

## Academic Portrait of Students

After years of continual growth in enrolment at The University of the West Indies, Mona Campus, student registration stabilized from a high of 19,052 students in 2020-21 to a baseline of 16,338 students in 2022-23. The decline in enrolment is owing to fewer applicants in recent years as well as reduced student intake in some faculties, and student leave of absences due to personal, financial and academic reasons.

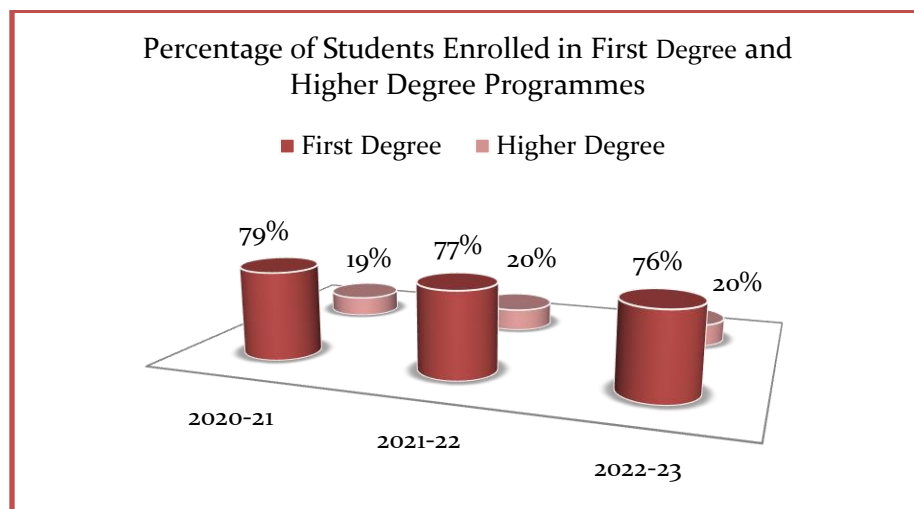
*Table 1. Total Enrolment by Faculty*

Faculty/Institute	2020/21	2021/22	2022/23
Engineering	331	322	305
Gender & Development Studies	93	76	46
Humanities & Education	2,591	2,446	2,143
Law	701	604	584
Medical Sciences	4,261	4,185	4,129
Science & Technology	3,179	3,004	2,875
Social Sciences	7,785	7,113	6,153
Sport	111	115	103
<b>Total</b>	<b>19,052</b>	<b>17,865</b>	<b>16,338</b>

As seen in Table 1, all of the faculties experienced declines in enrolment over the last two years. It is possible that the COVID-19 pandemic created some dislocation in the economy which may be temporary or permanent. More recently, unemployment rates have been at their lowest which may reflect a rebounding economy and a magnet for high school graduates and other persons wishing to earn a salary.

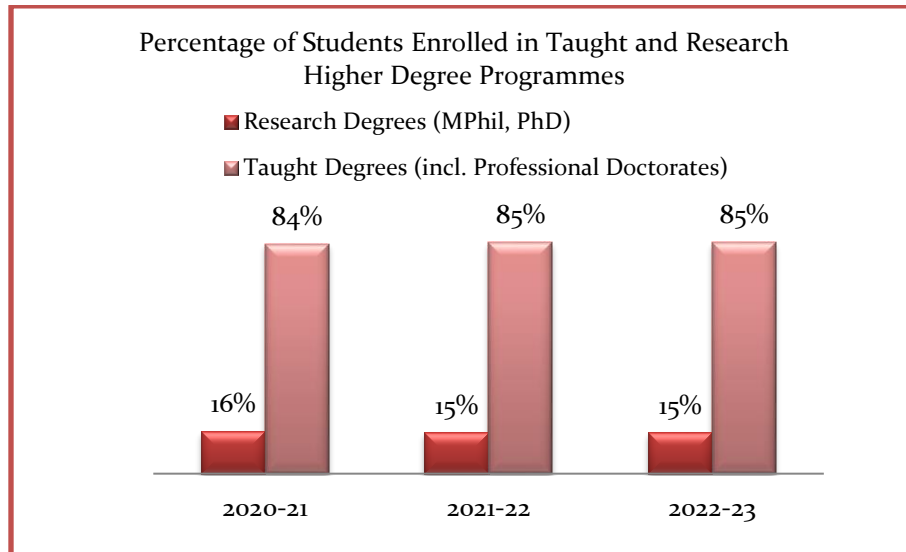
As seen in Figure 1, most students are concentrated in First-degree programmes. Over the three-year period, First-degree programmes accounted for more than 75% of total student enrolment.

