamaica and is aimed at producing graduates who are trained to be managers of food based activities from the seed to the table, and via value added processing activities. It builds on an associate degree base, and offers courses in agri-biotechnology and production systems management, food science, human resource management, and environmental sensitivity. Graduates of the degree are in high demand, and in many instances, are more valuable to their places of work after returning, having been awarded leave of study to pursue the BTech.

The Bachelor of Technology Degree in Agricultural Production and Food Systems Management was developed in order to provide trained graduates to be able to manage Jamaica's food security in its various manifestations. During the period under review, fulfilling this mandate has continued. The graduates have been making tangible contributions to the economy as follows:

- i. Those graduates who were on leave of absence from their *bona fide* places of work have returned to their places of work.
- ii. Employers who have need for graduates have visited and hired from CASE's Job and Career Fair held in the spring of each year.
- iii. Over the period, graduates from the programme have gone on to better themselves by enrolling in Masters Degree programmes at institutions of higher learning, eg. the UWI's MSc in Human Nutrition.
- iv. Various graduates have gone on to jobs in the teaching sector.

The BTech. is also offered at one off-site location away from the main campus in an attempt to "take the degree to the customer". Classes are held on weekends, and are delivered by highly competent professionals with years of experience in their given fields of specialization.

7.1.2 Relationship between programmes and CASE Goals

The programmes delivered by the FOA departments, seek to provide education and training of the highest quality in the Animal, Plant, and Food Sciences and related fields through quality instruction, and to foster the development and dissemination of information through research and outreach in accordance with the mission and goals of the institution. The programmes are delivered in order to:

- (a) Promote and foster the development of individuals who are professionally qualified.
- (b) Respond to the needs of persons dedicated to excellence.
- (c) Increase the productivity of all types of agricultural and related enterprises.

7.1.3 Analysis of Relevance of Programmes to Student Needs and National Development Goals

| Subject in or /Aspect of Programme | Student Need Which is Met | National Goal Which is Met |
|--|--|--|
| Tertiary classification | Self actualization; increased earning power. | Education of the populace; National aims for Food security. |
| Highly practical base | Multiplicity of skills are learnt during the many aspects of food production activities. | More productive citizens, adding to the GNP and GDP of the country. |
| Programmes accessible to a multiplicity of different individuals from across the secondary sector. | Clear career path is seen by subscribers. | National Millennium development goals met in part, since many more persons are classified as professionals. |
| Programmes are competitively priced. | Programmes are affordable by many who would not have been otherwise enfranchised. | Poverty alleviation goals are met in part, since more economically challenged individuals can access education. |
| Programmes have an entrepreneurial focus. | Participants are given business management skills locally, but can operate globally. | Diversification of the economy by training more potential entrepreneurs and world business entrants for the country. |
| The programmes allow for the selection of electives in special interest areas. | Individual choices are catered to, thereby increasing the level of motivation of the individual student. | A body of persons with diverse qualifications will cater to the training and mentoring of the young as citizens. |
| Agro- Food and Biotechnology are touted as the chief growth areas in the economy, and these are covered by the wide spectrum of courses. | Students are able to participate in sustaining futuristic endeavours. | Jamaica has specific developmental goals in Science and Technology (S&T). CASE will assist this process. |

By utilizing stakeholder inputs, creative budgeting, and maximizing on grant funding, we were able to effectively achieve our programme objectives.

7.1.4 Recent and Proposed Changes in the Programmes

- Individuals who enter the upper level of the BTech programme are required to successfully complete the required crop and livestock production courses (including soil science).
- Particular attention has also been paid to the student intake at the off-campus sites. For example, the site in Montego Bay has been shut down because of the necessity to maintain high standards and partly because of the need for excessive travel to distant locations for laboratory and practical exercises.
- In addition, entrants with a related technical diploma such as CASE's Diploma in Agriculture now complete requirements for the Associate in General Agriculture prior to being enrolled into the upper levels of the BTech. In this way, requirements such as those for preparation in the areas of General Education are always met.

There has been a change in the grading scale for student work. The new/revised grading scale is tabulated below.

7.1.5 Grading Scale for Faculty of Agriculture Programme

| Letter Grade | Percentage | Quality Points |
|---------------------|-------------------|----------------------------|
| A+ | 95-100 | 4.00 |
| A | 90-94 | 3.80 |
| A- | 85-89 | 3.60 |
| B+ | 80-84 | 3.40 |
| B | 75-79 | 3.00 |
| B- | 70-74 | 2.70 |
| C+ | 65-69 | 2.40 |
| C | 60-64 | 2.20 |
| C- | 55-59 | 2.00 |
| D | 50-54 | 1.80 |
| E | 40-49 | 0.00 (Supplemental) |
| F | <40 | 0.00 (Repeat) |

7.1.6 Mechanisms for Assessing Student Learning

Students are assessed using various modalities. These include written examinations, tests and quizzes, multimedia presentations, guest speakers, seminars, collections of samples/artifacts, portfolios, term papers, practical and written laboratory exercises, farm field work, and the workplace based Cooperative Internship Education programme (CIEP).

7.1.7 Future Plans for the Faculty

7.1.7.1 Programmes

- The hiring of Research and Outreach Coordinators within the Faculty of Agriculture is aimed at bringing greater focus and renewed emphasis to the execution of our research mandate.
- Collaborative team research projects will be pursued, rather than individual efforts.
- Faculty members will be encouraged to supervise meaningful research projects undertaken by students.
- Research initiatives need adequate funding in order to be able to satisfy minimum qualitative and quantitative requirements. In this regard, funding will be provided from in-house sources (where possible), for approved research projects being undertaken by faculty members.
- The expressed need for laboratory assistants for all laboratories and the long standing order for new equipment for the present Food Quality Assurance Laboratory at CASE, (Portland campus) will be aggressively pursued on all fronts for the upcoming academic year.

7.1.8 Resources and Facilities

For a division that is not over endowed with the various classes of resources, it is imperative that current facilities be fully utilized. Plans are afoot to:

- Transform the soils laboratory into a General Purpose Agricultural Laboratory. Orders have been processed and a procurement procedure involving invitations for bids based on rules laid down by the Contractor General and overseen by the College's Procurement and Contracts Committee was activated. However, there have been few or in some instances no subscribers. This too will be revisited.
- The delivery of the course in Agro-forestry is to be strengthened by the maintenance/resuscitation of various plots of breadfruit, mango and timber species on the CASE property.
- The newly reorganized Plant Propagation Laboratory supports Plant Science related courses.
- The Administrative Council has made allocations of funds from student fees to upgrade laboratories. In addition, we have also highlighted and prioritized the upgrading of our laboratories in our capital budget submission to the Ministry of Education, and Youth.
- It is also intended to construct a dedicated functional Agricultural Administration building which will house the

Dean's Office, Faculty Offices, Library etc. with adequate parking facilities.

7.2 Faculty of Science

7.2.1 Description of Programmes

7.2.1.1 Associate Degree in Natural Science

CASE's Associate Degree in Natural Sciences program blends theoretical knowledge in the pure and applied sciences with hands-on skills in standard laboratory practices, procedures and techniques. The program aims to train a cadre of scientists with a solid foundation, yet imbued with an orientation towards the application of scientific principles and techniques for social and economic development. Among the outcomes the program is designed to achieve is the production of graduates who:

- understand the nature of scientific inquiry and research;
- understand how science impacts society from a technical, ethical, legal and socio-economic standpoint, and are able to contribute to Jamaica's development;
- recognize the need for life-long learning and continuing professional growth;
- will have developed the ability and the capacity to assume employment in industries that are critical to Jamaica's development.

The Associate of Science Degree in Natural Sciences also aims to fulfill the needs of the graduates of secondary education for undergraduate study, preparing students for advanced placement in universities, both locally and internationally.

7.2.1.2 Bachelor of Technology in Environmental Science

CASE's Bachelor of Technology Degree in Environmental Science, blends hands-on, high level skills with theoretical knowledge in specific technologically intensive disciplines. This Bachelor of Technology Degree in Environmental Science is a response to the environmental changes that face Jamaica and the wider global society. Its goal is to ensure the furtherance of sustainable development through the promotion of concern for the future- the sustainable use of natural resources and social and inter-generational equity.

