



THE UNIVERSITY OF THE WEST INDIES
MONA CAMPUS

PERCEPTIONS OF MONA'S 2009-10 STUDENTS
ON THEIR EXPERIENCE
AT THE UWI, MONA

SPEAK YOUR MIND (SYM) 2010

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

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INTRODUCTION

As part of a UWI wide initiative, the Office of Planning and Institutional Research at Mona conducted a survey of First degree students in an effort to assess the views and perceptions of those students about their experience at the UWI, Mona. The survey sought responses to a number of areas including the Mona learning experience and the relevance and content of courses.

The information gleaned from the survey will assist administrators in the process of evaluation and development of the academic, administrative and social services that are offered on this Campus.

METHODOLOGY

Target Group:

The survey targeted on-campus first, second, and final year, First degree students enrolled in undergraduate courses as at January 2010 on all the sites that comprise the Mona Campus. Students at tertiary and affiliated institutions were not targeted for the survey. Six survey instruments were used to collect information: one survey for first, second and final year students in the Medical Sciences and one survey for first, second and final year students in the combined faculties.

At the UWI Mona and its satellite Campuses, there were 10,006 First degree students. Of these, 2,129 participated in the survey reflecting a 21% response rate.

Table 1: Sample and Student Population by Year of Study

Year of Study	Sample	%	Population	%
Year 1	886	42	3,940	39
Year 2	685	32	2,705	27
Year 3	558	26	3,361	34
Total	2,129	100	10,006	100

Survey Administration:

The survey was conducted during the month of March for approximately four weeks. A paper-based survey was administered to students in class which took approximately 10-20 minutes to complete.

The data entry took place over three weekends in March. Student assistants entered data from the questionnaires into an SPSS file at a DOMS computer laboratory reserved for this project. After a day's work, each student emailed the SPSS file to the Office of Planning and Institutional Research where the information was reviewed and edited and incorporated into a Master file for analysis.

Survey Instrument:

The questionnaire for first and second year students comprised six sections while the questionnaire for final year students comprised seven sections. Section I collected basic demographic information such as the name, age, sex, area of study, residence, and country of origin of the student. Students were also asked whether UWI was their first choice for higher education studies and how they financed their education. In addition to the above, final year students were asked whether they expected to graduate in 2010 and the class of degree to be awarded.

Section II inquired about student administrative services such as the registration and examinations processes. First year students were asked additional questions about orientation activities.

Section III gathered information on academic support services with regard to information technology, library services and academic advising.

Section IV collected information on non-academic student support services such as counselling and health services and entertainment and recreational facilities.

Section V asked a series of questions related to the degree programme such as teaching and course quality and contribution to the development of desirable attributes.

Section VI inquired about the overall experience and satisfaction of the student.

Section VII, intended for final year students, asked about their postgraduate plans and Alumni relationships.

As an incentive, the questionnaires also stated that students could win prizes by completing the survey. The prizes consisted of t-shirts, gift certificates, flash drives and stationery. Fifty-three prizes were awarded in total to participants at the Mona and Satellite Campuses.

Limitations:

The SYM Survey was intended as an online survey where students could access the survey through their personal UWI email account. Because of technical difficulties and the fact that students at Mona and the Satellite Campuses do not regularly use their UWI email for correspondence, there were five responses to the online survey.

As a result, OPAIR determined that it was necessary to conduct the survey manually by targeting a cross section of classes by faculty, and administering a paper survey in class. One drawback of the paper survey is that personal information such as the student's name and ID number was requested. This information was needed for data quality purposes and to ensure that each respondent participated only once. Despite assurances of confidentiality, some students refrained from completing the survey which resulted in a lower response rate.

It is also difficult to determine to the extent to which students' responses were influenced by the disclosure of personal information (i.e., name or id number).

FINDINGS

Profile of First Degree Students:

As Table 2 illustrates, of the 10,006 First degree students at the Mona and Satellite Campuses, 2,129 or 21% responded to the survey. The sample distribution by faculty reflects underrepresentation of Humanities and Education and Pure and Applied Sciences and overrepresentation of Medical Sciences.

Table 2: Sample and Student Population at the Mona and Satellite Campuses

Faculty	Sample	%	Population	%
Humanities & Education	339	15.9	2,020	20
Law	54	2.5	191	2
Medical Sciences	481	22.6	1,422	14
Pure & Applied Sciences	364	17.1	2,107	21
Social Sciences	891	41.9	4,266	43
Total	2,129	100	10,006	100

Table 3: Sample and Student Population at the Mona Western Jamaica Campus

Faculty	Sample	%	Population	%
Humanities & Education	18	21	61	14
Law	4	5	9	2
Medical Sciences	15	17	25	6
Social Sciences	49	57	345	78
Total	86	100	440	100

Table 4: Sample and Student Population at the Mona Bahamas Campus

Faculty	Sample	%	Population	%
Medical Sciences (MBBS)	0	0	22	19
Social Sciences (CHTM)	28	100	91	81
Total	28	100	113	100

Student Demographics:

The population distribution among First degree students is 30% male and 70% female. As Table 5 shows, a higher percentage of females responded to the survey.

Table 5: Distribution of First Degree Respondents by Sex

Sex	Sample	%	Population	%
Male	457	21	2,996	30
Female	1,672	79	7,010	70
Total	2,129	100	10,006	100

Most students (65%) who responded were in the 20-24 age group, while 20% were in the 17-19 age group. Less than 10% were in the remaining age groups. Among First degree students, 51% were in the 20-24 age group while 28% were in the 17-19 age group.

Table 6: Distribution of First Degree Respondents by Age Group

Age Group	Sample	%	Population	%
17-19	435	20.4	2,779	28
20-24	1,390	65.3	5,068	51
25-29	155	7.3	989	10
30-34	90	4.2	523	5
35+	59	2.8	647	6
Total	2,129	100	10,006	100

By Campus site, most respondents (95%) were from the Mona site which is consistent with the population distribution.

Table 7: Distribution of First Degree Respondents by Campus Site

Campus	Sample	%	Population	%
Mona Kingston	2,015	95	9,453	95
Mona Western Jamaica	86	4	440	4
Mona Bahamas	28	1	113	1
Total	2,129	100	10,006	100

The distribution by faculty (Table 8) showed the highest percentage in the Social Sciences (42%), followed by the Medical Sciences (23%). The sample distribution reflects underrepresentation of Humanities and Education and Pure and Applied Sciences and overrepresentation of Medical Sciences.

Table 8: Distribution of First Degree Respondents by Faculty

Faculty	Sample	%	Population	%
Humanities & Education	339	15.9	2,020	20
Law	54	2.5	191	2
Medical Sciences	481	22.6	1,422	14
Pure & Applied Sciences	364	17.1	2,107	21
Social Sciences	891	41.9	4,266	43
Total	2,129	100	10,006	100

Most respondents were enrolled full-time (93%) while 7% were enrolled part-time (Table 9). In comparison, the population distribution is 81% full-time and 19% part-time.

Table 9: Distribution of First Degree Respondents by Status

Status	Sample	%	Population	%
Full-Time	1,971	93	8,130	81
Part-Time	158	7	1,876	19
Total	2,129	100	10,006	100

Most respondents (58%) in the Medical Sciences were in Nursing, while 37% were studying to be doctors. Five percent (5%) of respondents were studying Physical Therapy.

Table 10: Distribution of Medical Science Respondents by Programme

Programme	Sample	%	Population	%
MBBS	177	37	635	45
BSc Nursing	278	58	499	35
BSc Physical Therapy	26	5	119	8
Other BSc	0	0	169	12
Total	481	100	1,422	100

When asked about their place of residence and its distance from the Campus (Table 11), most respondents (51%) lived on (27%) or near (24%) Campus, while 29% lived 20 or more miles from the Campus. Eighteen percent (18%) of respondents reported living elsewhere [other].

Table 11: Distribution of First Degree Respondents by Residence

Residence	Sample	%
On Campus	582	27
Home 10 mile radius	514	24
Home 20 mile radius	289	14
Home 30 mile radius	312	15
Other	380	18
Not reported	52	2
Total	2,129	100

When asked about their country of birth, the majority (91%) of respondents reported Jamaica. The sample distribution is reflective of the actual distribution of First degree students.

Table 12: Distribution of First Degree Respondents by Country of Origin

Country of Origin	Sample	%	Population	%
Barbados	39	1.8	91	1
Jamaica	1,946	91.4	9139	91
Trinidad & Tobago	74	3.5	318	3
Regional/UWI 12	53	2.5	212	2
Other	16	0.8	170	2
Not reported	1	0.0	76	1
Total	2,129	100	10,006	100

Students were also asked about their first choice of universities. Most respondents (84%) reported UWI as their first choice for higher education studies (Table 13).

Table 13: Distribution of Responses of First Degree Students

Was UWI Your 1st Choice?	N	%
Yes	1,782	83.7
No	331	15.5
Not reported	16	0.8
Total	2,129	100.0

First year students were asked to report what influenced their decision to attend the UWI. Respondents decided to attend UWI because of its reputation (64%) and the convenience (40%) and to a lesser extent, recommendation from friends (25%), affordability (24%), and parents' choice (22%).

Table 14: Distribution of Responses of First Year Students

Factors Influencing Decision to Attend UWI	N (Yes)	%
Reputation	571	64
Affordability	215	24
Recommendation	225	25
Parent's Choice	196	22
Convenience	354	40
Total N	886	

Multiple Responses permitted.

Among students in their final year of study (Table 15), 90% of respondents expected to graduate in 2010. The majority expected an Upper Second Class degree (39%) or Lower Second Class degree (23%), while 13% anticipated First Class standing (Table 16).

Table 15: Distribution of Responses of Final Year Students

Expect to Complete Degree in 2010?	N	%
Yes	501	90
No	50	9
Not reported	7	1
Total	558	100

Table 16: Distribution of Responses of Final Year Students

Class Degree	N	%
Pass	37	6.6
Lower Second	128	22.9
Upper Second	216	38.7
First Class	70	12.5
Don't Know	97	17.4
Not reported	10	1.8
Total	558	100

When asked how they had financed their education (Table 17), most respondents (48%) relied on their parents for assistance while 38% of students were dependent on student loans.

Table 17: Distribution of Responses of First Degree Students

Sources of Financing Education	N (Yes)	%
Student Loan	810	38
Scholarship	234	11
Gov't Sponsor/Free Tuition	169	8
Self-Financed	353	17
Parents	1,029	48
Commercial Loan	139	7
Total N	2,129	

Note: Multiple responses permitted.

Student Orientation and Student Administrative Services:

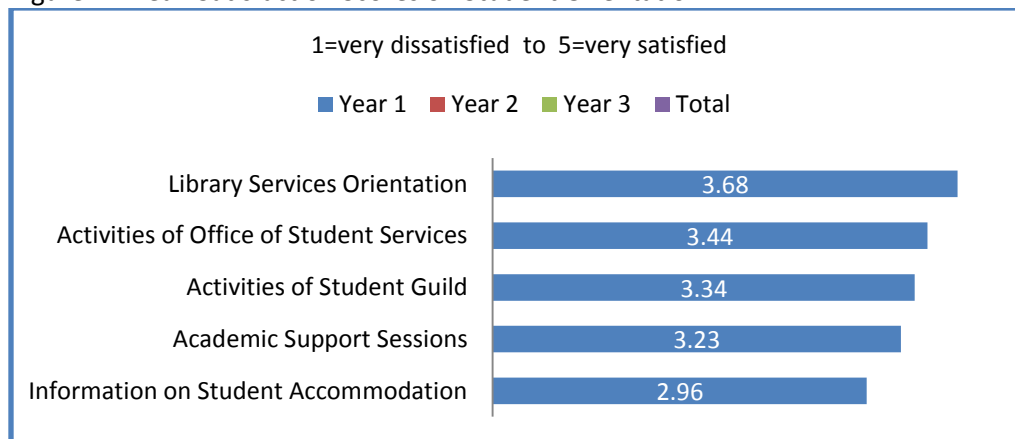
Section II of the survey asked students about their satisfaction with aspects of student orientation and student administrative services. Students were asked to indicate their level of satisfaction on each item with one (1) indicating very dissatisfied and 5 indicating very satisfied.

Student Orientation:

As seen in Figure 1, First year respondents were neutral to satisfied with each aspect of orientation. Students were the most satisfied with library services orientation (3.68) and the least satisfied with information on student accommodation (2.96).

Second and final year students were not asked about student orientation activities.

Figure 1: Mean Satisfaction Scores on Student Orientation

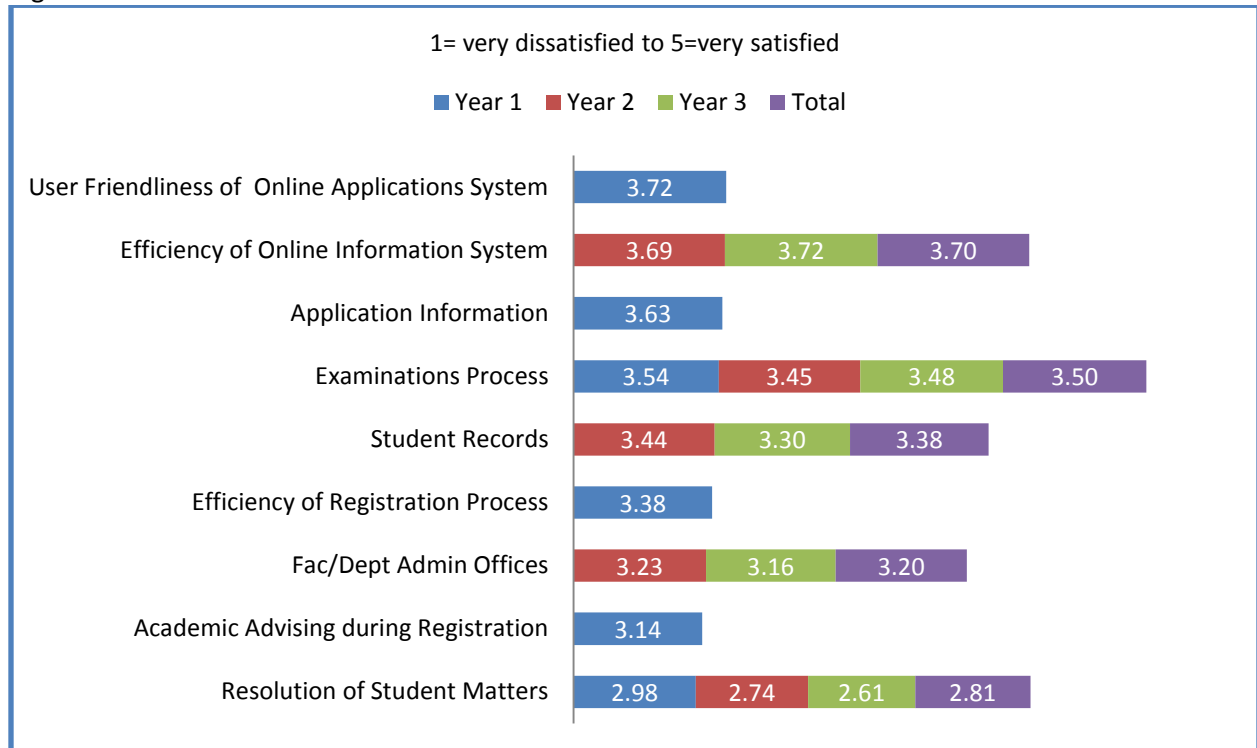


Student Administrative Services:

As seen in Figure 2, students were most satisfied with the user friendliness (3.72) and the efficiency (3.70) of the online systems and were least satisfied with resolution of student matters (2.81).