*Figure 1.*



While enrolment in higher degree programmes has remained stable, more students are pursuing taught programmes than research programmes.

Figure 2.



The Mona Campus will continue to address the need for increased enrolment in research programmes over the coming years.

### **Demand for a UWI Education**

The University continues to attract thousands of applicants each year for a UWI education.

The number of persons applying for First-degree programmes was 7,934 in 2022-23, down from 8,244 in 2021-22.

In 2022-23, 55% of applicants received offers to their programme of first choice, while in 2021-22, 48% of applicants received offers to their programme of first choice. Of the applicants who accepted offers, approximately 77% enrolled in 2022-23, compared to 78% in 2021-22.

Table 2: Number of Applicants, Offers, Acceptances and Admissions in Undergraduate Degrees and Diplomas

Faculty/School	2022-23				
	Applied to 1st Choice	Offers to 1 <sup>st</sup> choice	Multiple Offers	Acceptances	New Admissions
Engineering	355	151	449	213	64
Gender & Devel. Studies	12	5	19	1	1
Humanities & Education	570	325	896	304	287
Law	606	356	465	270	173
Medical Sciences	2,754	1,139	1,547	843	631
Science & Technology	1,164	867	3,429	907	757
Social Sciences	2,438	1,498	3,916	1,389	1,085
Sport	35	19	65	16	20
All	7,934	4,360	10,786 *(5,516)	3,943	3,018

Source: Applications and Admissions Report, August 22, 2023, MITS  
 Transfer applications excluded.  
 Includes On- and Off Campus  
 \* unique applicants  
 -- not available

Table 3: Number of Applicants, Offers, Acceptances and Admissions in Undergraduate Degrees and Diplomas

Faculty/Institute	2021-22				
	Applied to 1st Choice	Offers to 1 <sup>st</sup> choice	Multiple Offers	Acceptances	New Admissions
Engineering	339	157	508	170	66
Gender & Devel. Studies	20	3	203	14	4
Humanities & Education	568	296	2,473	359	305
Law	635	326	455	209	148
Medical Sciences	2,777	1,150	1,474	836	591
Science & Technology	1,181	293	2,944	1,014	795
Social Sciences	2,677	1,698	8,761	1,533	1,302
Sport	47	29	56	20	15
All	8,244	3,952	16,874 *(6,626)	4,155	3,226

Source: Applications and Admissions Report, August 19, 2022, MITS  
 Transfer applications excluded.  
 Includes On- and Off Campus  
 \* unique applicants

As seen in Table 4, the majority of First degree entrants are less than 25 years of age. Over the three-year period, the percentage of First degree entrants aged 24 and under stood at 87% or greater.

*Table 4. First Degree Entrants by Age Group*

<b>Age Group</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
24 & Under	88%	87%	88%
25-34	10%	10%	9%
35-44	3%	2%	2%
45-54	0%	1%	1%
55+	0%	0%	0%
Total	100%	100%	100%

### Throughput of UWI Students

Students who are admitted to the University generally remain active throughout their course of study. The first-year retention rate among First-degree entrants has averaged 76% or higher over the three-year period (Table 5). The UWI retention rate in 2018-19 (84.3%) [not shown] compares favourably to a national rate of 80.5%<sup>1</sup> among four-year public institutions in the United States for the same academic year.