This program has the '2+2' format. It is a two year specialist course of study that is added to the end of a two year general Associate of Science Degree program. This program is comprised of a range of courses that provide solid training in environmental management. Its goal is to ensure the furtherance of sustainable development through the promotion of concern for the future - the sustainable use of natural resources and social and inter-generational equity.

The primary objectives of this degree programme are to produce graduates with the intellectual skills and scholarly background needed to:

- Understand the complex interactions between humans and their environment and the problems that invariably arise;
- Apply analytical and problem-solving skills to formulate decisions and innovative solutions that are environmentally sound;
- Anticipate challenges whilst taking advantage of entrepreneurial opportunities;
- Contribute to Jamaica's sustainable development.

The course assessment of 60% course work reflects the hands-on nature of this program. Invariably, the delivery of instruction is complemented with a system of field trips to sites/venues consistent with the course objectives. This allows for practical engagement of the students within the respective subject discipline.

7.2.2 Relevance of objectives to CASE

The program objectives are in alignment with the vision and mission of CASE. The Associate of Science Degree program continues to train a cadre of scientists with a solid foundation, yet imbued with an orientation towards the application of scientific principles and techniques for social and economic development.

Some of our graduates have articulated into Baccalaureate programmes at the University of the West Indies (Science with Education, Biochemistry, Applied Chemistry) and the University of Technology (Chemical Engineering, Pharmacology) where they were awarded advanced placement and/or exemption from courses. Other graduates have, on the other hand, gained employment as Chemistry, Biology and Physics teachers at various Secondary Schools. Already, the College has received formal commendation from the Chemistry Department,

University of the West Indies for the excellent performance of our graduates in their Chemistry program.

In 2007/2008, one of our graduates, Shane Scott (recipient of one of the **Joint Committee on Tertiary Education (JCTE) 2004 Awards** for outstanding student) was awarded the 2007 Independence Scholarship to pursue his MBBS degree at the University of the West Indies. Mr. Scott started his studies in September 2007.

These Bachelor of Technology program continues to produce excellent graduates with the required analytical and entrepreneurial skills necessary to ensure the conservation and sustainability of our environment, whilst facilitating economic growth. While some graduates have returned to their places of employment and have been promoted, others have gained employment as Environmental Officers/Managers in both private and governmental organizations. These include the National Solid Waste Management Authority, Caribbean Cement Company, Forestry Department (Ministry of Agriculture), Coffee Industry Board, Jamaica Broilers Limited, to name a few. Some of our graduates have articulated into Masters Degree Programmes at:

- The University of the West Indies (“Occupational Health and Safety”, “Plant Protection” programmes, to name a few);
- International universities, including the University of Birmingham.

The College has also received formal commendation from the University of the West Indies for the excellent performance of our Bachelor of Technology in Environmental Science graduates who have articulated into their Master Degree Program in Occupational Health, and Safety.

7.2.3 Assessment

The program has a well defined assessment system in place. The students are provided with course outlines at the beginning of each semester; this contains the content as well as, an outline of the assessment methods for the course. Courses are evaluated by course work contributing 60% of the overall grade (in-course tests, reports, presentations, research projects and practical work) and a final examination paper which contributes 40% to the overall grade.

Course Assessment Scheme

7.2.3.1 Associate Degree in Natural Science

Mathematics Courses

| | | |
|-------------------------------|---|-----|
| 3 or more in-course tests | - | 30% |
| Assignments/Projects | - | 20% |
| Group Presentations/Portfolio | - | 20% |
| Final Examination | - | 40% |

Science and General Education Courses

| | | |
|----------------------|---|-----|
| Assignments | - | 10% |
| Practical Activities | - | 20% |
| Laboratory Exam/Test | - | 10% |
| Quizzes | - | 20% |
| Final Examination | - | 40% |

It is noteworthy that the laboratory skills acquired in the course are assessed through examinations.

7.2.3.2 Bachelor of Technology Degree in Environmental Science

ALL BTECH COURSES

| | | |
|---------------------------------------|---|-----|
| 2 or more in-course tests | - | 20% |
| Assignments/Projects | - | 20% |
| Field/Laboratory/Practical Activities | - | 20% |
| Final Examination | - | 40% |

The Associate Degree in Natural Science and Bachelor of Technology Degree in Environmental Science programmes, have in place a system of external examination: external examiners vet the question paper and externally examine the marked scripts at the completing of internal 1st and 2nd markings. The external examiners prepare formatted reports which are submitted on their returning of the marked scripts and grade sheets. Students give feedback on the delivery of instruction through an evaluation instrument which is administered in the last two weeks of teaching.

7.2.4 Analysis of Performance

An analysis of the performance of students in the respective courses offered in the programmes revealed an average pass rate of 85 % and over for all the courses except Year I Mathematics courses. These mathematics courses are compulsory for all students pursuing the Associate of Science Degree in Natural Science, and record on average a pass rate of 42% for the Semester I course and 60% for the Semester II course. This performance seems to mirror the poor national pass rates in Mathematics; the Faculty continues to explore intervention strategies to improve this performance. These include, introducing tutorials for the course (the system of tutorials is limited due to the extensive courses

that the students pursue) as well as mathematics presentations by the students. This performance in Mathematics directly impacts the number of Degrees awarded in the program.

7.2.5 Recent and Proposed Changes

CASE Programmes are reviewed at the end of a cyclical period. A recent review of both the Associate of Science Degree and the Bachelor of Technology programmes was conducted to:

- Enhance congruence of content with advanced courses offered at our partner institutions and thus articulation/advanced placement;
- Ensure relevance to the current information in the respective Science disciplines;
- Ensure congruence of the credit hours with that at CASE and other institutions;
- Ensure that the learning outcomes captured in the specific objectives are measurable.

Arising from this review, conducted in June 2008, the 5-credit courses that were a feature of the Associate Degree in Natural Science were split into two 3-credit courses. The content was organized in relation to the course titles and was consistent with the content in the respective former 5-credit courses. This major change will facilitate the streaming of the courses in the program to specific career paths for the students. In other words, students will now be able to access Pre-Engineering, Pre-Pharmacy, Pre-Medicine options. The new courses and their description are given in Appendix 1.

For the Bachelor of Technology in Environmental Science, the courses content was better streamlined to include current content within the specific courses and to align the course outline to CASE's standard format for course outlines. This entailed the following:

- Name of the course and Course Code;
- Description of the Course: The course should essentially be in congruence with the name of the course. The necessary elements/concepts/information relevant to the name of the course must be captured in the course. The course should not contain a multiplicity of areas; it should be specific;
- Methodology: Teaching methodologies must be appropriate to the content;
- Content of the Course: This should be organized in Units and the Specific Objectives stated. The learning outcomes will be captured in the specific objectives and should be current and relevant. These outcomes are to be measurable. The content of

the course must allow for articulation into programmes at our partner institutions.

- Recommended Texts: List of the appropriate and current texts.

The following new Grading scheme for CASE programmes was approved for implementation in the 2008/2009 Academic Year. This new Grading Scheme is now being used to compute the Grade Point Averages and Cumulative Grade Point Averages for students pursuing courses offered in CASE's programmes (including the Associate of Science Degree in Natural Science and the Bachelor of Technology in Environmental Science).

| Letter Grade | Percentage | Quality Points |
|--------------|------------|----------------|
| A+ | 95-100 | 4.00 |
| A | 90-94 | 3.80 |
| A- | 85-89 | 3.60 |
| B+ | 80-84 | 3.40 |
| B | 75-79 | 3.00 |
| B- | 70-74 | 2.70 |
| C+ | 65-69 | 2.40 |
| C | 60-64 | 2.20 |
| C- | 55-59 | 2.00 |
| D | 50-54 | 1.80 |
| E | 40-49 | 0 |
| F | <40 | 0 |

7.2.6 Future Plans for the Faculty

Since its inception in 1995 and the establishment of the College of Agriculture, Science and Education (CASE), the Faculty has embraced the institution's Teaching, Research and Outreach activities. The Faculty is guided by the vision *'To be a dynamic technological competent team committed to professionalism and excellence in research, teaching and outreach in science, contributing to economic and social development'*. As such, the Faculty seeks to engender a culture of teamwork, high performance, professional and collegial relationships among our members and the other members of the CASE community. The goals of the Faculty include:

- The delivery of cutting-edge science to our students and the global environment;
- Improvement of the learning experiences of our students through the integration of technology in teaching and learning;
- Improvement of performances in the sciences and mathematics;
- Increase in access to, and flexibility of programmes;
- Development of new programmes in response to national and global needs;

- Upgrading of the laboratory facilities in congruence to the needs of advanced science courses;
- Expansion of our engagement in research and scholarly activities;
- Expansion of the Professional Developmental activities for Faculty Members to include both full-time and part-time Faculty Members.