First year students were less satisfied with academic advising during registration (3.14), while second and final year students were less satisfied with faculty/departmental administrative offices (3.20).

Figure 2: Mean Satisfaction Scores on Student Administrative Services



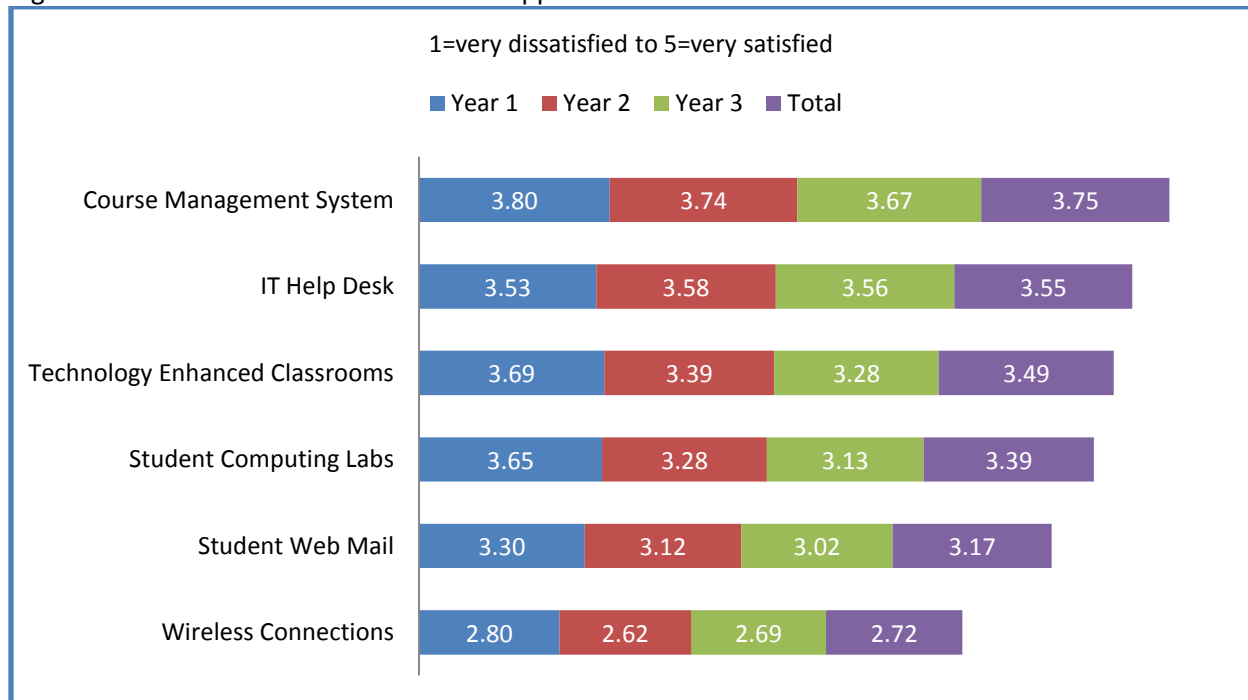
Academic Support Services:

Section III of the survey asked students about their satisfaction with academic support services. Academic support services included questions on IT support services, library services and academic advising services. Students were asked to indicate their level of satisfaction on each item with one (1) indicating very dissatisfied and 5 indicating very satisfied.

IT Support Services:

Students were generally neutral to satisfied with IT support services (Figure 3). Students registered the most satisfaction with the course management system (3.75) and the least satisfaction with wireless connections (2.72). With the exception of the IT help desk, second and final year students were less satisfied than first year students with IT support services.

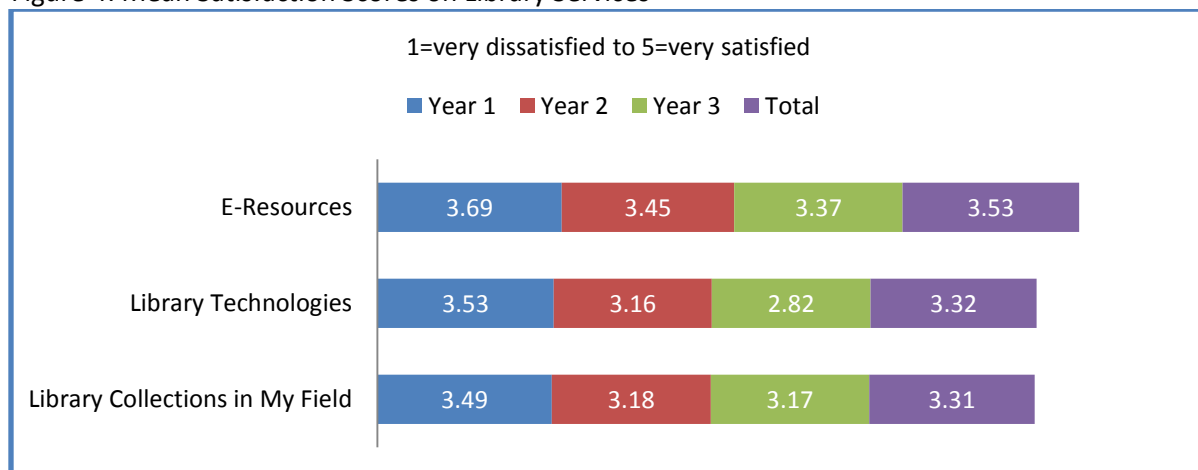
Figure 3: Mean Satisfaction Scores on IT Support Services



Library Services:

As Figure 4 shows, students were neutral to satisfied with library services based on the overall mean scores of 3.31 to 3.53. Students were most satisfied with E-Resources (3.53) and least satisfied with library collections in my field (3.31). Second and final year students were less satisfied than first year students with library services.

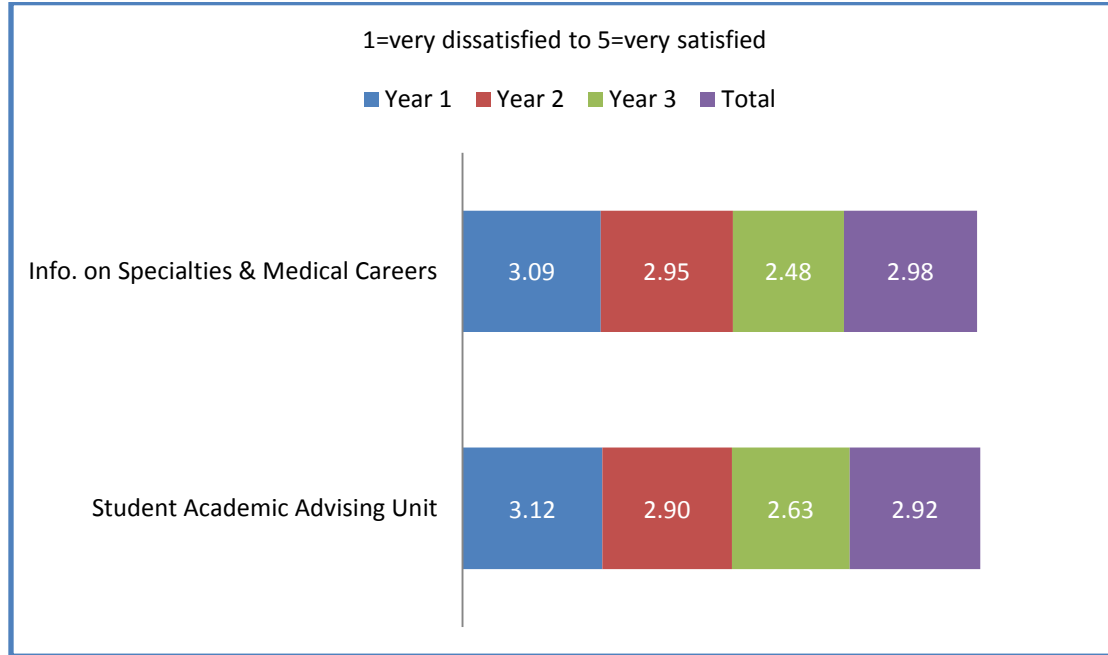
Figure 4: Mean Satisfaction Scores on Library Services



Academic Advising Services:

When it came to academic advising, students were generally neutral about this service. Second and final year students were less satisfied than first year students with academic advising and information available on specialties and medical careers.

Figure 5: Mean Satisfaction Scores on Academic Advising Services



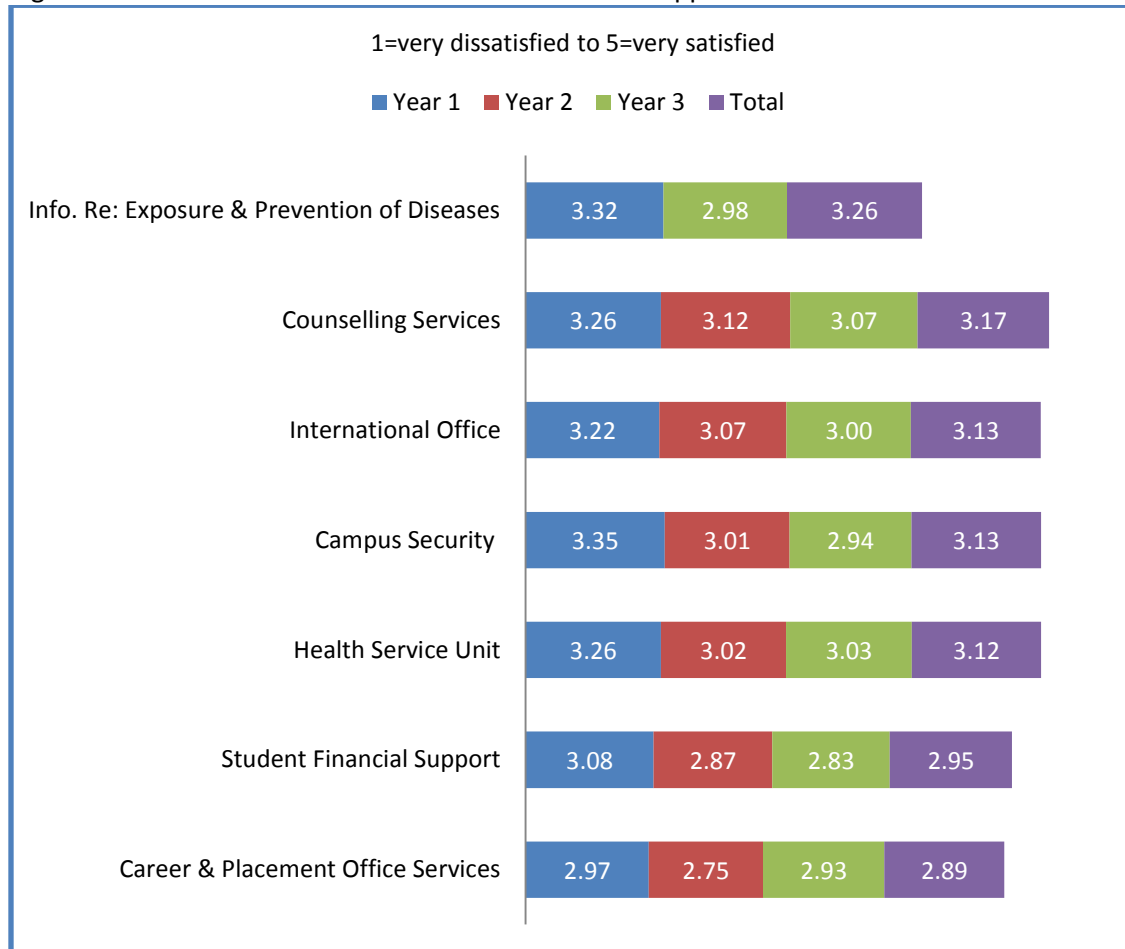
Non-Academic Student Support Services

Section IV of the survey addressed non-academic student support services. Students were asked to indicate their level of satisfaction on each item with one (1) indicating very dissatisfied and 5 indicating very satisfied.

Non-Academic Student Support Services:

The mean scores for non-academic support services ranged from 2.89 to 3.26 suggesting a tendency toward neutrality (Figure 6). Students were the most satisfied with information available on the exposure and prevention of diseases (3.26) and the least satisfied with career and placement office services (2.89). Second and final year students were less satisfied than first year students with non-academic support services.

Figure 6: Mean Satisfaction Scores on Non-Academic Support Services



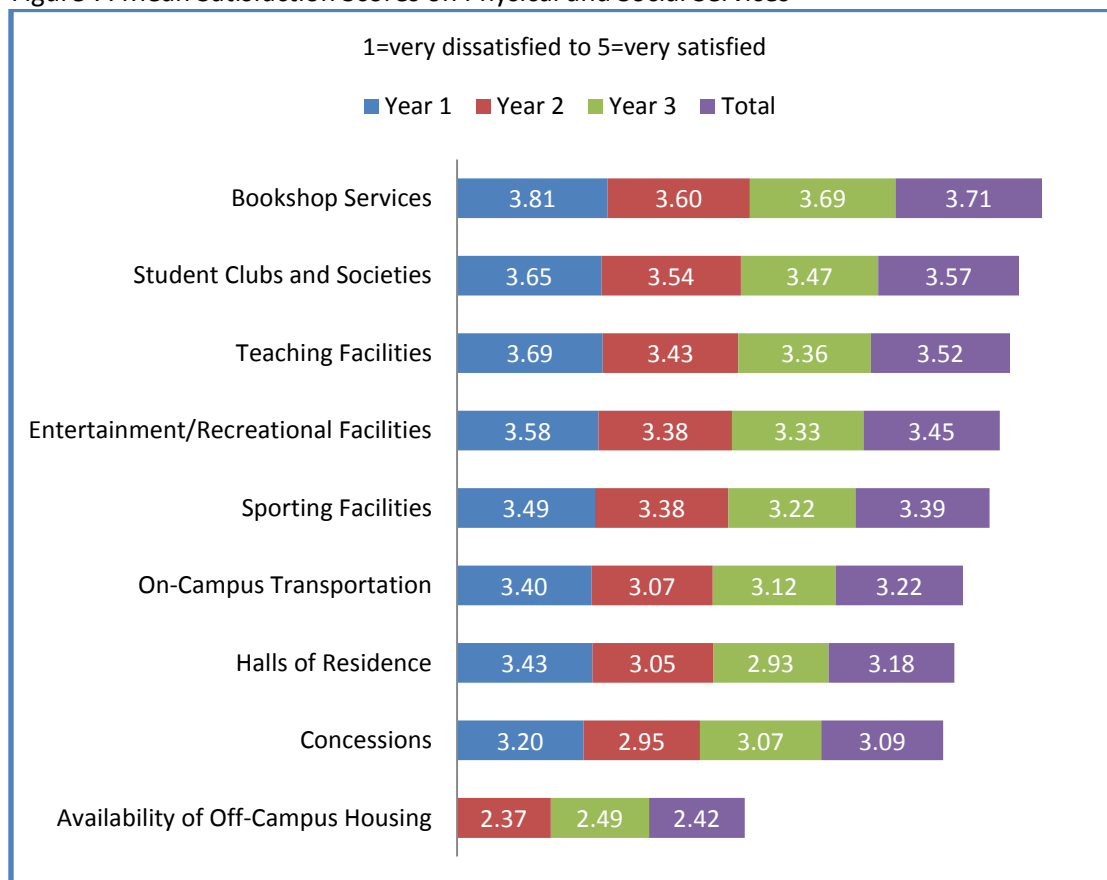
Physical and Social Services:

When asked about the physical and social services of the University, students were neutral to satisfied. Students were the most satisfied with the bookshop (3.71) and the least satisfied with the availability of off-campus housing (2.42).