*Table 5. Percentage of First Year, First Degree Entrants Who Returned for their Second Year of Study*

<b>Faculty/Institute</b>	<b>2020-21 Cohort</b>	<b>2021-22 Cohort</b>	<b>2022-23 Cohort</b>
Engineering	85.0%	73.5%	76.9%
Gender & Devel. Studies	47.1%	75.0%	0.0%
H&E: Educ.	77.3%	66.7%	73.7%
H&E: Hum.	70.5%	72.4%	86.2%
Law (3 yr prog.)	83.3%	81.6%	90.0%
Med. Sci.	81.8%	80.6%	87.2%
Sci. & Tech.	78.3%	81.9%	88.0%
Soc. Sci.	76.7%	73.8%	83.3%
Sport	72.7%	80.0%	80.0%
Total	77.3%	76.2%	85.5%

Recent data shows that 58.4% of First-degree entrants completed their programme in five years (Table 6). Above-average outcomes were seen in the Faculties of Law; Medical Sciences (B.Sc.); and Engineering among the 2018 entrants.

<sup>1</sup> NCHEMS Information Center using NCES, IPEDS Enrollment Survey data. <http://www.higheredinfo.org> (accessed November 13, 2023).

Table 6. Percentage of First Degree Entrants Graduating in Five Years

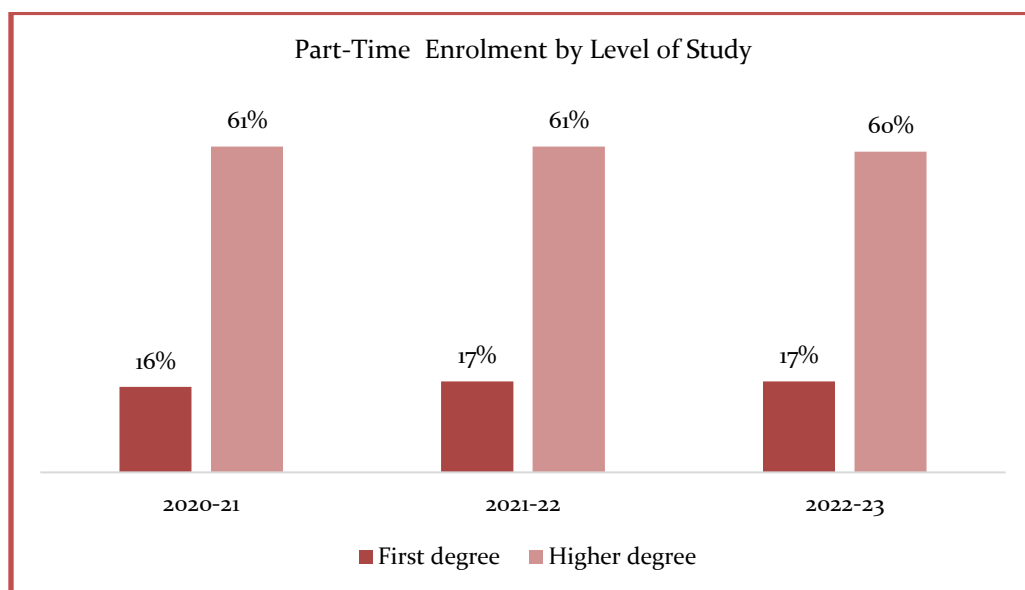
Faculty/School	2017 Entrants	2018 Entrants
Engineering (B.Sc.)	--	73.6
Gender & Development Studies (B.Sc.)	36.7	47.0
H&E: Education (B.Ed.)	36.2	65.5
H&E: Humanities (B.A.)	44.6	56.7
Law (LLB)	64.6	79.9
Medical Sciences (B.Sc.)	65.4	79.9
Medical Sciences (MBBS/DDS)	64.9	56.4
Science & Technology (B.Sc.)	46.7	54.6
Social Sciences (B.Sc.)	48.1	54.8
Total Average	50.0	58.4

Note: Includes full- and part-time students.

Among students who entered university in 2012 and graduated within five-to-six years [not shown], the graduation rates were 57% for The UWI, Mona and 58.6% among Bachelor degree entrants in the United States.<sup>2</sup> Comparable rates for 2017 and 2018 entrants are not available.

At the postgraduate level, students remain active for longer periods of time as many are enrolled on a part-time basis and frequently “stop out” from their studies (Figure 3).