This is evidenced by the following examples of achievements:

- The Science Laboratories was upgraded in Semester II (2006/2007) Academic Year. These were facilitated by funds from the Ministry of Education grant of \$50 million to CASE, under the Education Transformation initiative as well as, the College fund. Items procured from the MOE grant are given in Table 7. The College funded the installation of a fume cupboard and an extractor fan in Rooms 202 and 203 respectively. Barnaby Engineering was the company contracted to install these critical laboratory equipment. This recent upgrade has enhanced and boosted the Faculty's delivery of laboratory instruction and augers well for a hands-on approach in science and by extension, improved laboratory experience by our students.
- The Computer Laboratories were upgraded in March 2007 as part of the Ministry of Education grant of \$50 million to CASE under the Education Transformation initiative. Twenty five new computers with accompanying UPS, a server and laser printer (Table 10) were installed in the West Campus laboratory at a nominal cost. The Faculty is happy to report that the services in the West Campus laboratory have improved significantly with the recent upgrade. There is, however, the need to ensure that the disconnection of the telephone line in that facility is minimized.
- Faculty Members submitted four proposals to the Environmental Foundation of Jamaica for funding. One project, 'The Demonstration of Alternative Energy Hybrid Systems for Small Farmers in Jamaica' was awarded \$4.5 million in funding by the EFJ. The College now boasts a large windmill installed in the area designated for vegetable crops. Actually, the hybrid windmill/solar provides light to the vegetable crop area and actually pumps electricity into the JPSCo system. Similarly, the solar/biogas provides light to the livestock area; a fridge used for storing medication for the animals is being run entirely from the solar/biogas energy system.

- Summary of Students Performance is prepared for each courses offered by the Faculty on a semesterly basis. The data revealed improvement in performances for especially courses that had scheduled tutorial hours. The Faculty recognized the challenges in performances in the sciences on the National level and is committed to ensuring that our students perform well. One measure that the Faculty has begun to use to achieve this is, implementation of tutorial sessions for our courses; this recommendation was made by UCJ in the Accreditation report for the A.Sc. in Natural Science. However, this activity is limited by the teaching load of our Faculty Members and the limited financial resources of the College.
- The recognition of students who recorded outstanding performance for the 2006/2007 AY and were placed on the Dean's List. The Faculty organized and held a function to thus, recognize this high achievement of our students drawn from the three sites of offering (CASE, Montego Bay cohort and the Old Harbour cohort).
- Review of both the Associate of Science Degree in Natural Science and the Bachelor of Technology in Environmental Science programmes. These were reviewed for relevancy and currency.

This trajectory of growth and development in the Faculty will continue with rigor as the Faculty gives actualization to these goals. Already, the Faculty has begun its efforts in:

- Developing a Bachelor of Science Degree in Nursing;
- Streaming of the courses in the A.Sc. to allow for seamless articulation and advanced placement of our graduates into other programmes;
- The employment of a Research and Outreach Coordinator to effect growth in our research and scholarly activities.

7.3 Faculty of Education

7.3.1 Description of Programmes

The Faculty of Education offers four (4) tertiary level programmes. These are the Diploma in Primary Education, the Diploma in Secondary Education by Advanced Placement, the Associate of Science Degree in Agricultural Education and the degree of Bachelor of Education through the Consortium of Institutions for Teacher Education (CITE). These programmes are offered at the college's main campus in Passley Gardens, Portland, and at its offsite centres at the Portmore Community College in Old Harbour, St. Catherine and at the Brown's Town

Community College, Brown's Town, St Ann. Table 7.3.1.1 below shows enrolment in each programme for AY 2007-2008.

7.3.1.1 Enrolment by Programmes 2007-2008

Table 7.3.1.1

| <i>Year</i> | <i>Diploma Primary Education *</i> | <i>Diploma Secondary Ed. Advanced Placement *</i> | <i>A.Sc. Agricultural Education *</i> | <i>Bachelor in Education</i> | <i>TOTAL</i> |
|--------------|--|---|---|----------------------------------|--------------|
| 1 | 95 | 69 | 13 | 31 | 208 |
| 2 | 96 | 62 | 15 | 62 | 235 |
| 3 | 83 | 0 | 16 | 70 | 169 |
| TOTAL | 274 | 131 | 44 | 163 | 612 |

(CASE Registry/CASE CITE Office September 2008)

7.3.1.2 The Diploma in Primary Education

This is a three-year Joint Board of Teacher Education (JBTE) Programme that trains teachers for the primary level of the Jamaican Education system. Students are exposed to Theoretical Foundations of Education; selected courses that will strengthen their content base e.g. Science, Social Studies; Practical aspects of educational research; Teaching Practicum; Professional Development; Personal Development. The programme is so structured that the content areas are covered in year 1, teaching methodologies in Semester 1, year 2, specialization in a particular content area in Semester II, year 2, and Semester 1 year 3. Semester II, Year 3 is dedicated to the Practicum. Subjects such as English and Mathematics are done throughout the programme. Over the three-year period, students are immersed in activities that will enhance their professional and personal growth.

7.3.1.3 The Diploma in Teaching by Advanced Placement

Persons who meet the Joint Board of Teacher Education (JBTE) entry requirements for the Secondary Education Programme are accommodated at CASE just as they are accommodated at other Teacher Training Institutions. The Advanced Placement Programme allows holders of degrees from recognized institutions and persons with advanced certification in a teaching subject, to matriculate on a credit basis. These credits (as determined by the JBTE) allow students to complete their programmes in less time than would be required for normal matriculation.

The programme at CASE lasts for three (3) semesters. In semesters I & II, student's complete foundation courses in Education as well as methods courses in their chosen teaching areas. Semester III is dedicated to the Practicum. For fifteen (15) weeks, students are guided by college supervisors and school personnel in the practice of education. At the end of this period, they (students) are assessed by JBTE examiners. In each academic year, there are two distinct groups of students – Cohort I, the newly registered students who are completing semesters I & II; Cohort 2, those completing the Practicum.

CASE offers the Advanced Placement Programme at three (3) centers – on its main campus at Passley Gardens, in Portland; at the Brown's Town Community College, Brown's Town, St. Ann and at Portmore Community College, Old Harbour, St Catherine.

7.3.1.4 The Associate of Science Degree in Agricultural Education

The Associate of Science degree in Agricultural Education is a composite of the Associate of Science degree in General Agriculture as offered by the Faculty of Agriculture, CASE, and the JBTE Diploma in Secondary Education. In keeping with JBTE requirements, students must pursue 15 weeks of Teaching Practice; this is done from January to April of each year. Entry requirements to the programme are passes in 5 CXC/GCE/SSC subjects including English language, Mathematics and 2 science subjects OR Grade 1 Certificate from Sydney Pagon or Knockalva Agricultural schools. Graduates of the programme are expected to find employment in the secondary school system thereby, satisfying the demand for teachers of Agriculture. In November 2007, 28 persons graduated from the programme, 21 with credit while the others received a pass.

7.3.1.5 The Consortium of Institutions for Teacher Education (CITE)

Nine (9) teacher training institutions including CASE started operating as the Consortium of Institutions for Teacher Education (CITE) in 2006. The first cohort of students in the CASE/CITE Bachelor of Education degree program started classes on January 22, 2007. Seventy one (71) students registered. The majority of the students chose the Primary specialization. Cohort I completed the programme in May 2008 and will graduate in October 2008. The College

accepted Cohort II in September 2007 and Cohort III in September 2008.