Other areas denoting less satisfaction were concessions (3.09), halls of residence (3.18) and on-campus transportation (3.22).

Second and final year students were less satisfied than first year students with physical and social services.

Figure 7: Mean Satisfaction Scores on Physical and Social Services



Degree Programme:

Section V of the survey asked students about their degree programme with regard to teaching quality, course quality, contribution to the development of desirable attributes, and learning community. Students were asked to indicate their agreement with a number of statements with one (1) indicating strongly disagree to 5 indicating strongly agree.

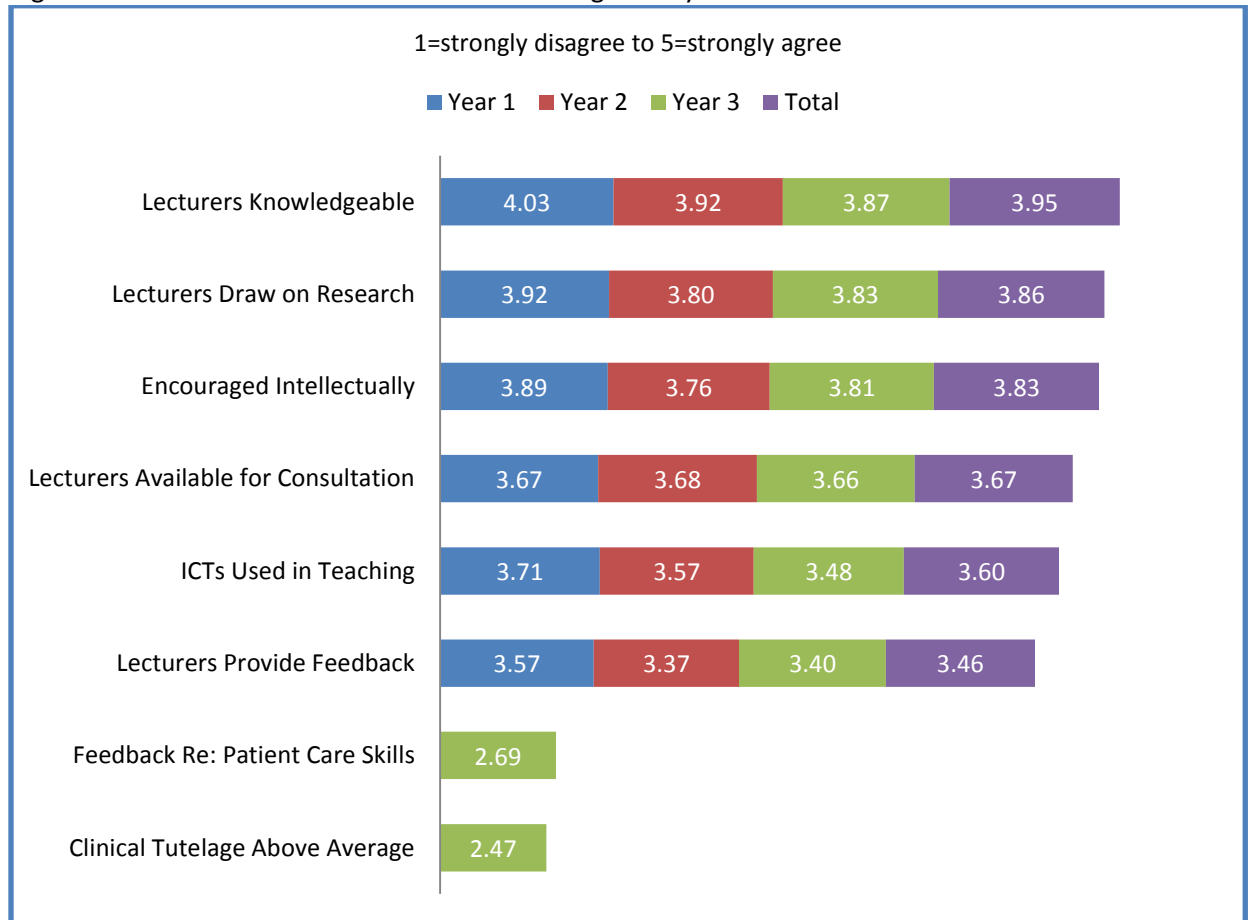
Teaching Quality:

Students generally agreed with the statements on teaching quality. Students were in most agreement with the lecturers being knowledgeable (3.95) and in less agreement with the lecturers providing timely and constructive feedback (3.46).

Final year medical students were neutral with regard to adequate feedback regarding patient care skills (2.69) and the quality of clinical tutelage being above average (2.47).

Second and final year students agreed less with the statements on teaching quality compared with first year students.

Figure 8: Distribution of Mean Scores on Teaching Quality



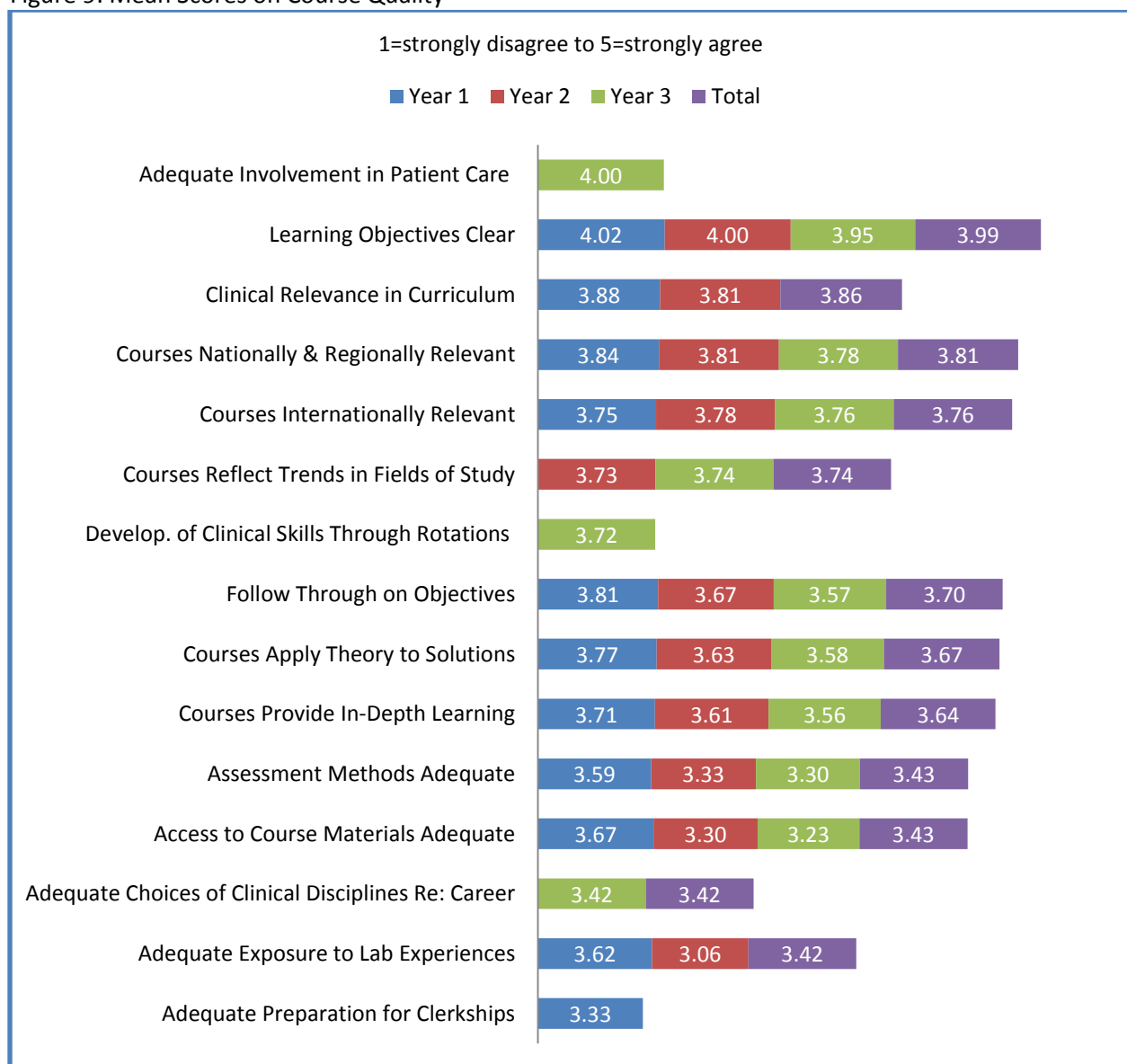
Course Quality:

As Figure 9 shows, students were neutral to in agreement with statements on course quality. Students showed the greatest agreement with the learning objectives being clear (3.99), and less agreement with access to course materials being adequate (3.43). Final year medical students agreed most with adequate involvement in patient care (4.00) while final year students agreed least with access to course materials being adequate (3.23).

First year medical students were the least satisfied with adequate preparation for clerkships (3.33) while second year medical students were the least satisfied with adequate exposure to lab experiences (3.06).

In general, second and final year students were in less agreement with the statements on course quality than were first year students.

Figure 9: Mean Scores on Course Quality

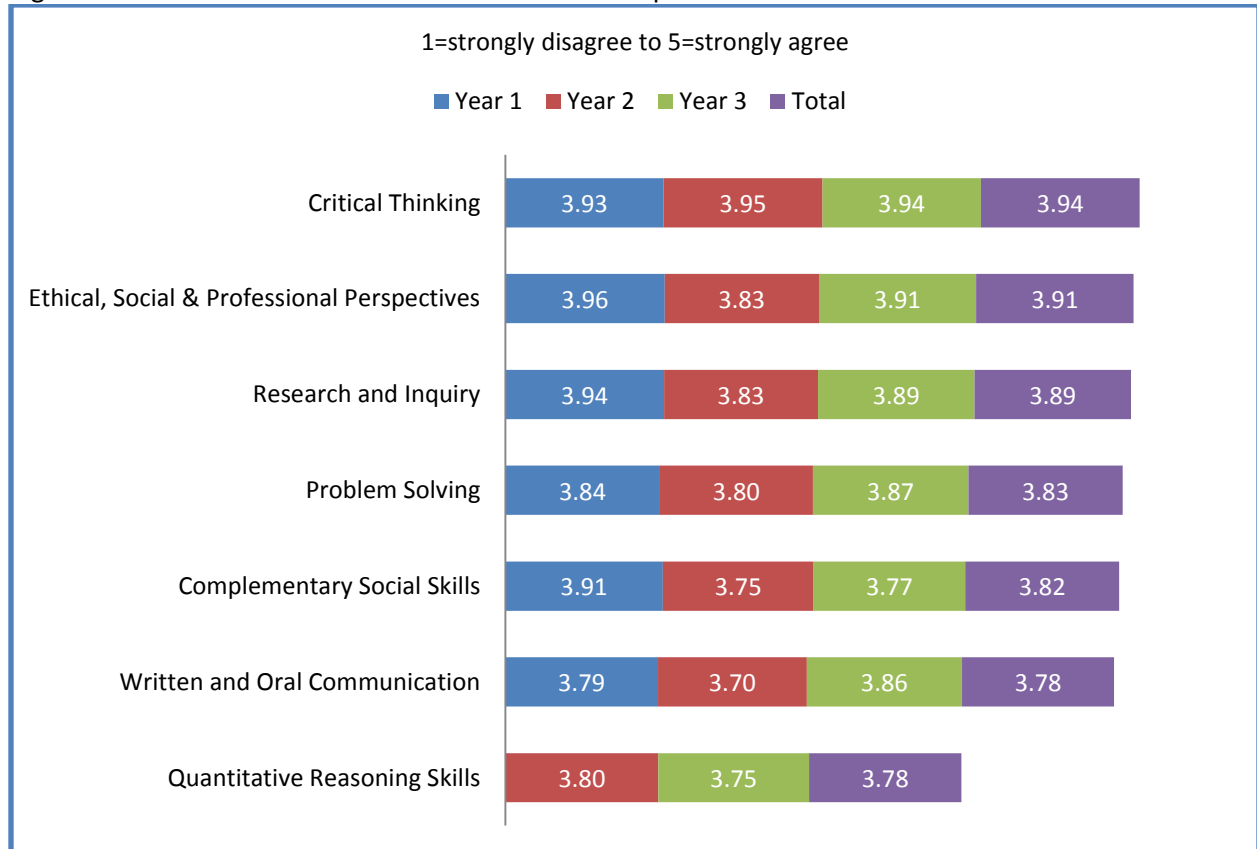


Contribution to the Development of Desirable Attributes:

Students generally agreed that their degree programme was contributing to the development of desirable attributes (Figure 10). Students indicated the greatest agreement with the programme improving their critical thinking skills (3.94) and the least agreement with the programme developing their written and oral communication skills (3.78) and quantitative reasoning skills (3.78).

With the exception of critical thinking skills, second year students agreed the least with statements on the development of desirable attributes.