Figure 3.



<sup>2</sup> NCHEMS Information Center using NCES, IPEDS Graduation Survey data. <http://www.higheredinfo.org> (accessed November 13, 2023).

At the postgraduate level, taught programmes are approximately two years full-time. Considering that more than 50% of higher degree students are registered part-time, a five-year graduation rate is used to gauge student throughput.

As seen in Table 7, more than two-thirds of higher degree entrants complete their programme in five years. Completion rates are highest in Education, Law, Medical Sciences, and Social Sciences.

Table 7. Percentage of Higher Degree Entrants in Taught Programmes Graduating in Five Years

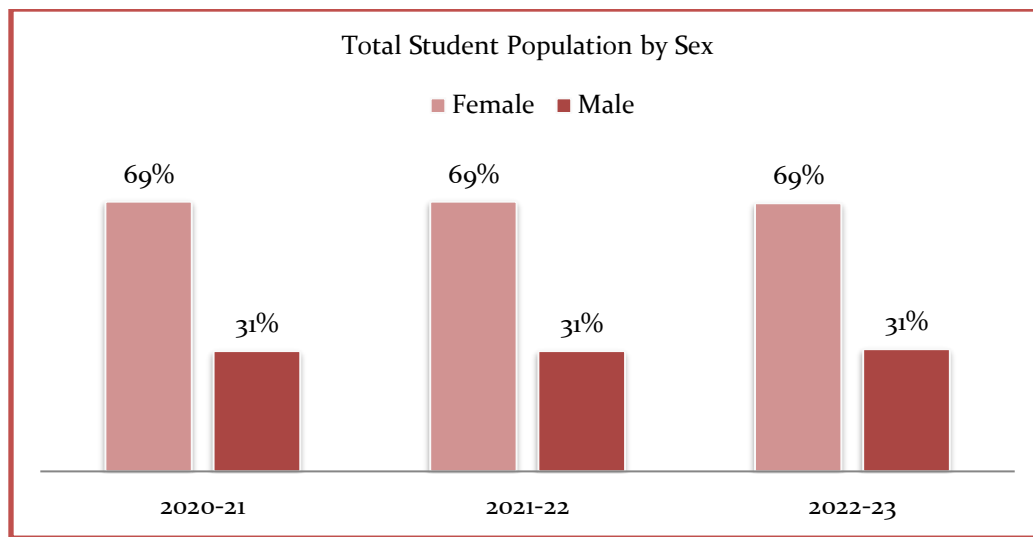
Faculty/School	2017	2018
	Entrants	Entrants
Gender & Development Studies	83.4	66.6
H&E: Humanities	61.4	64.2
H&E: Education	85.7	86.9
Law	100.0	100.0
Medical Sciences	77.1	87.7
Science & Technology	59.3	29.1
Social Sciences	80.4	81.9
Total Average	76.4	78.8

Note: Includes full- and part-time students.

### Student Characteristics

Administrators are cognizant of the gender imbalance at the University. A number of new programmes in Engineering, Sport, and Humanities have been introduced in an effort to attract more male applicants to The UWI. Modest gains have been made in the percentage of male students at the Mona Campus. The percentage of males remains at 31%.

Figure 4.



The UWI, Mona welcomes regional and international students. The number of students from non-contributing countries has increased over the last two years. The Mona Campus attracts students from the wider Caribbean, Africa, Asia, Europe, and North and South America.

Administrators plan to recruit students from the world over in the upcoming years.

*Table 8. Total Enrolment by Country of Origin*

<b>Territory</b>	<b>2020/21</b>		<b>2021/22</b>		<b>2022/23</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Jamaica	17,175	90.1	15,991	89.5	14,492	88.7
Contributing Countries Excl. Jamaica	1,635	8.6	1,599	9.0	1,541	9.4
Non-Contributing Countries	240	1.3	273	1.5	302	1.8
Not Reported	2	0.0	2	0.0	3	0.0
<b>Total</b>	<b>19,052</b>	<b>100.0</b>	<b>17,865</b>	<b>100.0</b>	<b>16,338</b>	<b>100.0</b>

## UWI Graduates

As at November 2023, the Mona Campus graduated 3,540 students. This represented a -13% decline over the previous year.