7.3.2 Future Plans for the Faculty of Education

The Faculty of Education will continue to operate within the guidelines of the strategic plans of the College of Agriculture, Science and Education. To this end, we will expand our programme offerings:

- The B.Ed degree in Agricultural Education in collaboration with the Faculty of Agriculture
- Seek to offer Early Childhood Education to care givers in Portland, St Thomas and St. Mary
- Increase the number of programmes at our offsite to include all on – campus programmes
- Strengthen our adjunct faculty base
- Adhere to the strategies and educational solutions put forward by the Consortium of Institutions for Teacher Education (CITE) e.g. offering of a full 4-year degree by the 2009-2010 Academic year, Construction of a new block of classrooms , labs, offices, cross registration of students within the consortium, upgrading of all staff and faculty members, introduction of a Master’s degree in education as well as a postgraduate diploma education that will eventually replace the Advanced Placement Programme.

7.4 Community College and Continuing Education Programmes

7.4.1 Description of Programmes offered by the Unit

7.4.1.1 Bachelor of Science Degree in Business Studies

The Bachelors of Science Degree in Business studies is designed with industry participation and advice and seeks to cater to these needs, by providing students an opportunity to develop knowledge, competencies and skills in areas of marketing, finance, accounting and human resource management. Students are exposed to industry practices and experiences as much as is possible during the delivery of the programme. The programme is also dynamic because of the methods of assessment that is used throughout the programme. Students, to a large extent, have conducted research based activities, lots of application assignments and a period of internship to be done in the industry.

The programme is a two-year programme including summer sessions and is offered on a part-time basis.

7.4.1.2 Associate of Science Degree in Business Studies

The Associate of Science Degree in Business Studies is developed to help prepare students to perform marketing,

accounting, office administration and management in different organizations. This is both a practical and theory-based programme. It draws upon such disciplines as Business and Industrial Psychology, Communication, Economics, Information Technology and Data Analysis.

The Business studies programme is offered over two years and is offered on a full-time and part-time basis.

7.4.1.3 Hospitality and Tourism Management

The Associate of Science Degree in Hospitality and Tourism Management is designed to develop the necessary knowledge, skills and attitudes to meet the needs of the various stakeholders within the Hospitality and Tourism Industry. It prepares graduates to compete for various entry-level management careers in the food and beverage management and travel and tourism industries, depending upon which emphasis is selected.

The programme is offered over a two (2) year period.

7.4.1.4 Continuing Education

The Continuing Education Division offers the following Programmes:

- i. Upgrading Courses: This programme offers to candidates the opportunity to upgrade themselves in any of the following examinations:
 - Caribbean Examination Council (CXC) Level
 - General Certificate of Examinations (GCE) Level

This is a one year intensive upgrading programme that is fully staffed by part-time Lecturers drawn from the wider community of CASE. Lecturers are selected to teach based on the performance of students in previous examinations. A threshold of 40% is set. Pass rate of below 40%, new lecturers are selected for the course.

- ii. Customized Courses: The Division seeks to provide opportunities for community members to pursue courses relevant to their goals in life. The following courses are offered based on their goals in life. The following courses are offered based on their demand:
 - Housekeeping for the Hospitality Industry
 - Cake Baking and Decorating

- Computer Applications
- Ornamental Horticulture
- Vegetable Gardening
- Other community driven courses

The duration of the specialized certificate courses ranges from four to six week and are fully staffed by part-time specialized Lecturers drawn from the wider community of CASE.

The Continuing Education Division seeks to provide educational opportunities for community members in keeping with the vision and mission of CASE.

7.4.2 Relationships between Programmes and CASE Goals

The Programmes offered by the Division are in keeping with the strategic goals of CASE. New Programmes are constantly being developed based on the needs of the clientele and community developmental goals.

7.4.3 Analysis of relevance of programmes to students' needs and national development goals

The Jamaican community is basically becoming a service-oriented economy; hence the Business and Hospitality Programmes are of relevance to the developmental Programmes both at the community and national levels. All students in both Programmes are required to participate successfully in the following industry based experiences:

Community Service: Thirty (30) hours of voluntary community service must be completed by all students in an area of their choice. This initiative is monitored and supervised by full-time staff of the Division, as well as, Office of Placement and Career Advice.

Work Experience: All students of both Programmes are required to enter the industry and spend six weeks working in an area of their specialized training. Supervision and assessment are provided by the immediate supervisor at their work station, the manager/assignee (his representative) and college personnel. Students are required to submit a written report at the end of the period.

The success of the Programme is overwhelming as over 60% of the participants obtained employment at the work experience station based on their excellent performance.

7.4.4 Recent and proposed changes in programmes

The Council of Community Colleges of Jamaica, through its curriculum Division, has reviewed and made changes to the business and hospitality

curricular in keeping with current trends and market needs. These proposed changes were implemented since 2006. Lecturers are also encouraged to use relevant up-to-date information in the delivery of the courses during regular classes.

7.4.5 Mechanism for assessing student learning

7.4.5.1 The mechanism for assessing student learning takes two main forms:

Coursework Component – this includes general/comprehensive work for all students throughout the system. In addition, individual lecturers/colleges use various methodologies to assess student learning, for example, quizzes, presentations, portfolios to make up 60% of the course mark.

Comprehensive Examination – a summative examination at the end of the semester valuing 60% of the course mark. This examination is standardized to include 50 multiple choice and 2 essay type examination.

7.4.5.2 Recent student performance assessments

In assessing students' performance for the last academic year, there has been marked improvement in examination results. Lecturers seem to have changed their approach in delivery of courses, and as a result, students have grasped the concept and have done well.

7.4.6 Future plans for the Division in terms of:

1. Programmes

In keeping with the mission and vision of CASE as well as, the concept of the Community College Education in Jamaica and the Hemisphere including the concept of lifelong learning and the learning city ideology, it is the intention of the Division to operate continuous Programme enrichment process meeting the changing needs of society. A regional needs Assessment (currently being undertaken) will set the stage for continuous development implementation of new Programmes. All Programmes offered will eventually be submitted to the University Council of Jamaica for accreditation.

2. Resources and Facilities

The completion and commissioning into service the Hospitality and Tourism Management Centre is expected by the end of the Calendar year 2008.

Adequate and better teaching/Learning facilities will become available including the use of the smart classroom and e-learning equipment.

3. Systems and Processes

Research has been commissioned by the Division to ascertain the level of customer satisfaction at the Institution. The results of this research will be used to improve the systems and processes within the Division, and to make CASE the most customer-friendly Tertiary Educational Institution in Jamaica. This will enable positive growth and development as CASE strives towards university status.

8.0 CHAPTER VIII – FUTURE PLANS

The College's Strategic Planning Committee developed Strategic Goals for the period 2005 – 2015. These goals addressed all aspects of the College's Mission and the objectives pointed clearly to an implementation model for each goal.

The College held a two (2) day retreat (July 22 -23) of the Strategic Planning Committee, to review the Strategic Plan focusing for the next five (5) years. Short Term and Medium Term objectives were crafted to address the issues identified.

The College's new Board of Management (BOM) has also established a Corporate Governance and Audit Committee, which has been mandated to provide oversight and leadership to the College's Strategic Plan over the next three (3) years.

There is one overarching theme which emerged from the Strategic Planning Retreat and BOM considerations. This is to prepare the College for making the transition to University Status in the shortest possible timeframe.

This strategic outlook requires some tactical maneuvers and some concerted and directed actions over the next few years. These are summarized as follows:

i. Security

Security of the College's assets, especially land, which has been the subject of ownership claims and squatting by external interests. It is expected that, with collaboration with the relevant government agencies, this matter will be settled within the next two (2) years.

ii. Information and Communications Technology

Creation of an Information and Communication Technology Infrastructure to enhance the efficiency and effectiveness of service delivery to customers, and to enable improved operations in the administrative domain of the college, as well as the diversification and improvement of teaching methods and the learning environment.

Work started on this project and bids were invited and received for this ICT infrastructure. However, the process ran into administrative difficulties with the Ministry of Education and the National Contracts Commission (NCC) and has since been suspended.

This is a priority of the College and the new Board of Management, for implementation over the short term and the necessary funding is to be sought for this project.

It should be noted, that various initiatives from some stakeholders such as the Joint Board of Teacher Education and the Caribbean Knowledge and

Learning Network (CKLN) have been shared with the College, but have not yielded the expected results.