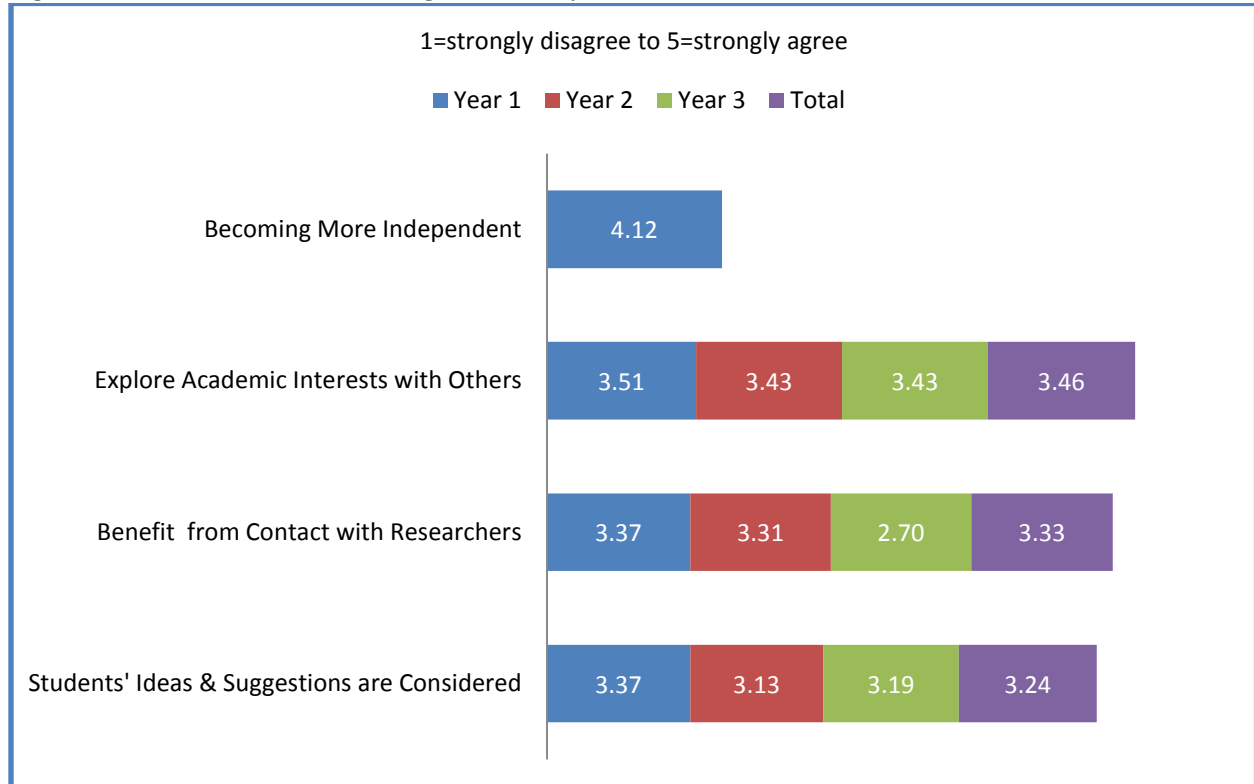
Figure 10: Mean Scores on Contribution to the Development of Desirable Attributes



Learning Community:

As Figure 11 shows, students were generally neutral to in agreement with the statements on learning community. Students agreed the most with being able to explore academic interests with staff and students (3.46) and the least with students' ideas and suggestions being considered (3.24). First year students agreed with becoming more independent (4.12).

Figure 11: Mean Scores on Learning Community



Overall Experience and Satisfaction

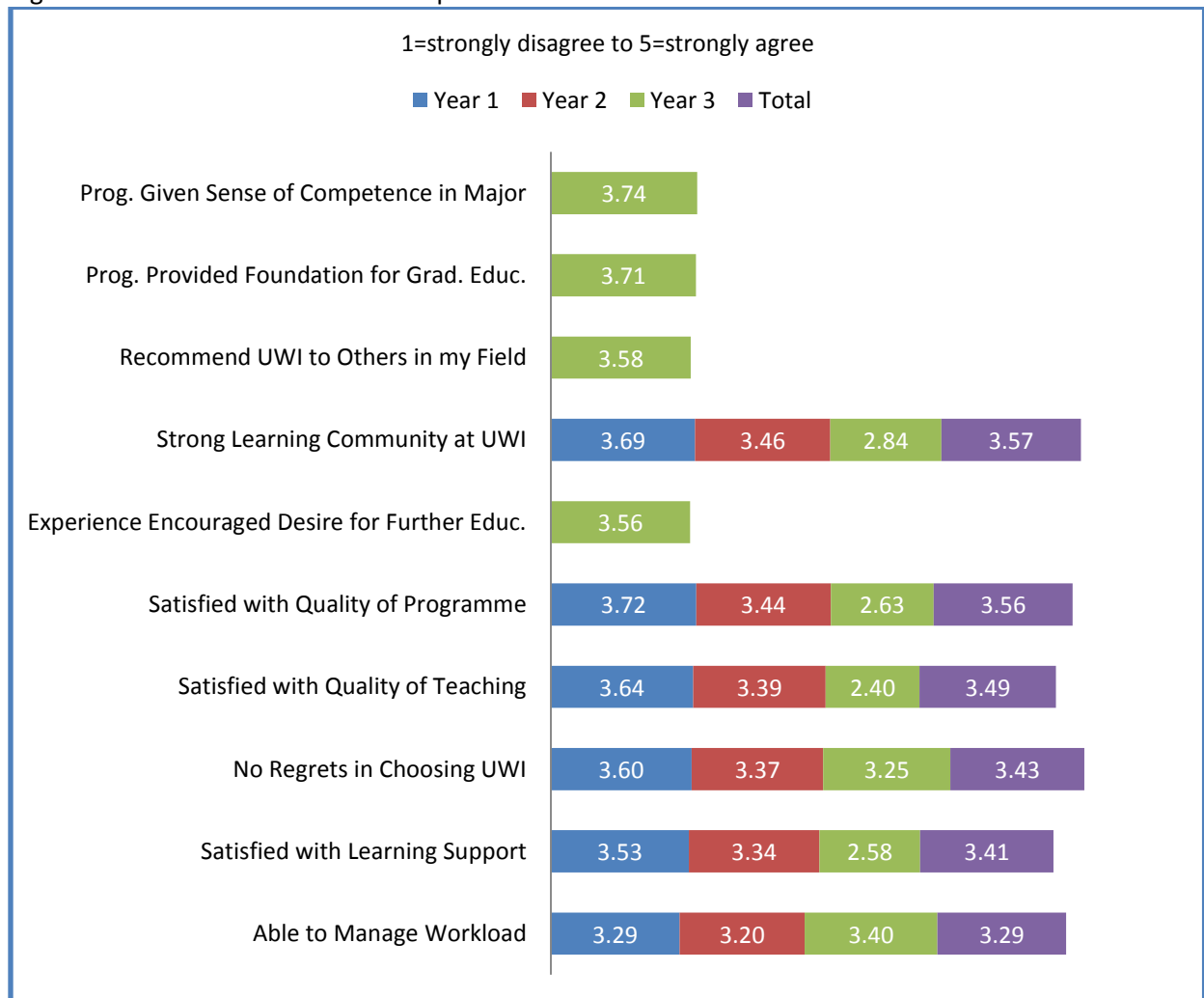
Section VI of the survey enquired about the overall experience and satisfaction of the students.

Students were neutral to in agreement with these statements. Students agreed the most with strong learning community at UWI (3.57) and least with being able to manage their workload (3.29).

Final year students agreed with the statement *the programme has given a sense of competence in my major* (3.74) and the least with the statement *satisfied with the quality of teaching* (2.40).

In general, second and final year students were less satisfied than first year students to overall experience and satisfaction.

Figure 12: Mean Scores on Overall Experience and Satisfaction



Postgraduate Plans and Alumni Relationships

Section VII, the last section of the survey, asked final year students about their plans after graduation with regard to employment and further studies and the Alumni Association.

As Table 18 shows, most respondents (56%) planned to find a job related to their major. A further 26% planned to pursue postgraduate education. Among the 8% who had other plans, 47% intended to pursue employment while 42% planned to study.

Table 18: Distribution of Responses of Final Year Students

Postgraduate Plans	N (Yes)	%
Finding Job Related to Major	313	56
Finding Job Not Related to Major	60	11
Graduate Education	145	26
Teaching	47	8
Other	43	8
Total N	558	

Multiple responses permitted.

Respondents were generally confident (64%) in finding employment within the first year of graduation. Among those who were not at all confident in finding work, students from the Medical Sciences were the only group who were not represented in this category.

Table 19: Distribution of Responses of Final Year Students

Level of Confidence in Finding Job within First Year of Graduation	N	%
Confident	358	64
Not at all confident	166	30
Not reported	34	6
Total	558	100

A little more than half (55%) of final year students reported that they would join the UWI Alumni Association.

Table 20: Distribution of Responses of Final Year Students

Will Join UWI Alumni Association Chapter	N	%
Yes	306	55
No	202	36
Not reported	50	9
Total	558	100

Among those who reported that they would not join the Association, 55% said that they would be persuaded to remain in contact by receiving information.

Table 21: Distribution of Responses of Final Year Students

If won't Join UWIAA, how will you remain in contact with UWI	N (Yes)	%
Personal call	31	15
By contact from UWIAA Chapter	23	11
By receiving information	111	55
Other	30	15
Total N	202	

Multiple responses permitted.

In general, though, 48% of respondents said they would prefer email updates to magazines or newsletters to keep in touch with their Alma Mater.

Table 22: Distribution of Responses of Final Year Students

How would you like to be involved with your Alma Mater?	N (Yes)	%
Continuing professional development	136	24
Events	156	28
Newsletters	101	18
Magazines	99	18
Email updates	269	48
Other	18	3
Total N	558	

Multiple response permitted.

Summary

The SYM Survey has provided some useful information on the characteristics of students, as well as their satisfaction with the range of services offered by the University.

Eighty-four percent (84%) of respondents reported that UWI was their first choice of institutions for higher education studies. Among first year respondents, 64% decided to attend UWI based on its reputation, while 40% decided to attend UWI based on the convenience. First degree respondents also reported that they financed their education with the help of their parents (48%) and student loans (38%).

While most respondents lived on (27%) or near (24%) Campus, a sizeable percentage (29%) lived a great distance (20-30 mile radius) from the Campus.

Students were generally optimistic about completing their studies. Ninety percent (90%) of final year respondents expected to graduate in 2010, and 62% expected a Second Class degree.

Following graduation, most final year respondents (70%) planned to work and 64% were confident in finding a job within one year. A little over 50% of students said they would join the Alumni Association and a similar proportion (48%) said they would like to keep in touch via email updates.

Areas of Satisfaction

Students were generally neutral to satisfied with the range of services offered by the University. Some items received an overall mean score of 3.50 or higher, reflecting satisfaction with the product or service. These items included the following:

Student Orientation:

- Library Services Orientation (3.68)

Student Administrative Services:

- User Friendliness of Online Applications System (3.72)
- Efficiency of Online Information System (3.70)
- Application Information (3.63)
- Examinations Process (3.50)

IT Support Services:

- Course Management System (3.75)
- IT Help Desk (3.55)

Library Services:

- E-Resources (3.53)

Physical and Social Services:

- Bookshop Services (3.71)
- Student Clubs and Societies (3.57)
- Teaching Facilities (3.52)

Teaching Quality:

- Lecturers Knowledgeable (3.95)
- Lecturers Draw on Research (3.86)
- Encouraged Intellectually (3.83)
- Lecturers Available for Consultation (3.67)
- ICT's Used in Teaching (3.60)

Course Quality:

- Adequate Involvement in Patient Care (4.00)
- Learning Objectives Clear (3.99)
- Clinical Relevance in Curriculum (3.86)
- Courses Nationally & Regionally Relevant (3.81)
- Courses Internationally Relevant (3.76)
- Courses Reflect Trends in Fields of Study (3.74)
- Development of Clinical Skills Through Rotations (3.72)
- Follow Through on Objectives (3.70)
- Courses Apply Theory to Solutions (3.67)
- Courses Provide In-Depth Learning (3.64)

Development of Desirable Attributes:

- Critical Thinking (3.94)
- Ethical, Social & Professional Perspectives (3.91)

- Research and Inquiry (3.89)
- Problem Solving (3.83)
- Complementary Social Skills (3.82)
- Written and Oral Communication (3.78)
- Quantitative Reasoning Skills (3.78)

Learning Community:

- Becoming More Independent (4.12)

Overall Experience and Satisfaction:

- Programme Has Given Sense of Competence in Major (3.74)
- Programme Has Provided Foundation for a Graduate Education (3.71)
- Recommend UWI to Others in my Field (3.58)
- Strong Learning Community at UWI (3.57)
- Experience Encouraged Desire for Further Education (3.56)
- Satisfied with Quality of Programme (3.56)

Students reported satisfaction with services involving academic aspects of their programme such as teaching quality, course quality, and development of desirable attributes. Students were also satisfied with the course management and online systems and the bookshop.

Areas of Dissatisfaction

Some items received an overall mean score of 3.00 or less, reflecting dissatisfaction with the product or service. These items included the following:

Student Orientation:

- Information on Student Accommodation (2.96)

Student Administrative Services:

- Resolution of Student Matters (2.81)

IT Support Services:

- Wireless Connections (2.72)

Academic Advising Services:

- [Information on Specialties and Medical Careers \(2.98\)](#)
- Student Academic Advising Unit (2.92)

Non-Academic Student Support Services:

- Student Financial Support (2.95)
- Career & Placement Office Services (2.89)

Physical and Social Services:

- Availability of Off-Campus Housing (2.42)

Teaching Quality:

- [Adequate Feedback Re: Patient Care Skills \(2.69\)](#)
- [Clinical Tutelage is Above Average \(2.47\)](#)

Students were less satisfied with student support services more than with academic aspects of their programme. Among the student support services, areas of weakness include availability of off-campus housing (2.42), wireless connections (2.72), resolution of student matters (2.81), career and placement services (2.89) and academic advising unit (2.92).

Among academic services, Medical Science students were generally dissatisfied to neutral to aspects of their programme (see items in blue). It is important to note, too, that these questions were asked of students only in the Medical Sciences.

In conclusion, the 2010 Speak Your Mind (SYM) survey has solicited valuable information from First degree students at the Mona and Satellite Campuses. Students were generally satisfied with academic aspects of their programme and were more neutral toward student support services. The data also reflect less satisfaction as students progress from their first to their final year of study. This is somewhat troubling since final year students were not enthusiastic about joining the Alumni Association and keeping in touch with their Alma Mater. Perhaps more attention should be accorded to final year students to ensure better satisfaction with the UWI experience.