*Table 9. Graduates by Programme*

<b>Programme</b>	<b>Graduates</b>		
	<b>2021</b>	<b>2022</b>	<b>2023</b>
Postgraduate Certificate/Diploma	106	98	103
Undergraduate Certificate/Diploma	3	22	19
First Degree	3,179	3,044	2,467
Higher Degree	926	921	951
<b>Total</b>	<b>4,214</b>	<b>4,085</b>	<b>3,540</b>

Seventy per cent (70%) of graduates obtained First degrees, while 27% of graduates obtained higher degrees in 2023.

By faculty, Social Sciences accounted for 39% of all graduates followed by Medical Sciences (23%) and Humanities and Education (18%), respectively (Table 10).

Table 10. Graduates by Faculty

Faculty/Institute	Graduates		
	2021	2022	2023
Engineering	53	69	64
Gender & Development Studies	22	22	11
Humanities & Education	684	715	625
Law	188	179	167
Medical Sciences	909	855	820
Science & Technology	551	535	442
Social Sciences	1,804	1,689	1,393
Sport	3	21	18
Total	4,214	4,085	3,540

Among First degree graduates, 68% of students graduated with either Upper or Lower Second Class Honours in 2023 (Table 11). In comparison, 13% of students graduated with First Class Honours, while 19% of students obtained a Pass.

Table 11. First Degree Graduates by Class of Degree

Programme	2021	2022	2023
	% Distribution		
First Class Honours/Distinction	13	14	13
Upper Second Class Honours	40	41	40
Lower Second Class Honours	28	27	28
Third Class Honours (Eng)	0	0	0
Pass	19	18	19
Total	100	100	100

Studies of our graduates have shown success in the market place and with employers of UWI graduates. One and a half years after graduation, First- and Higher-degree graduates have enjoyed employment rates of 68% or better. This has occurred during a period of modest economic growth in Jamaica.

Table 12. Employment of First Degree Graduates

Year of Graduation	2014	2016	2018	2020
No. of Grads Traced	N=458	N=425	N=418	N=358
% Employed	76.0	77.0	68.0	85.0
% Unemployed	24.0	23.0	32.0	15.0

Note: Graduates surveyed 1.5 years after graduation.

The percentage of graduates traced were 18% for the Class of 2014; 18% for the Class of 2016; 13% for the Class of 2018; and 11% for the Class of 2020.



Table 13. *Employment of Higher Degree Graduates*

<b>Year of Graduation No. of Grads Traced</b>	<b>2014 N=174</b>	<b>2016 N=152</b>	<b>2018 N=168</b>	<b>2020 N=152</b>
% Employed	78.0	73.0	87.0	94.0
% Unemployed	22.0	27.0	13.0	6.0

Note: Graduates surveyed 1.5 years after graduation.

The percentage of graduates traced were 21% for the Class of 2014; 21% for the Class of 2016; 21% for the Class of 2018; and 17% for the Class of 2020.

In a recent survey of Graduates, Class of 2020, conducted in 2022, 55% of First-degree respondents were employed in professional occupations, while 12% were employed in technician and associate professional positions, and 17% in clerical jobs respectively. Among Higher-degree respondents, 20% were employed in managerial positions, 55% in professional occupations, 5% in technician and associate professional posts, and 4% in clerical jobs, respectively (Figure 5).

For the Employer Survey of UWI Graduates, Class of 2020, employers reported being satisfied with the academic preparation of graduates, as well as their problem-solving skills and knowledge of information technology. Despite their satisfaction with UWI graduates, employers suggested the need for graduates to obtain greater exposure to the following: internships, leadership training, ethical and professional standards, emotional intelligence and soft skills, and practical applications of knowledge. Teaching candidates should also be taught to write proper lesson plans while library courses needed to focus on emerging trends in a post-pandemic library environment as well as training in sign language to improve service delivery. These, the Mona Campus will improve upon through curricular and extra-curricular intervention.

Figure 5.