In the interim, in order to provide some level of computer-based learning support for students, two internet cafés have been established in the Libraries (10 stations on the East and 20 stations on the West) to provide students and staff with access to the Internet and improved facilities for research and materials production for their academic pursuits.

Broadband wireless internet access has been provided in the areas around the Libraries and Computer Laboratories, and the plan is to increase the band width, and to provide this service access to the entire campus over the next twelve (12) months.

The proposed ICT Project included provisions for voice over internet to serve our Telephony needs. The expectations for the project implementation caused the college to differ alternate investment in switchboard operations. This resulted in the continuation of the high cost inefficient direct lines modality for interoffice communications. It is proposed that a suitable Telephony system be acquired immediately, to satisfy our needs. This system will have to be compatible with any future ICT interventions and should be installed before year end.

iii. Physical Plant Improvements

The Physical Plant has suffered from several natural stressors, namely hurricanes, salt air and ageing, without the desired level of rehabilitation most cases due to funding constraints.

During the year of the Self Study, over ten million dollars was spent rehabilitating the Halls of Residence in an attempt to increase student comfort and the quality of the residential environment.

A further ten – eleven million dollars will be spent painting the exterior and the buildings, as per a contract recently awarded to a local contractor.

Other enhancement efforts over the period focused on the classrooms and learning environment and dormitories as listed below:

- Over two million dollars of Science Equipment purchased.
- Over six million dollars of Computers for Laboratories.
- Repairs of leaking roof of administrative building and classrooms.
- One million two hundred thousand dollars in new equipment for the Cafeteria.
- A new Sewage System for the East Campus dormitories valued at four million dollars.
- Whiteboards and new seating for all classrooms.

- Establishment of a Smart Classroom to enhance delivery of instruction.
- Acquisition of new modern equipment for the Dairy Unit. Contract has been awarded for execution in October.
- Installation of additional Drip Irrigation System to increase farm productivity and tutorial efforts.
- Establishment of a Foods Laboratory for the Hospitality and Tourism Management Programme. This project is expected to be completed by the first Semester 2008/2009.
- The administrative support for the offsite programmes is the subject of review by the College and will be the focus of intervention during this academic year (2008/2009). This will include dedicated administrative facilities for student support, materials production, communication and access to learning material.

All the above projects are part of the overall plan for development of the facilities over the present to the next three years. Most are at an advanced stage of completion.

iv. Discipline Administration

Student Discipline has been of some concern overtime. This has negatively affected the students' performance academically and the College's image nationally.

This will be addressed in the short term by the following initiatives:

- Strict observance by staff to the college's regulations and administrative procedures.
- Better customer relations being practiced across the support services by embracing a student-first culture.

v. Students Psychosocial Development

The employment of another female Warden and the establishment of a Guidance Counselling Committee to include the Guidance Counsellors (2), Wardens (3), Residence Hall Manager (1), Nurses (2), the Director of Student Affairs, academic staff and student leaders, will serve to enhance our capacity for addressing students psychosocial needs in a more student friendly environment and proactively, through various instruments including peer counselling, mediation and negotiation skills training for students and staff, leadership training for students and increased staff and external individual's involvement in the mentorship programmes and extra curricular activities of students.

All students will be required to internalize the college's mission statement, pledge and song in order to build loyalty to the institution, and to identify with its core values.

A Matriculation and Welcoming Service will be held annually to start the process of identifying with the College.

Annual students Award Ceremonies will be continued to recognize outstanding CASE flag bearers in academics, service, sports and leadership.

vi. Staff Development and Recognition

The Self Study discovered that less than 50 percent of the faculty possesses postgraduate training (at least Masters Degrees) and 30 percent have no teacher training.

This will be addressed over the next 3 – 5 years by granting study leave on a strategic basis and reactivating collaboration and cooperation agreements with overseas universities and local universities with which CASE has current Memoranda of Understanding for staff development.

vii. Research, Outreach and Community Service

CASE has not managed to put full effect to this plank of its mandate over the past year. In order to advance the Research and Outreach agenda, four (4) Coordinators of Research and Outreach are to be employed to serve the four (4) branches of the academic programmes and provide leadership and coordination of the Research and Outreach activities of the academic staff. Already, one such Coordinator has been employed.

Staff continues to provide community service, but this is poorly coordinated or documented and in most cases do not redound to the benefit of the College. Students do very little community service and given their numbers and the location of the college in the rural township, there is much scope for this activity.

The new Social Transcript requires that students engage in meaningful community service, and this will be processed through the Guidance Counselling Committee starting next academic year in order to expose them to wider social and environment issues and to build the image of the College in a positive way.

viii. Financial and Income Generation Issues

The College continues to be under-funded by the Ministry of Education/Ministry of Finance through its subvention, which covers emoluments for posts on the Establishment.

The College needs to earn revenue from other sources to carry out its capital projects and to effect maintenance and provide quality service.

The College is examining the following for income generation prospects.

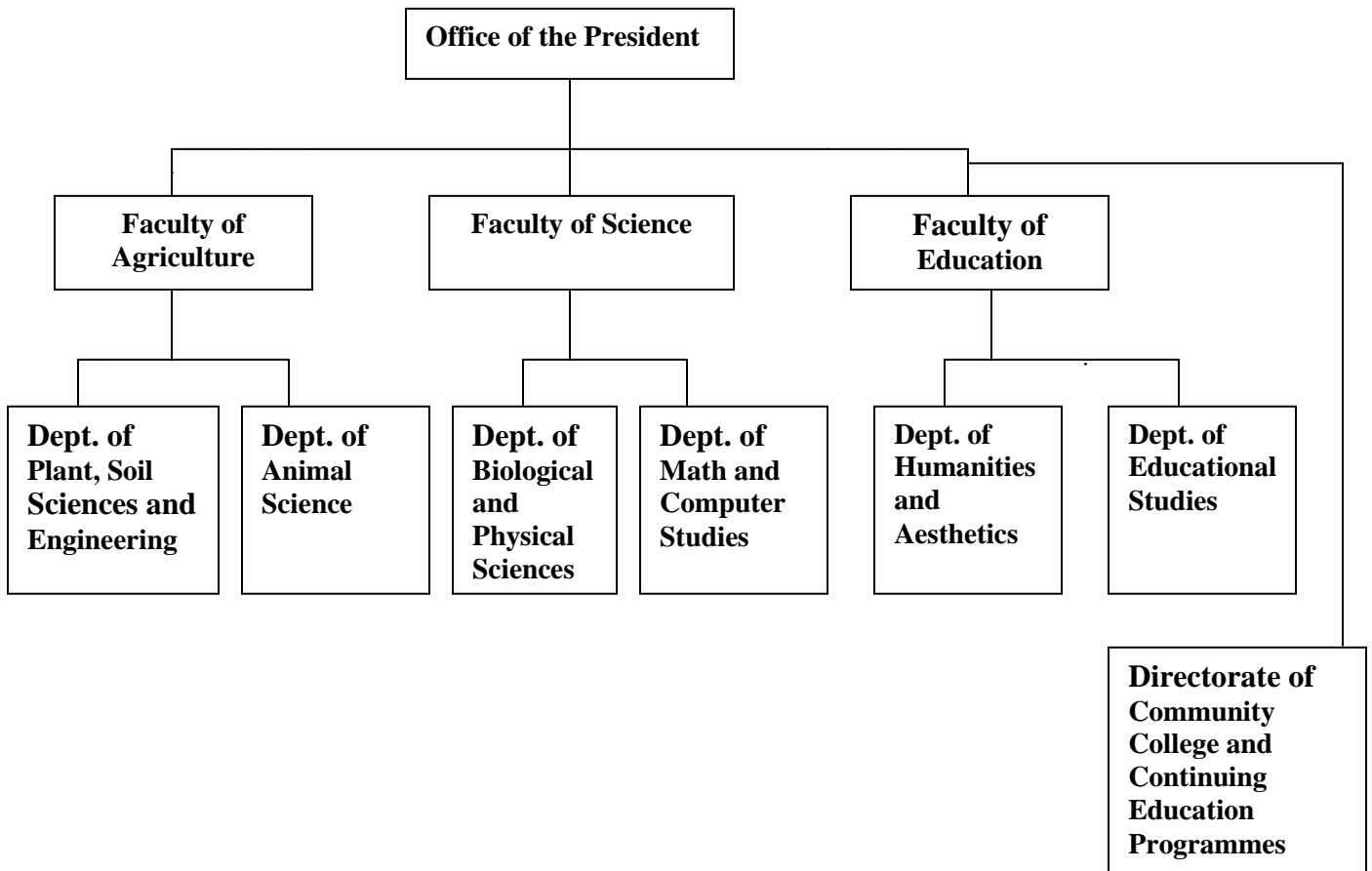
- i. Rental of facilities including the new Multipurpose Court and Playfields.
- ii. Acceptance of advertising for companies on the campus around the common use areas.
- iii. Increased production from the College Farms.
- iv. Securing of Grant Funding through proposal responses and by collaboration and cooperation with national and international agencies.
- v. Actively pursue scholarships, grants and bursaries for academic programmes.
- vi. Alumni Support.