Appendix A: Comparison of Mean Scores by Campus Site

Figure 13: Mean Scores on Student Orientation Services

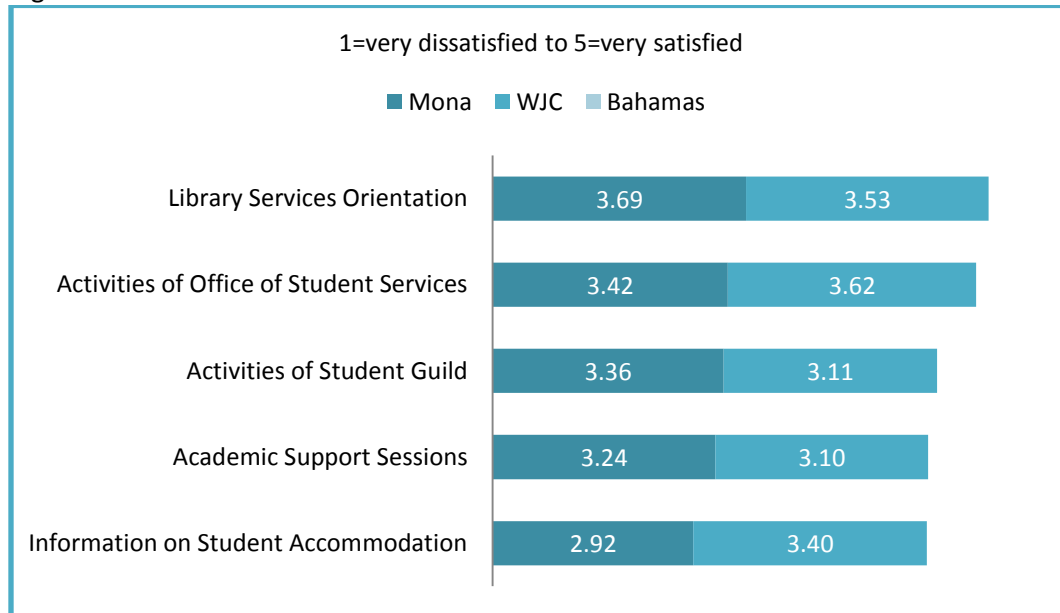


Figure 14: Mean Scores on Student Administrative Services

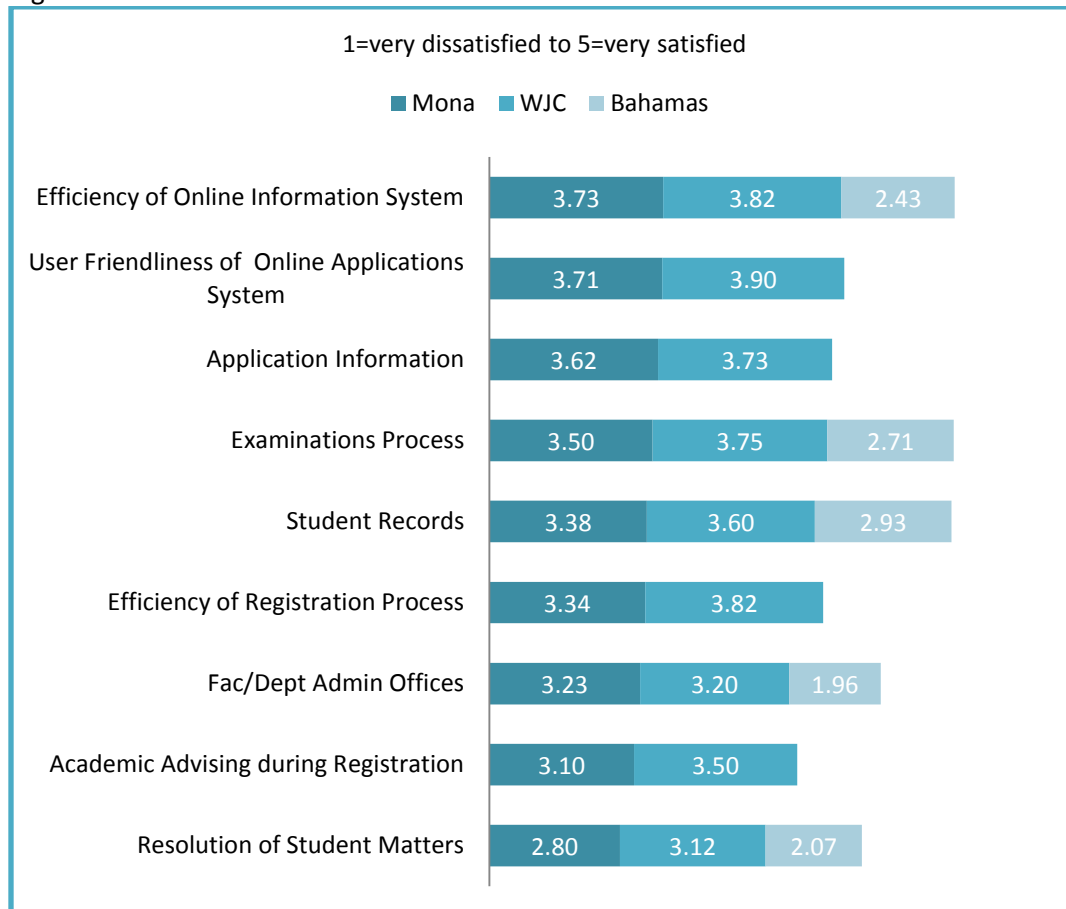


Figure 15: Mean Scores on IT Support Services

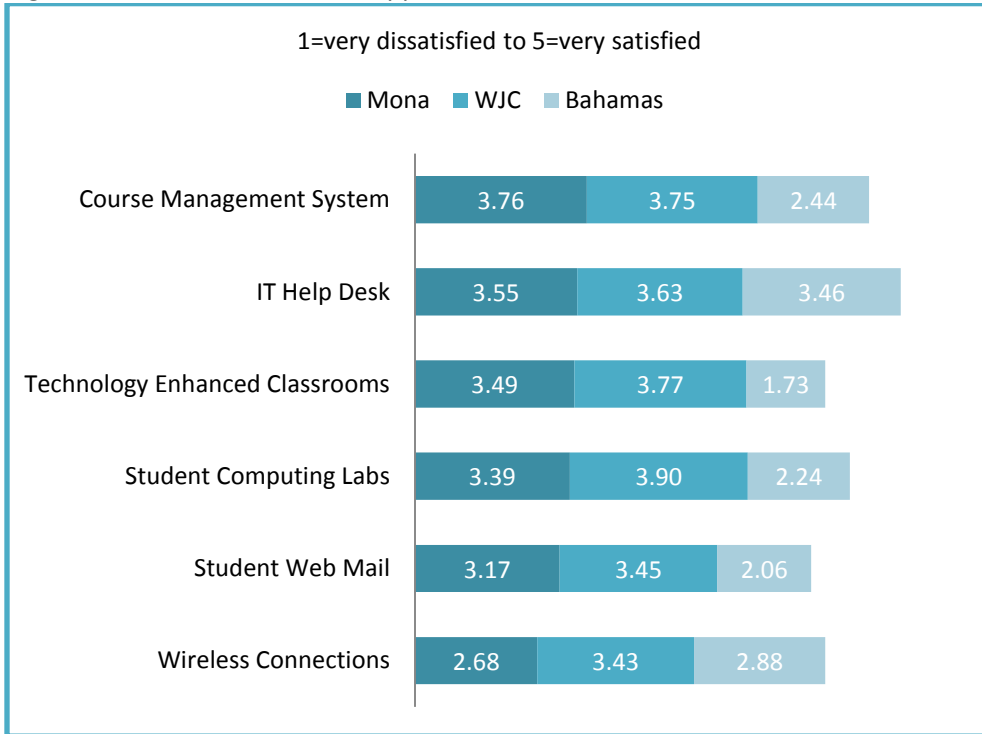


Figure 16: Mean Scores on Library Services

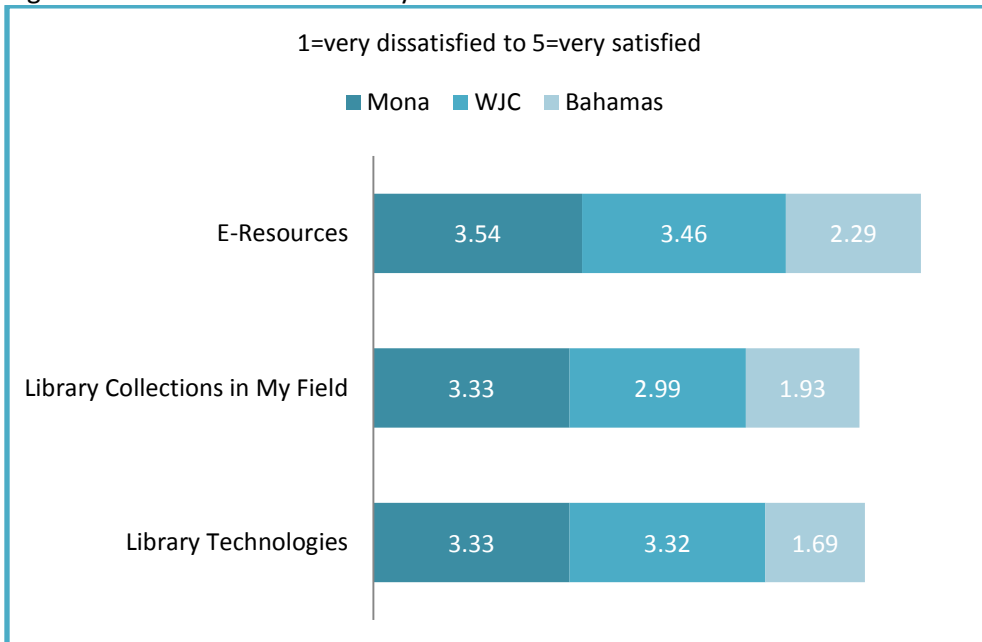


Figure 17: Mean Scores on Academic Advising Services

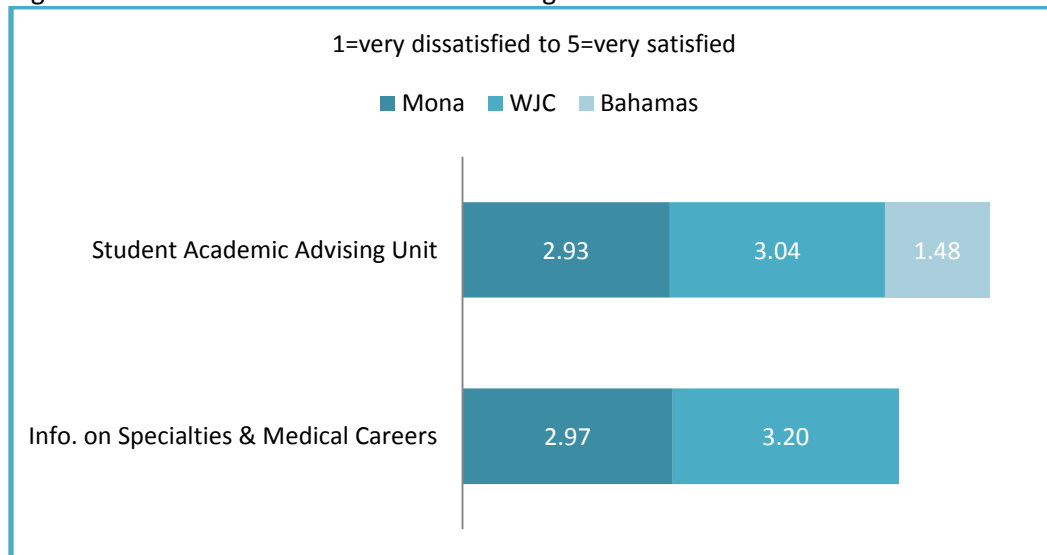


Figure 18: Mean Scores on Non-Academic Support Services

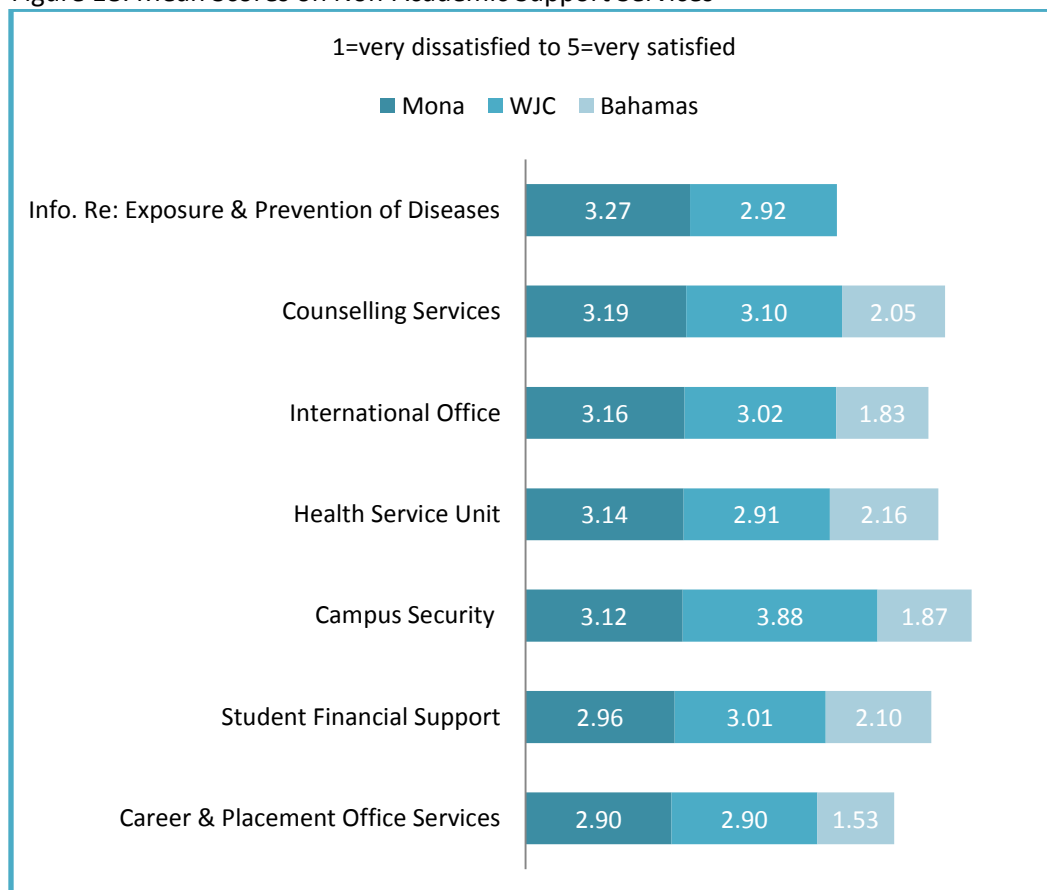


Figure 19: Mean Scores on Physical and Social Services

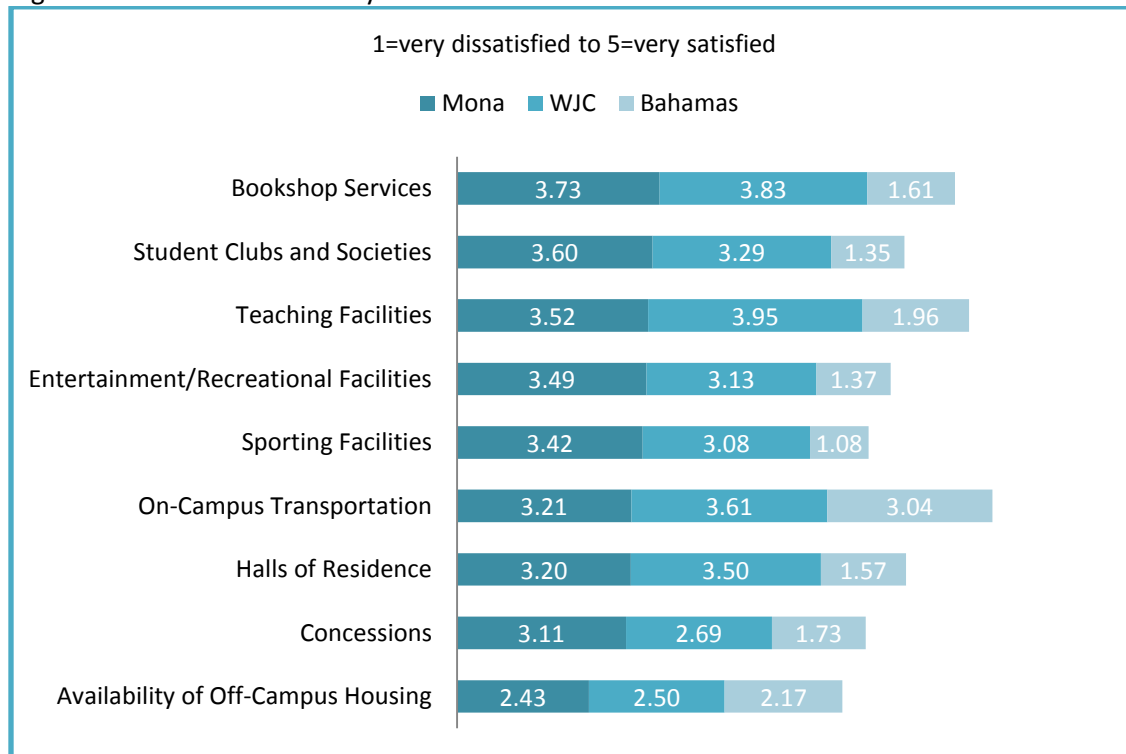


Figure 20: Mean Scores on Teaching Quality

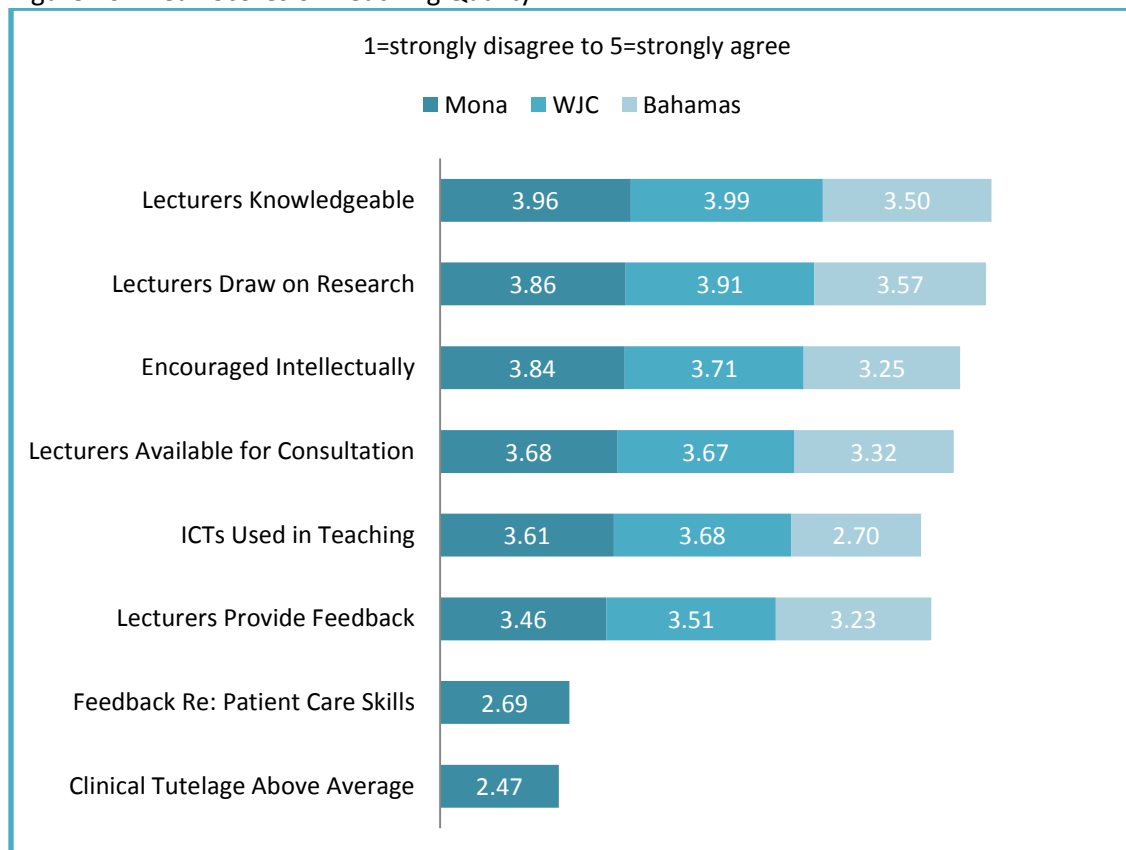


Figure 21: Mean Scores on Course Quality

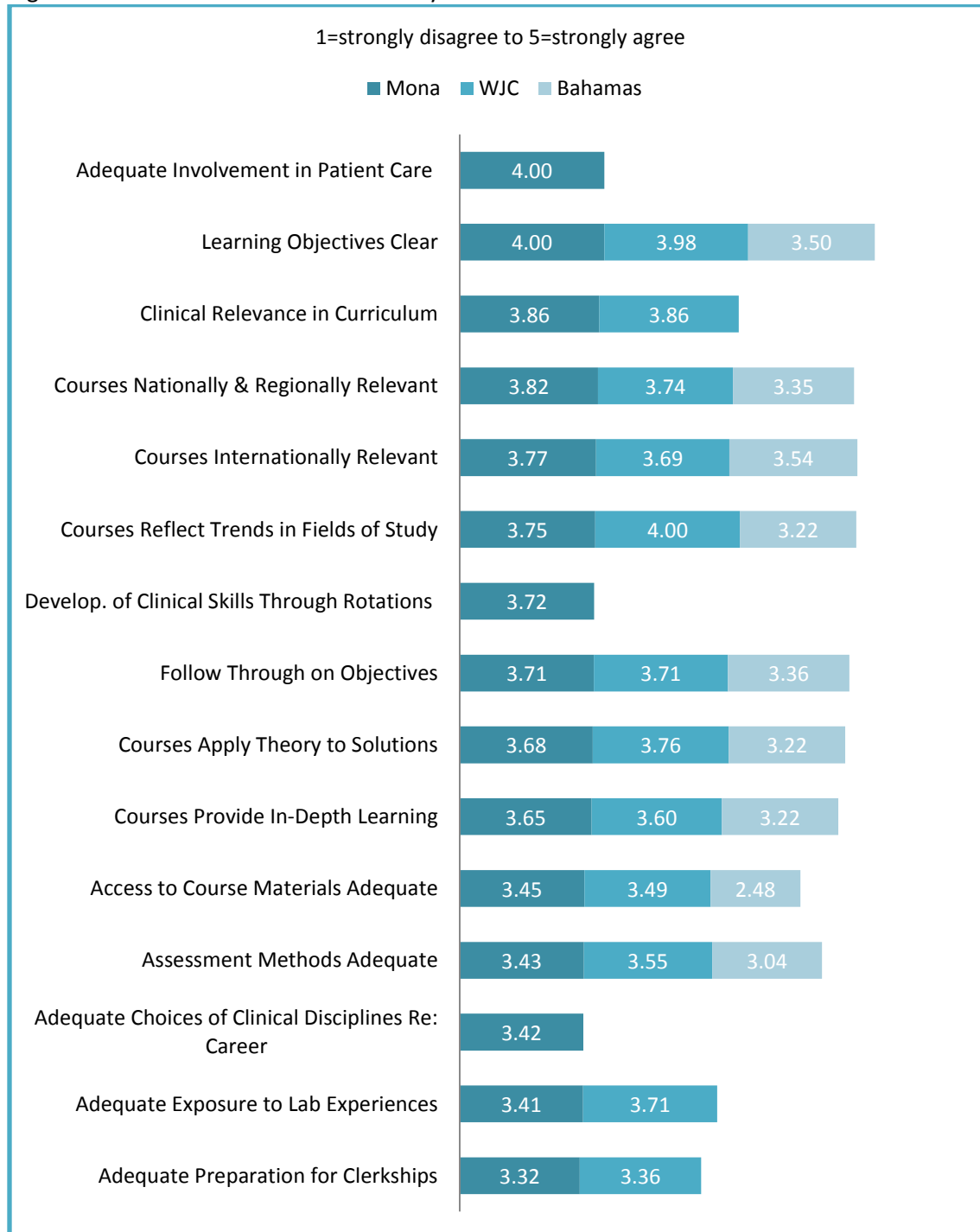


Figure 22: Mean Scores on Development of Desirable Attributes

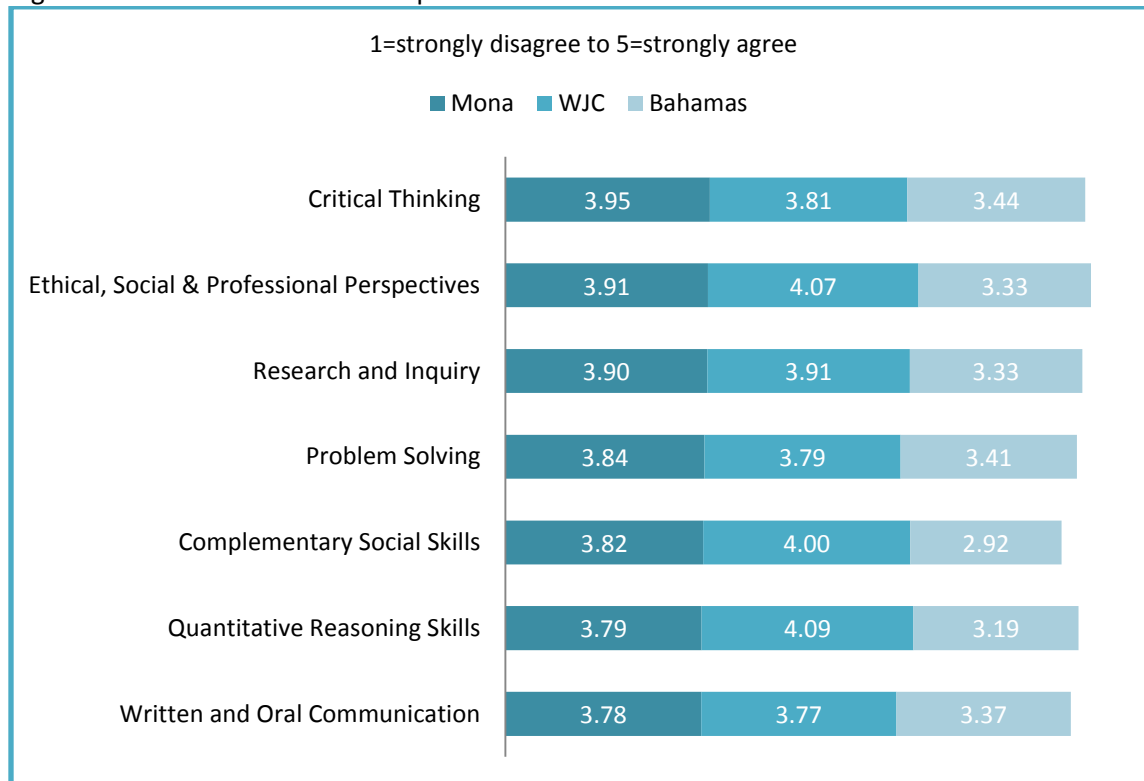


Figure 23: Mean Scores on Learning Community

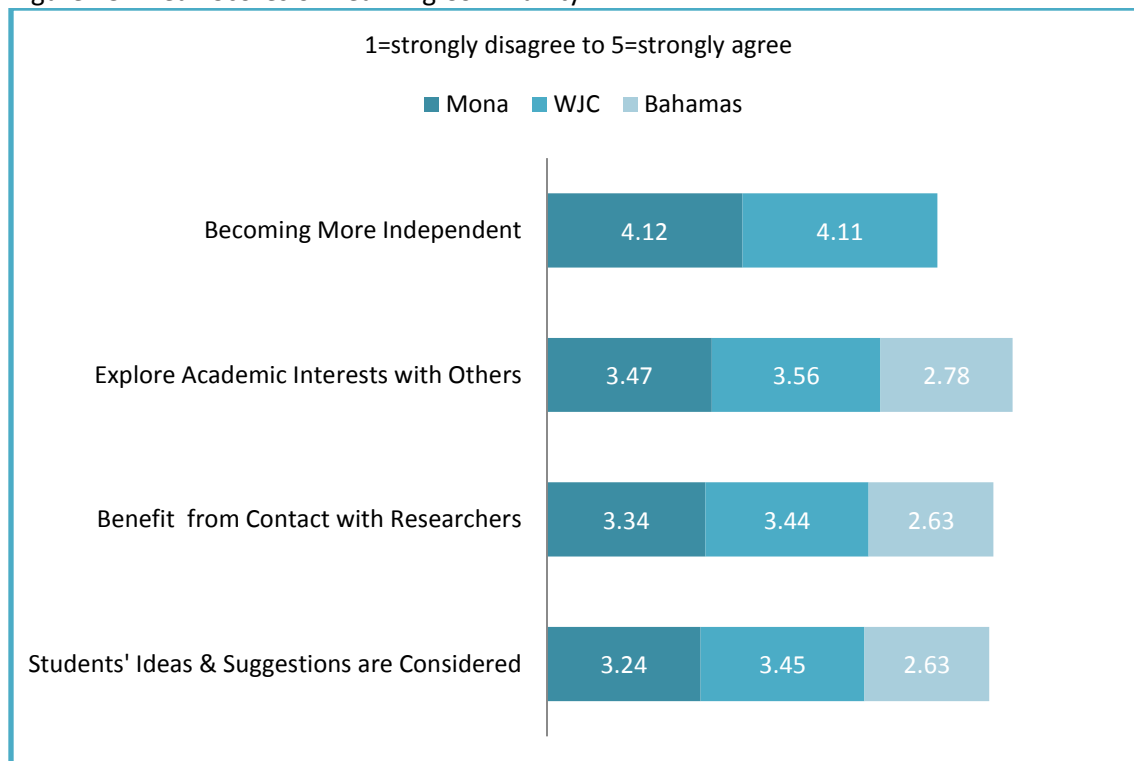
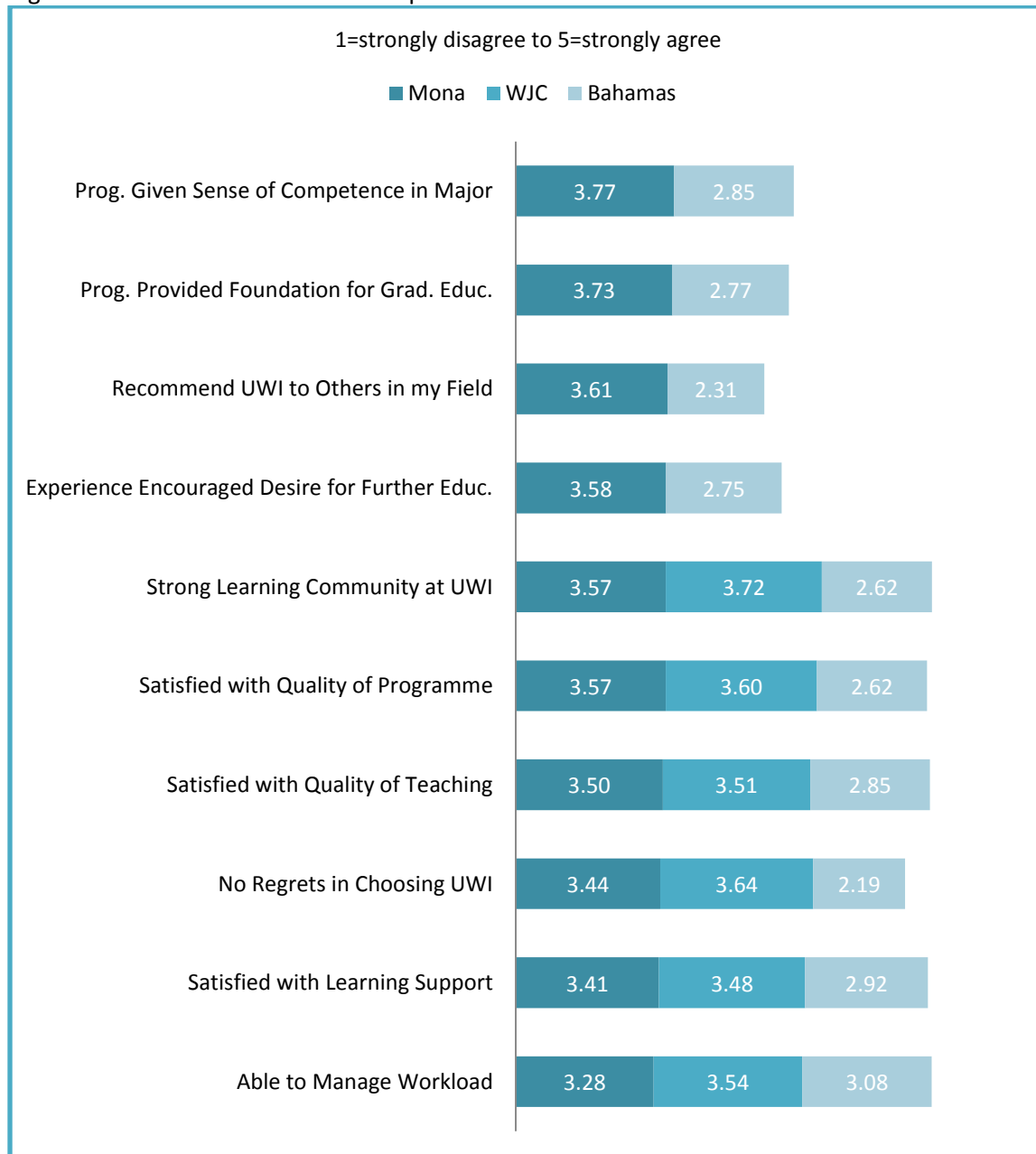


Figure 24: Mean Scores on Overall Experience and Satisfaction



Appendix B: Comparison of Mean Scores by Programme (Medical Sciences)