It is to be noted that the new Board of Management has established several committees, namely: Appointment and Promotions, Finance and General Purpose, Planning and Development, Disciplinary and Appeals, Human Resource and Industrial Relations and Corporative Governance and Audit, to provide leadership and oversight to the college's activities. These future plans are therefore subject to the Boards approval and at the time of writing, were not yet presented to the Board of Management which had its first meeting in September 2008. The Board itself has plans for the Colleges development which will be more clearly articulated as the Board pursues its agenda throughout the year.

APPENDIX 1

Academic Organization of the College

Unlike what many people think, the College of Agriculture, Science & Education (CASE) is much more than an “agricultural college”. CASE is in fact a *multi-disciplinary institution*. Academically, the college is organized into three faculties: Agriculture, Science and Education, as well as a Division of Community College and Continuing Education Programmes. Faculties are further sub-divided into academic departments. Each Faculty is managed by a Dean, who reports to the President. A Director, who reports to the President, heads the Division of Community College and Continuing Education Programmes.

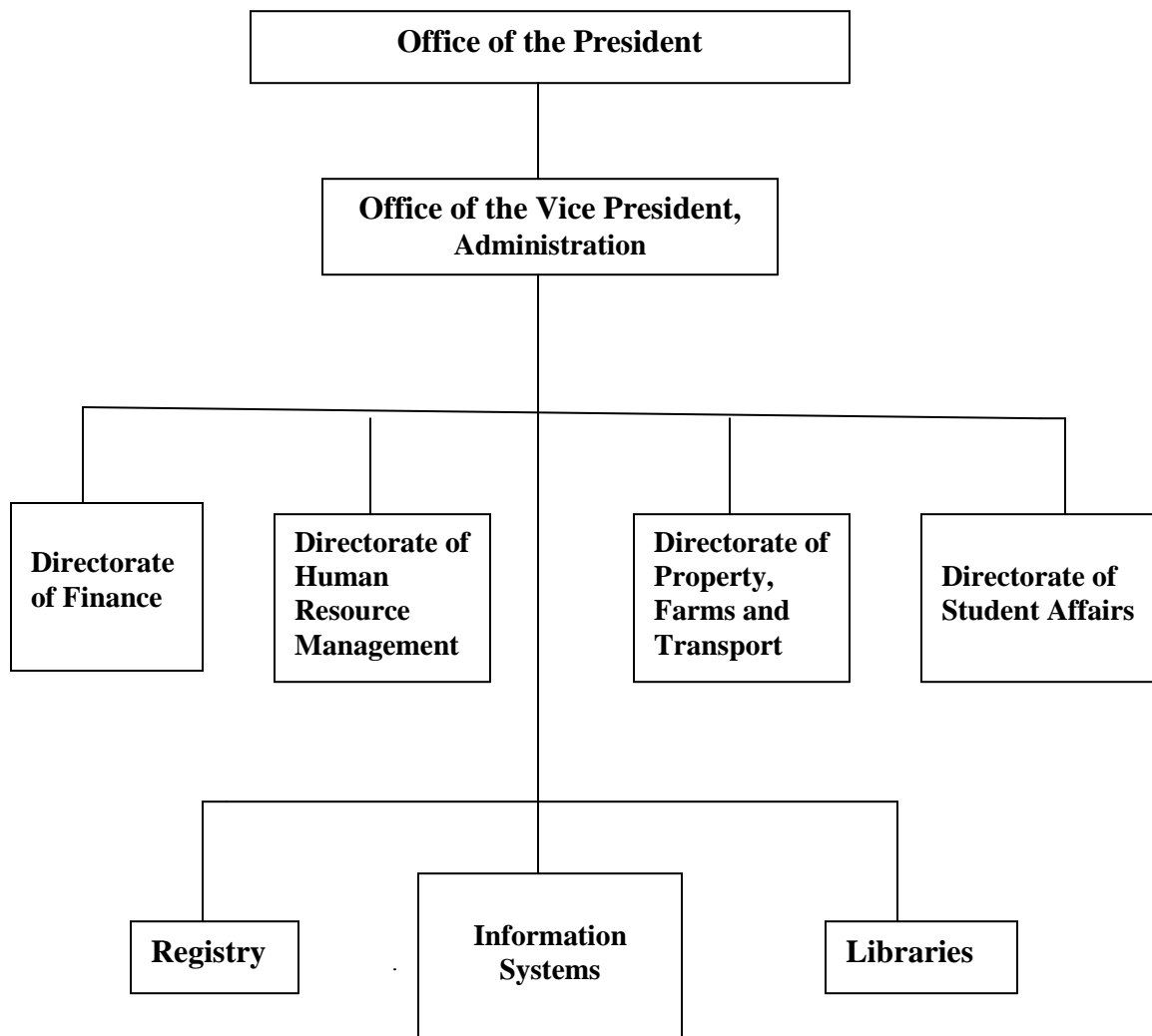


APPENDIX 2

Administrative Organization of the College

The Vice-President, Administration is the College's Chief Operating Officer. The following units, reporting to the Vice President, fall under the Division of Administration:

- Directorate of Finance
- Directorate of Human Resource Management
- Directorate of Student Affairs
- Directorate of Property, Farms and Transport
- Registry
- Libraries
- Management Information Systems



APPENDIX 3

Brief Posts Descriptions of Administrative Staff

Office of the President

President

The President is the Chief Executive Officer of the college in whom the authority to manage and direct the affairs of the college, subject to the direction and control of the Board of Management of the college, is reposed.

Administrative Assistant

The incumbent provides administrative support and manages and coordinates the operations of the Office of the President. In addition, the Administrative Assistant handles a wide variety of situations requiring the use of initiative and knowledge to determine the approach to be taken or the methods to be used in disposing of matters without bringing them to the attention of the President; deals with confidential information and contact with other persons; adapts policies and procedures to emergency situations and establishes practices or procedures to meet new situations.

Executive Secretary

This officer provides secretarial and stenographic support to the President.

Internal Auditor

The Manager Internal Auditor is responsible for initiating, planning, organizing and controlling the audit and audit reporting functions of the college. He/she is required to ensure that financial policies and procedures are adhered to and effective internal controls are in place for the maintenance of CASE's operations.

Director of International Programmes

The Director of International Programmes acts as the college's International Liaison Officer and ensures that the college develops strategic international linkages that are consistent with its mandate. These include international projects and consultancies with international donors, linkages in education, research and service programmes. Because of its classification as an "academic post", the Director of International Programmes also teaches in the college's academic programmes.

Operationally, the duties of the Director, International Programmes include: Project development, proposal writing and project management, liaison with international partners and donor agencies.

Office of the Vice-president

Vice-President

- Providing leadership, motivation, inspiration, and overall supervision to a division consisting of four Directors (**Finance, Human Resource Management, Property, Farms & Transport, and Student Affairs**), **the Registry, the Libraries, and Information Systems**.
- Designing, establishing and maintaining a human resource management policy aimed at furthering the College's objectives.
- Ensuring that the College's recurrent and capital budgets are prepared and that funds are received, recorded, stored, and disbursed in a manner consistent with established procedures.
- Ensuring adherence to established rules and standard operating procedures of the College.

Executive Secretary

The incumbent provides administrative support and manages and coordinates the operations of the office of the Vice President. In addition, the Executive Secretary handles a wide variety of situations requiring the use of initiative and knowledge to determine the approach to be taken or the methods to be used in disposing of matters without bringing them to the attention of the Vice President; deals with confidential information and contact with other persons; adapts policies and procedures to emergency situations and establishes practices or procedures to meet new situations.

- **Directorate of Finance**

Director of Finance

This officer has overall responsibility for managing the financial operations of the institution. The job entails ensuring proper controls are in place, supervising accounts staff as it relates to payroll accounting, receipting and payments – preparing financial statements, forecasting, budgeting and interfacing with the Ministry of Education and Culture. Troubleshooting when the need arises, e.g. advancing funds from Account A to Account B.

Bursar

The Bursar is in charge of the day-to-day operation of payroll for all categories of staff and payment of wages for casual labourers, also the accounts payable operations, and assisting in checking off of cash and verifying it.

Accountant

The Accountant's responsibility includes preparation of payment vouchers, reconciling cashbooks, preparing cheques, checking cash from various cash points.

Purchasing Clerk

The Purchasing Officer, under the direction of the Director of Finance, is responsible for the procurement of goods and services for the college. He/she will therefore liaise with suppliers, secure pro forma invoices where necessary, produce purchase orders from requisitions, monitor delivery of goods and services and submit bills for payment.

Data Entry Clerk

The duties of the Data Entry Clerk include processing all relevant payroll data, filing and preparing payroll cheques, selling lunch tickets and being in charge of the photocopy system.

General Clerk

The General Clerk is in charge of receiving cash. This officer operates the College's main cash points, logs and dispatches cheques once they are signed and other duties assigned.

Secretary

All secretarial duties for the department (with priority given to the Director) are performed by this officer. The duties include, records management for the Director of Finance, answering telephone: screen and handle calls, taking minutes at meetings, preparing minutes of meetings and handling all incoming and outgoing correspondences.

- **Registry**

The Registrar

The Registrar has overall responsibility for the storage and retrieval of student records as these relate to matriculation/admission data, academic performance and general biographical student data. The Registrar also has overall responsibility for the generation and distribution of academic reports, advising students of their academic progress, particularly when they are in academic difficulty, the preparation of the graduation list and all other administrative functions that are associated with graduation. The Registrar also is the Recording Secretary, Board of Management and Secretary to the Academic Council.

Assistant Registrar

The Assistant Registrar is responsible for assisting the Registrar with the recruitment, admission of students, students' records, coordination of examinations, and the general supervision of Registry personnel. He/she is expected to give effect to policies for the efficient and effective functioning of the Registry.

The Placement Officer

The Placement Officer establishes and maintains the connection between the College, our graduates and the Cooperate/Educational community.

Senior Secretary

The Senior Secretary provides secretarial support to the Registry.

Data Entry Clerk

The Data Entry Clerk at the Registry is responsible for inputting data and maintaining accurate student records and other relevant statistical records. He/she is also expected to generate, prepare and issue official progress and grade reports, transcripts and other relevant statistical data in collaboration with the Registrar.

Secretary

The Secretary also provides secretarial support to the Registry.

Registry Clerk (Admissions)

The Admissions Clerk is responsible for all administrative functions related to recruitment/admissions/registration of students.

- **Directorate of Student Affairs**

Director, Student Affairs

The Director, Student Affairs is responsible for designing and administering programmes and activities aimed at facilitating the personal growth and development of students, as well as providing support services to ensure their academic success.

Guidance Counsellor

The Guidance Counsellor is responsible for designing and administering programmes and activities which assist students in coping with the demands of studies at the tertiary level. He/she will therefore coordinate the mentor and work-study programmes, teach courses in personal development, and organize workshops on topical issues for the benefit of students. The Guidance Counsellor will also intervene in crisis situations, including financial difficulties experienced by students.

Wardens

Wardens act as monitors, who ensure that the rules and regulations are being followed by students. They also act as mentors and respond to student emergencies.

Sports Coordinator

The Sports Coordinator is responsible for planning, coordinating, organizing and the controlling the sporting program within the college re recreational and competitive sports. He/she will therefore co-ordinate participation in inter-college competitions as well as identify, source and provide the necessary facilities, equipment, clothing and gear to further the sports program.

Coach

The Coach is responsible for providing sporting instruction, guidance and motivation to students interested in recreational and competitive sports. He/she will assist the Sports

Coordinator in coordinating participation in on and off campus sporting events as well as providing the necessary facilities, equipment and clothing for an effective sports program.

Nurse

The Nurse is expected to address the medical needs of students and staff at CASE. He/she will screen potential patients, initially diagnose problems, counsel, treat ailments where possible and make referrals to the doctor when necessary.

Food Services Manager

The Food Services Manager is expected to manage the Food Services department to ensure that the diet of the college community is of an acceptable standard and the dietary needs are fulfilled in a cost effective, timely, efficient and effective manner. He/she will therefore plan menus, establish systems of cost control and standard operating procedures as well as supervise staff in order to meet this objective.

Residence Hall Manager

The Residence Hall Manager is responsible for the management and maintenance of student residential halls with respect to sanitation, student activities, dormitories and the coordination of the warden system. He/she will also handle student room placement, monitor and ensure that designated areas for accommodation, special events and classrooms are satisfactorily maintained.

- **Library**

Librarian

The College Librarian is the chief library administrator for the College, providing management, professional and technical expertise for the administration of the Library. As such, the incumbent is part of the management team of the College, contributing to the overall planning and development of the institution as well as the Library.

Deputy College Librarian

The Deputy College Librarian will function as an assistant to the College Librarian with responsibility for the Administration of the Library. In the absence of the College Librarian, acts as College Librarian with responsibility for the day to day operations governing service delivery. As such, the incumbent will supervise all staff involved in servicing clients and ensure that activities for the Library are conducted smoothly and efficiently.

Librarian II

Librarian II will function as Librarian responsible for cataloguing and database management. In the absence of the Deputy College Librarian, the incumbent will act as such. Librarian II will liaise with the College Librarian and Deputy Librarian for the day to day operations and maintain the smooth and efficient running of the Library.

Senior Library Assistant

The Senior Library Assistant will be responsible for assisting the Librarian in developing and maintaining the college's library services primarily for the benefit of students and staff. By maintaining accurate records, circulation and prompt shelving and processing library material, the Senior Library Assistant will assist students, staff and members from the community in identifying and selecting suitable material for research and pleasure. The Senior Library Assistant also assists the Librarian with the supervision of other library personnel.

Library Assistant

The Library Assistant will be responsible for assisting the Librarian in developing and maintaining the college's library services primarily for the benefit of students and staff. By maintaining accurate records, circulation and prompt shelving and processing library material the Library Assistant will assist students, staff and members from the community in identifying and selecting suitable material for research and pleasure.

Library Aide

The Library Aide is expected to secure and maintain the college's library books, periodicals and other assets by shelving books, copying articles for student and staff, maintaining newspaper clippings file, performing minor book repairs and locking up the facility.

- **Directorate of Human Resources and Management**

Director of Human Resource

The Director of Human Resource is responsible for designing and administering a strategic Human Resource Management program, which will facilitate the development of human resources, efficient and effective performance, a harmonious industrial relations climate, and a motivated workforce. He/she also has overall portfolio responsibility for the management of the college's inventory and office services.

Office Services Manager

The Office Services Manager is responsible for providing and facilitating efficient office services as well as managing the College's inventory. He/she will, therefore, monitor inventory records and procedures, assess office needs for space, furniture, equipment and stationary as well as facilitate procurement, communication and delivery services.

Administrative Assistant

The Administrative Assistant, HRM is responsible for providing administrative support to the Director of Human Resource and the unit in general. The officer is expected, among other things, to prepare and type various pieces of correspondence including letters of appointment and employment, job letters, duty concession letters, as well as process leave applications and pension documents, and liaise with members of the college community.

Personnel Clerk

The Personnel Clerk is expected to undertake administrative and clerical duties which will support the HRM function. He/she will also assist in the preparation and coordination of orientation, interviews, training and appointment of staff as well as participate in continually updating the employee and Human Resource records.