Figure 25: Mean Scores on Student Orientation Services

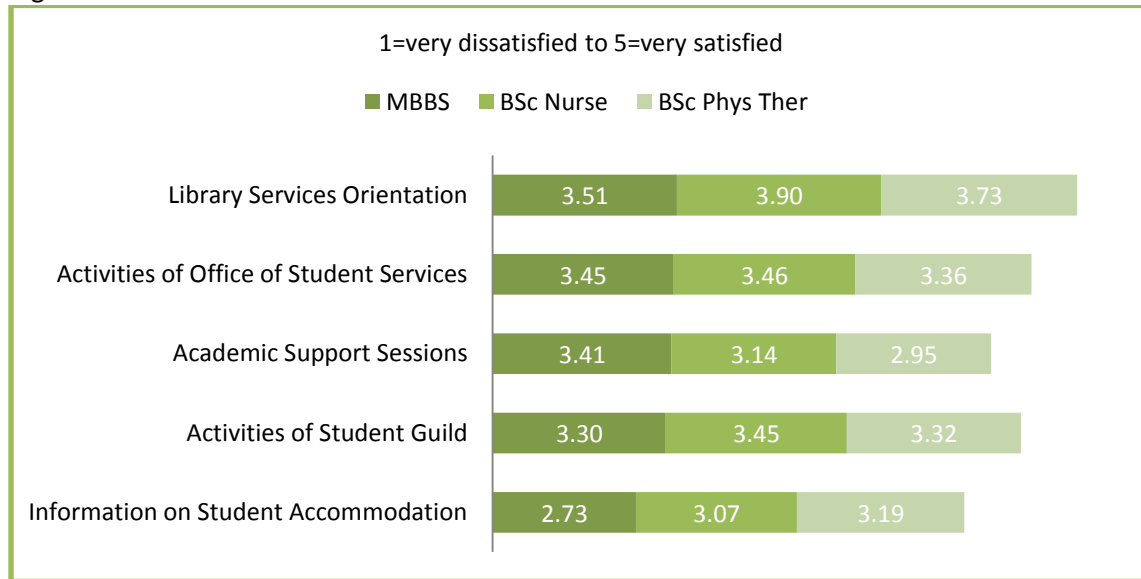


Figure 26: Mean Scores on Student Administrative Services

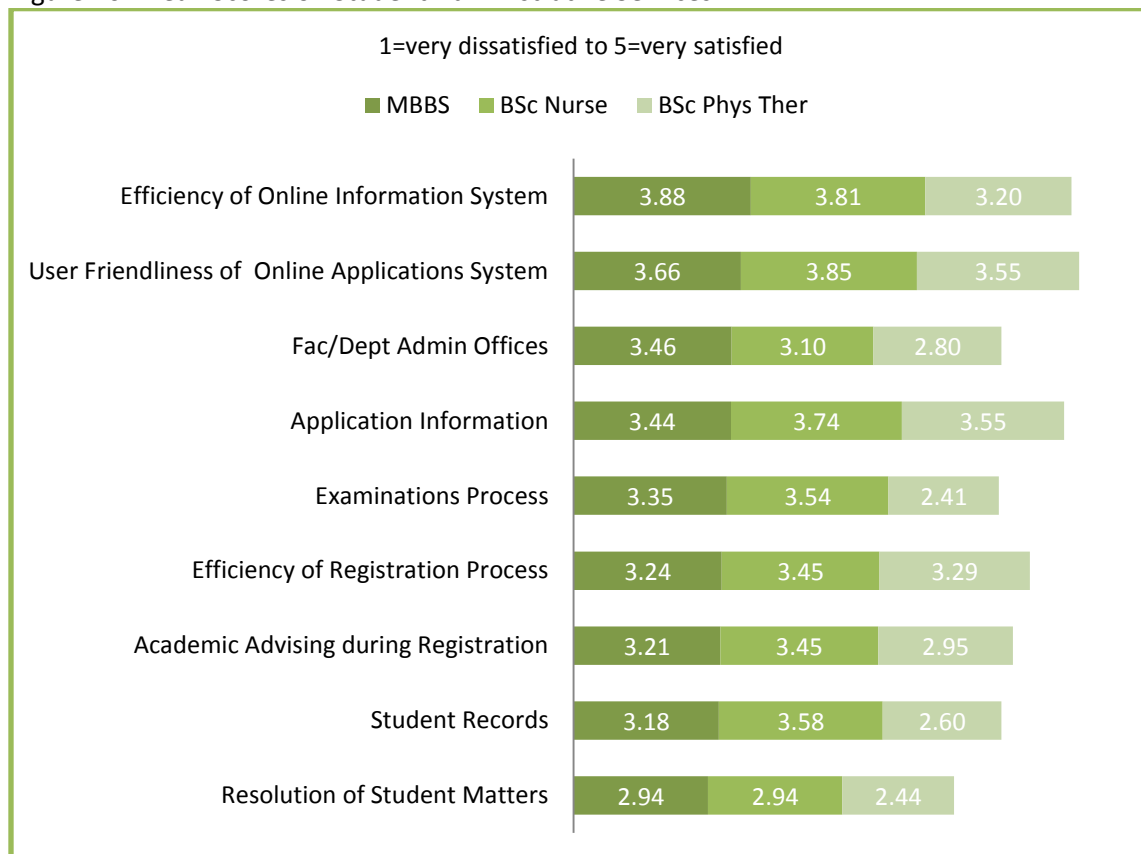


Figure 27: Mean Scores on IT Support Services

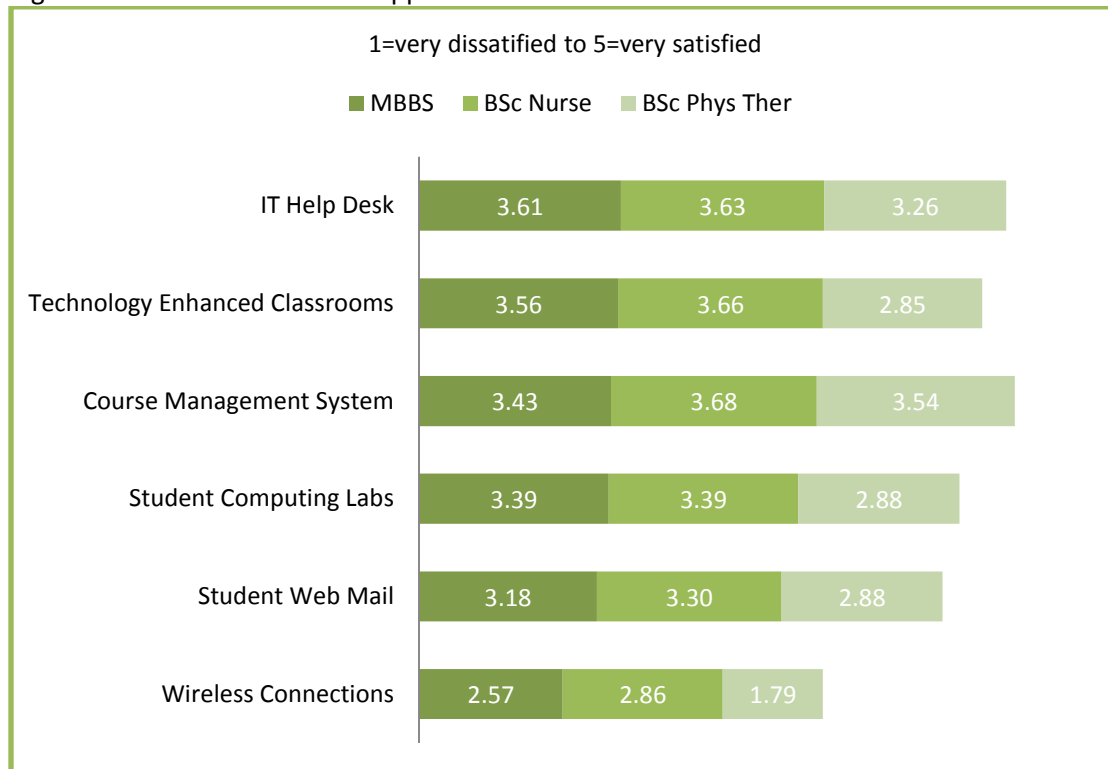


Figure 28: Mean Scores on Library Services



Figure 29: Mean Scores on Academic Advising Services

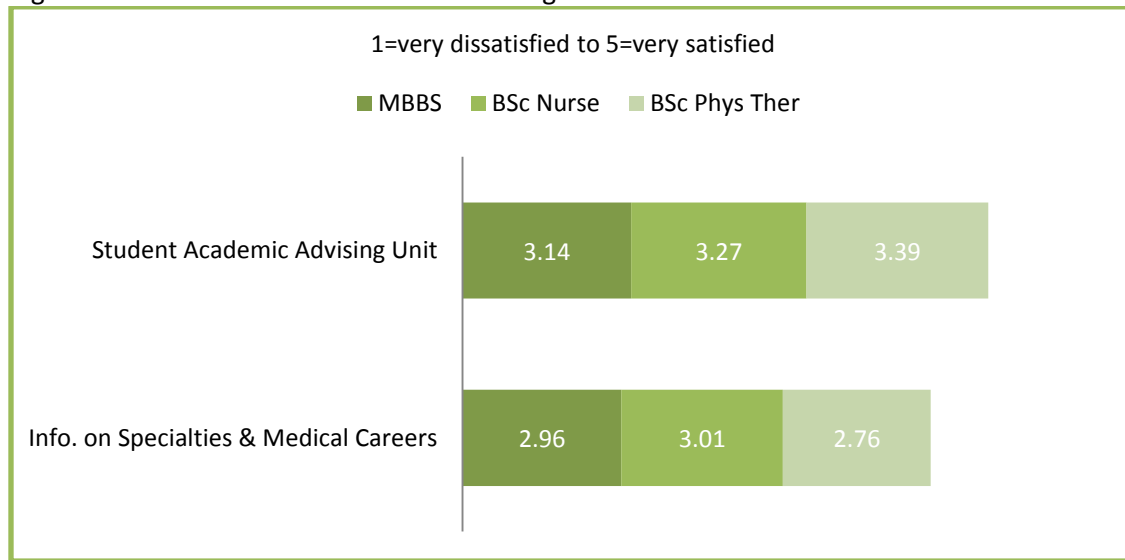


Figure 30: Mean Scores on Non-Academic Support Services

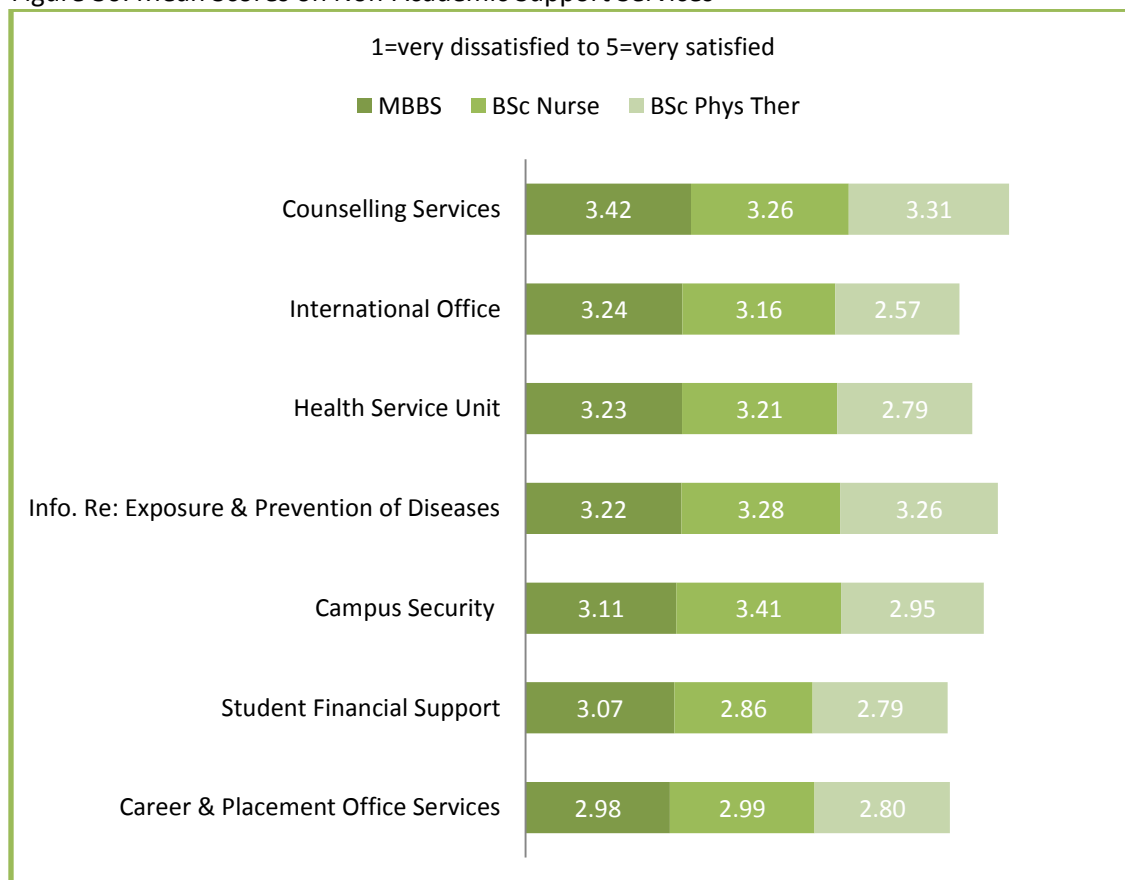


Figure 31: Mean Scores on Physical and Social Services

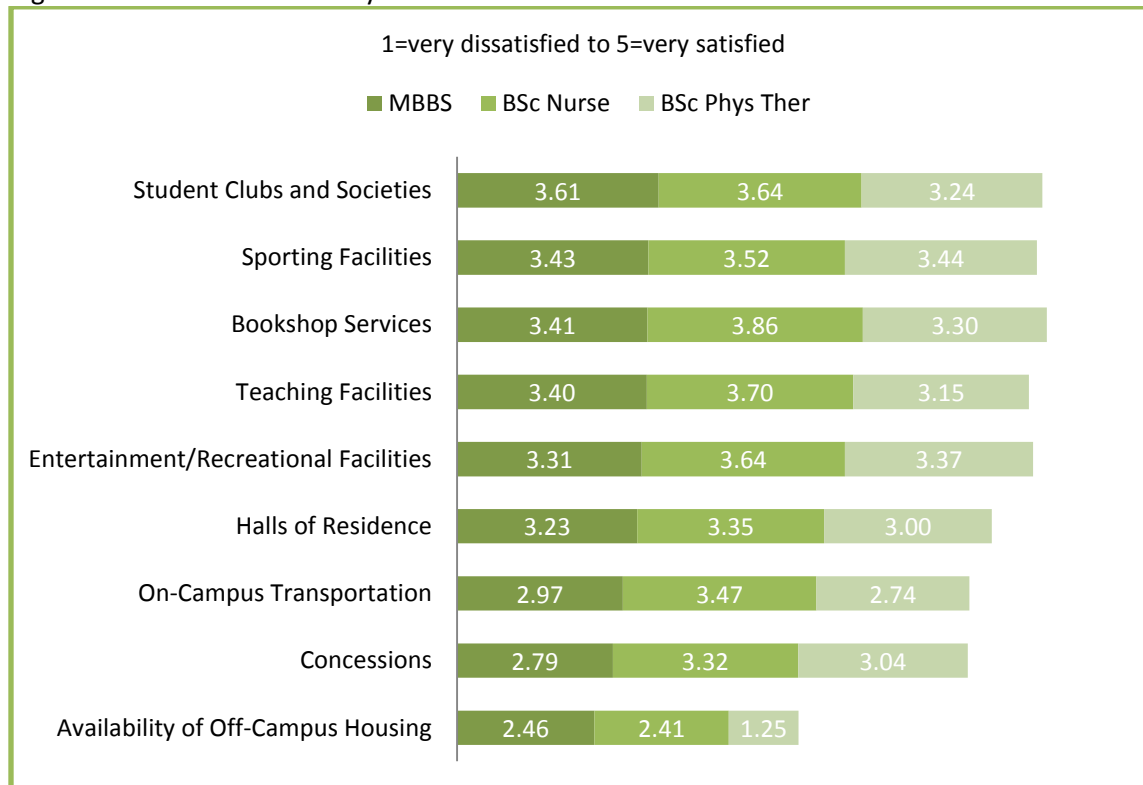


Figure 32: Mean Scores on Teaching Quality

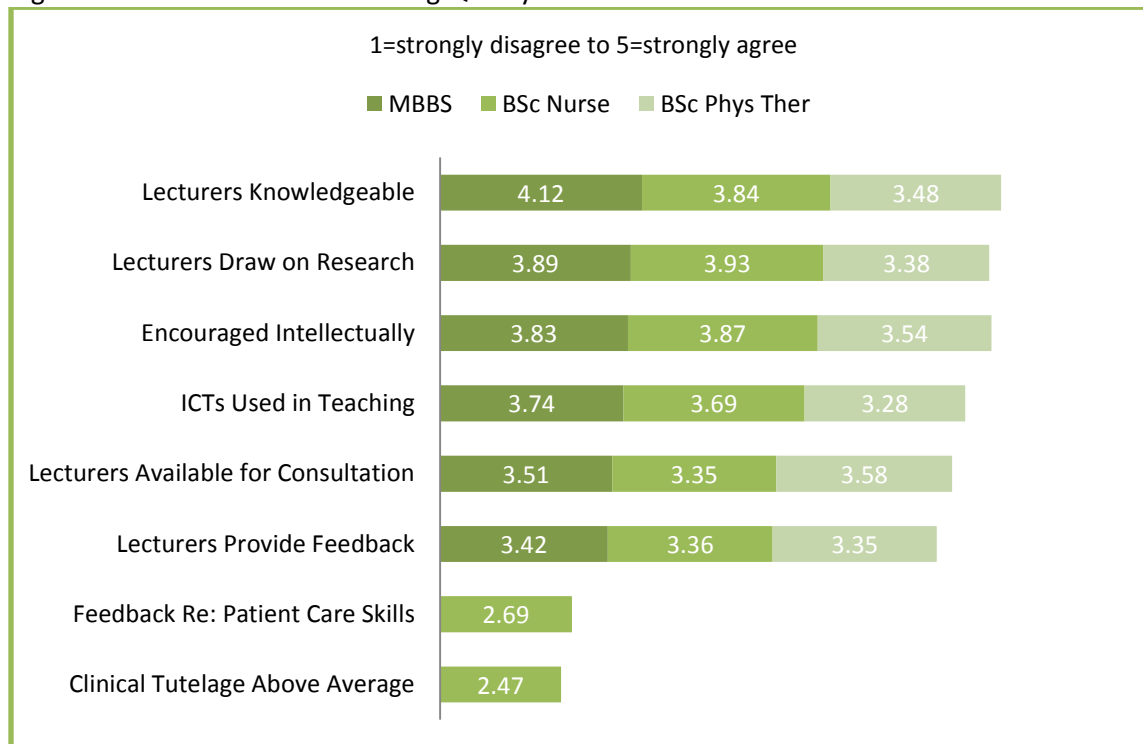


Figure 33: Mean Scores on Course Quality



Figure 34: Mean Scores on Development of Desirable Attributes

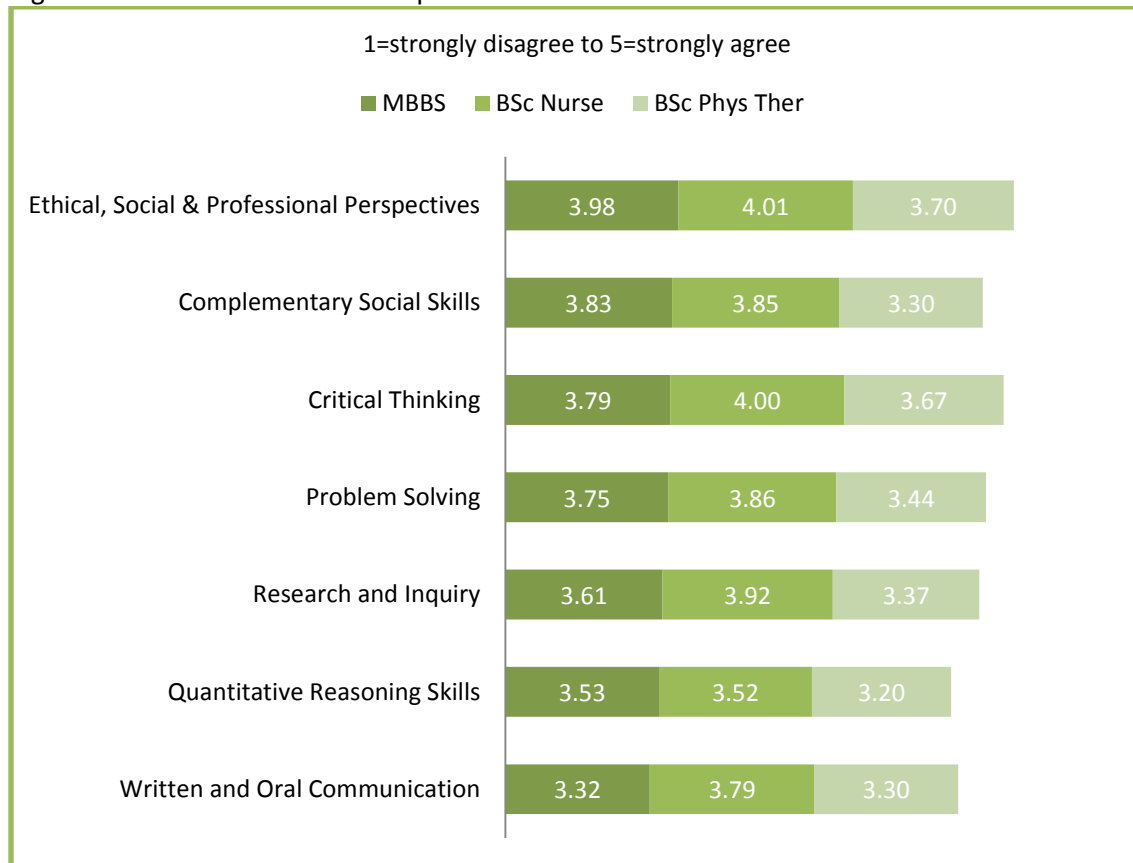


Figure 35: Mean Scores on Learning Community

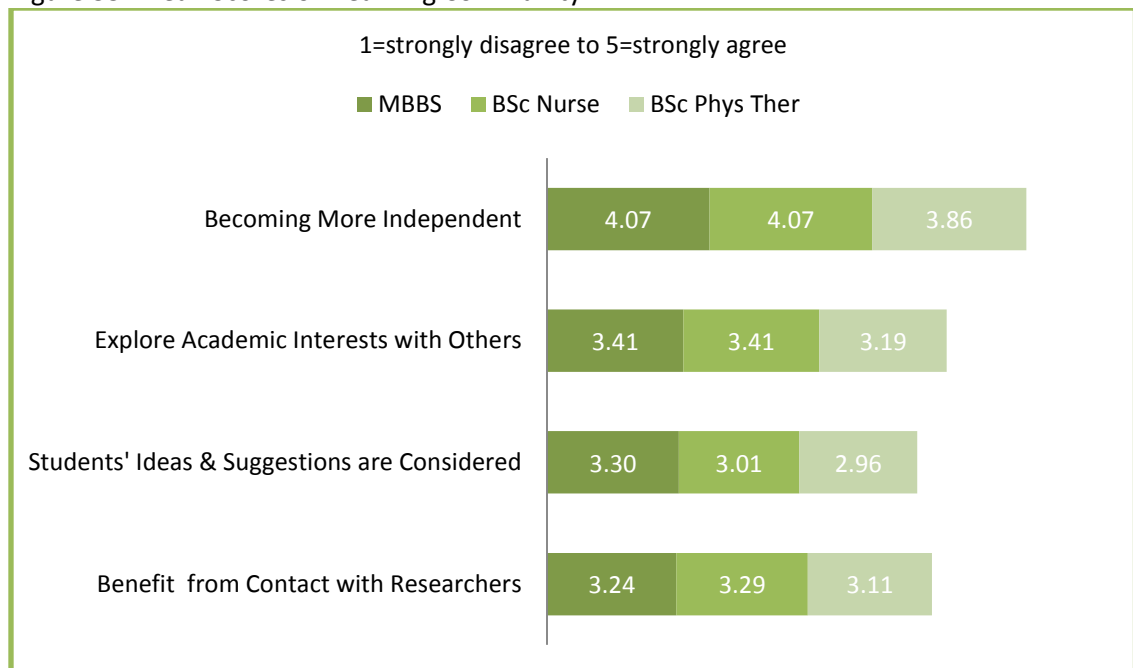


Figure 36: Mean Scores on Overall Experience and Satisfaction