Secretary 2 – Office Services

The incumbent is expected to engage in secretarial and clerical activities in the achievement of the unit's objectives. He/she will prepare documents for dispatching, assist in securing quotations needed for purchasing items, record phone usage and record bills and quotations for approval.

Storekeeper

The Storekeeper is responsible for securing the college's assets and ensuring that accurate records of same are maintained for their protection. He/she is, therefore, expected to receive and distribute goods according to the college operating procedures, keep updated records as outlined by the Financial Administration and Audit Act (FAAA), and monitor the movement of the college's assets to avoid any loss or compromise in security.

Store Clerk

The Store Clerk is responsible for assisting the Storekeeper in the maintenance of accurate inventory records. He/she will also assist in the receipt and disbursement of goods in the absence of the Storekeeper.

Store man

The Store man is expected to assist the Storekeeper in the receipt and disbursement of goods by removing goods from the store room and vehicles transporting such items and placing them in desired locations. He will also assist in the marking of assets to maintain accurate inventory records.

Telephone Operator

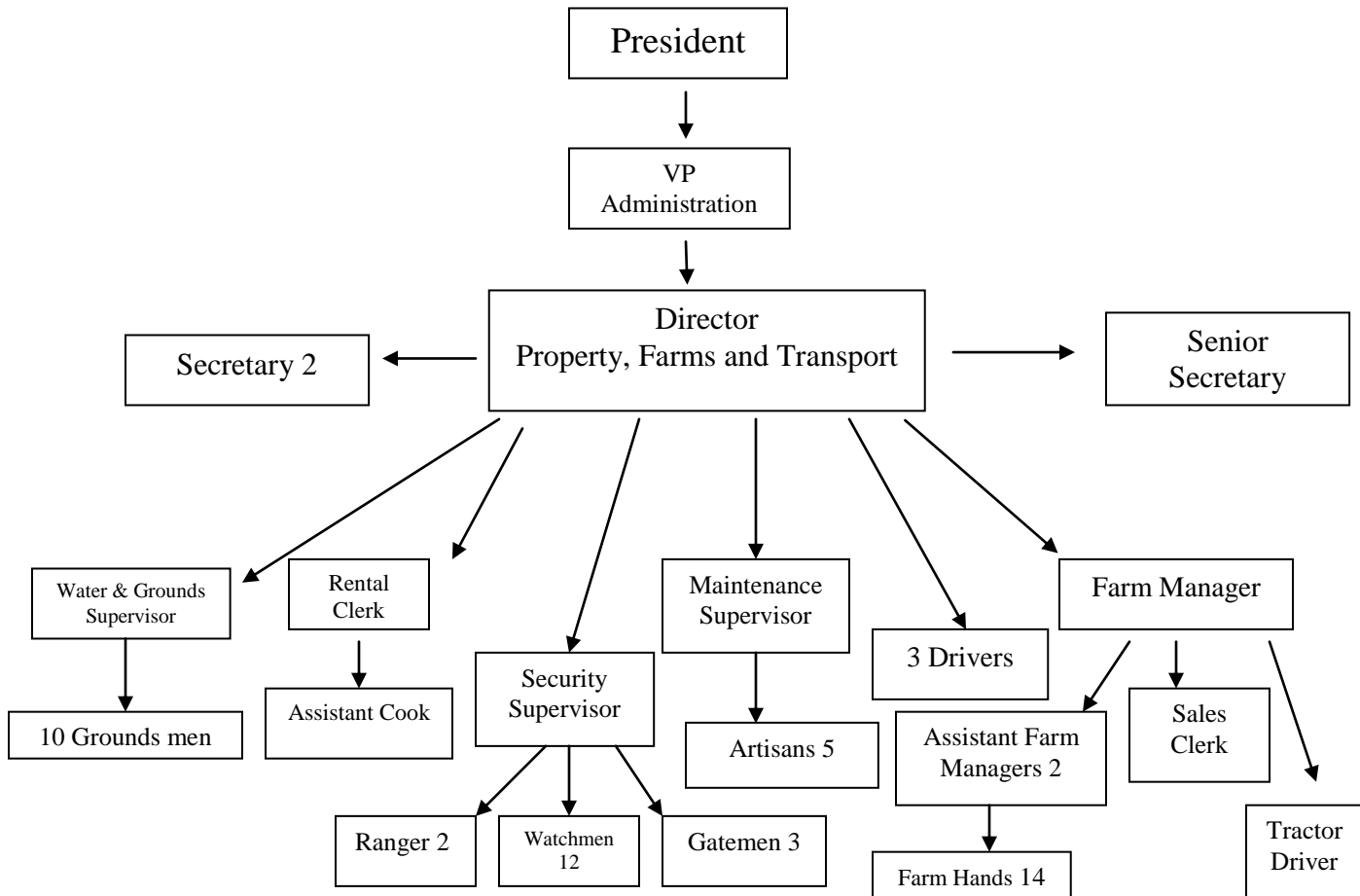
The Telephone Operator is responsible for facilitating communication linkages by operating the PBX system, receiving and dispatching mail and faxes, as well as receiving and directing visitors to desired locations.

Records Clerk

The Records Clerk is primarily responsible for photocopying and collating documents required by student and staff alike.

Cleaners – Five (5) Cleaners now attached to the department, are responsible for maintaining a hygienic environment by cleaning and sanitizing Offices and classrooms.

- **Directorate of Property, Farm and Transport**



Director of Property, Farms and Transport

The Director has the overall responsibility for security of the campus and farm. The job entails that boundaries of the campus and farms are secured against encroachment. The Officer is expected, among other things to maintain adequate supply of water to all sectors of the campus and farms, generate revenue from the property, farms and transport; (it is expected that the amount will in the shortest possible time, be less than 25% of budgeted revenue), monitor, investigate and distributes costs into appropriate sub-centres and to enhance the physical appearance and environment of the campus with in the constraints of limited resources. In addition, he/she will direct all aspects of the (improvement plan) improvement of the physical plant: buildings, farm roads, rivers, beach front, transport and machinery as well as develop plans for producing revenues from crops, livestock, tourism trade etc.

Farm Manager

The Farm Manager is responsible for the management of the farms with the main function being to develop and effectively implement farm plan, properly prepare and

timely submit farm budget, determine along with other appropriate departments the use of all land space in the college's possession. He/she will determine the need for resources including labor to carry out farm activities and take the necessary steps to acquire them. The Officer is expected to ensure safety, maintenance and proper use of all machinery equipment, supplies, buildings and other resources under the Farm Manager's control. He/she is ensure maximum returns from the natural and invested resources on the farm, as well as the appropriate and efficient handling, use and disposal of output from the farm and that all appropriate farm records are kept.

Grounds and Water Supervisor

Grounds and Water Supervisor is expected to liaise with the National Water Commission to ensure that adequate water supply is on campus at all times. The Officer is expected, among other things, to regulate water supply on campus from main tanks, ensure proper sanitation prevail on campus including assisting with plumbing and maintenance repairs and give direct supervision of beautification of the grounds.

Maintenance Supervisor

The Maintenance Supervisor is responsible for servicing of all motor vehicles in a timely manner, ensuring the cleaning of all college motor vehicles on a scheduled basis, and maintaining proper records of tools, equipment and fuel at the Engineering Department. He/she will keep records relating to repairs and servicing of all vehicles and prepare scheduling for these activities and do welding repairs and welding of fixtures and their installation when required.

Rental Clerk

The Rental Clerk is responsible for booking and coordination of all rentals and marketing of all property for rental. He/she will ensure client comfort by making sure that rooms, meals and other facilities are adequate and to required standards as well as keeping proper records of bookings, income, expenditure and inventory.

Grounds men and Casual Labourers

The Grounds men and Casual Labourers are responsible for maintaining and beautification of the College environment as well as collection of all garbage from the different locations on the campus daily. In addition, the cutting and cleaning of lawns, moving of furniture and arranging of rooms for examinations and other functions are the responsibility of the grounds men.

Watchmen

These persons are responsible for the security of the students, staff, visitors and physical assets of the College.

Artisans

These persons are responsible for effecting repairs and preventive maintenance.

Drivers

These persons operate the college fleet of motor vehicles.